

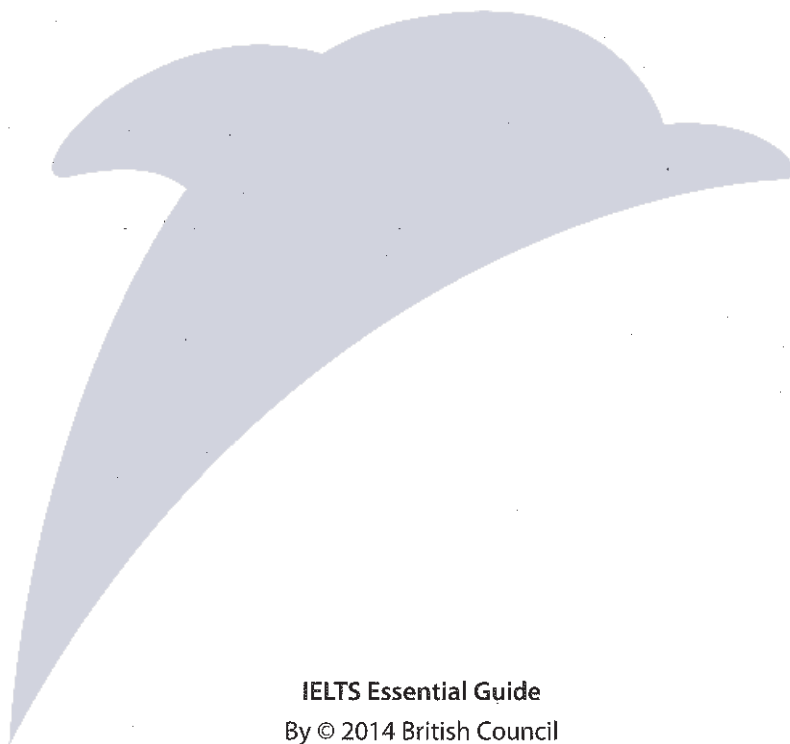
# **BÍ QUYẾT LUYỆN THI**

# **IELTS**

## **IELTS ESSENTIAL GUIDE**

**Bao gồm các đề thi mẫu,  
đáp án và diễn giải do chuyên gia IELTS hàng đầu  
của Hội đồng Anh biên soạn  
xuất bản lần đầu, 2017 (1st Edition, 2017)**





## **IELTS Essential Guide**

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### **Bí quyết luyện thi IELTS**

Bản quyền tiếng Việt © 2016 Knowledge Link JSC

Bản quyền tác giả được bảo hộ bởi luật pháp của nước Cộng hòa Xã hội Chủ nghĩa Việt Nam và Công ước Bern. Mọi vi phạm sẽ bị xử lý theo Luật pháp của nước Cộng hòa Xã hội Chủ nghĩa Việt Nam và các công ước quốc tế về bảo hộ bản quyền mà Việt Nam tham gia.

Xuất bản lần đầu năm 2017 bởi Nhà xuất bản Phụ nữ.

Tất cả các quyền đều được bảo hộ. Không một phần nào trong cuốn sách này được phép sao chép hay phát hành dưới bất kỳ hình thức hoặc phương tiện nào mà không có sự cho phép trước bằng văn bản của tác giả.

Nghiêm cấm mọi hình thức sao chép, trích dẫn, hoặc chỉnh sửa trừ những trích dẫn cho mục đích báo chí hay phê bình văn học. Mọi hành vi vi phạm sẽ bị xử lý.

# BÍ QUYẾT LUYÊN THI IELTS

## IELTS ESSENTIAL GUIDE

BAO GỒM CÁC ĐỀ THI MẪU,  
ĐÁP ÁN VÀ DIỄN GIẢI DO CHUYÊN GIA IELTS HÀNG ĐẦU  
CỦA HỘI ĐỒNG ANH BIÊN SOẠN  
XUẤT BẢN LẦN ĐẦU, 2017 (1ST EDITION, 2017)





## Lời giới thiệu

Các bạn đang cầm trên tay cuốn sách **IELTS Essential Guide - Bí quyết luyện thi IELTS** do Hội đồng Anh biên soạn. **Tủ sách du học** là một dự án sách với mục tiêu chính là cung cấp thông tin, định hướng và trợ giúp các bạn học sinh, sinh viên và các bậc phụ huynh về vấn đề du học.

Cuốn sách **IELTS Essential Guide - Bí quyết luyện thi IELTS** mà các bạn đang cầm trên tay là một sản phẩm hợp tác giữa Nhà xuất bản Phụ nữ và Hội đồng Anh thông qua Knowledge Link tại Việt Nam. Cuốn sách này là cuốn cẩm nang IELTS đầu tiên của Hội đồng Anh được dịch ra tiếng Việt nhằm chia sẻ những kinh nghiệm và lời khuyên xung quanh việc học và thi IELTS từ những cao thủ IELTS - những người Việt Nam đạt điểm thi từ 8.0 trở lên. Đây là những câu chuyện người thật, việc thật sẽ giúp độc giả có những lời khuyên quý báu và thiết thực cho quá trình ôn luyện và thi cử IELTS của mình.

Do thời gian chuẩn bị không nhiều nên cuốn sách chắc chắn sẽ không tránh khỏi thiếu sót, chúng tôi rất mong sẽ nhận được sự chia sẻ và góp ý của bạn đọc gần xa. Mọi ý kiến chia sẻ, góp ý xin vui lòng gửi về email: [truyenthongvaprxbpn@gmail.com](mailto:truyenthongvaprxbpn@gmail.com) hoặc thông qua Facebook của chúng tôi tại địa chỉ [www.facebook.com/nxbphunu](https://www.facebook.com/nxbphunu)

**Nhà xuất bản Phụ nữ**

## Lời cảm ơn



Cảm ơn bạn đã mua cuốn sách này. Tôi tin tưởng rằng những chỉ dẫn, lời khuyên và phần thực hành mà bạn tìm thấy trong cuốn sách này sẽ là cơ sở hỗ trợ tốt nhất giúp đạt được kết quả IELTS mà bạn mong muốn.

Là một trong ba tổ chức đồng sở hữu kỳ thi IELTS và là trung tâm chính thức tổ chức thi IELTS trên toàn thế giới, tôi chúc các bạn thành công với bài thi IELTS và tin tưởng rằng điểm thi IELTS của bạn sẽ là một công cụ giúp mở những cánh cửa tới những cơ hội giáo dục và sự nghiệp trong tương lai.

Trân trọng,



Greg Selby,

Giám đốc thi cử, khu vực Đông Á

Hội đồng Anh



# Giới thiệu chung về kỳ thi IELTS

## Bài thi IELTS

**IELTS:** IELTS, viết tắt của International English Language Testing System, là bài thi kiểm tra năng lực Anh ngữ. Bài thi IELTS được điều hành và đồng sở hữu bởi 3 thành viên: Hội đồng khảo thí tiếng Anh Đại học Cambridge, British Council - Hội đồng Anh và IDP - Tổ chức giáo dục Úc. Bài thi IELTS kiểm tra đầy đủ cả 4 kỹ năng tương ứng với 4 phần thi: Nghe, Nói, Đọc và Viết.

IELTS có 2 dạng bài thi là: Học thuật (Academic) dành cho những đối tượng muốn đi du học và Đào tạo chung (General Training) dành cho những ai muốn học nghề, tìm việc làm, hay di cư... Sự khác biệt là phần Đọc và Viết của dạng bài Học thuật sẽ mang nặng tính học thuật hơn vì nó dành cho những ai muốn đi du học, trong khi đó phần Nghe và Nói ở hai dạng bài thi hoàn toàn giống nhau.

Kết quả bài thi IELTS có giá trị trong vòng 2 năm.

## Thang điểm đánh giá

### Cách tính điểm

Thang điểm của IELTS là từ 1 - 9. Trên bảng kết quả của thí sinh sẽ thể hiện điểm của từng kỹ năng thi và phần điểm tổng sẽ được tính dựa trên điểm trung bình cộng của 4 kỹ năng.

Điểm tổng của 4 kỹ năng sẽ được làm tròn số theo quy ước chung như sau:

Gọi phần lẻ của điểm trung bình của các bạn là "a":

- Nếu  $0.0 < a < 0.25$ , điểm của các bạn sẽ được làm tròn xuống.

Ví dụ: một thí sinh có số điểm như sau: 6.5 (Nghe), 6.5 (Đọc), 5.0 (Viết) và 6.5 (Nói).

Nghe	6.5		Trung bình (chia cho 4)	6.125	Chưa được đến 6.25 để thành 6.5, nên làm tròn xuống còn 6.0.
Đọc	6.5				
Viết	5.0				
Nói	6.5		Điểm tổng kết	6.0	
Tổng	24.5				

- Nếu  $0.25 \leq a < 0.5$ , điểm của các bạn sẽ được làm tròn lên mức 0.5.

Ví dụ: một thí sinh có số điểm như sau: 6.5 (Nghe), 6.5 (Đọc), 5.0 (Viết) và 7.0 (Nói).

Nghe	6.5		Trung bình (chia cho 4)	6.25	Đúng 6.25 nên làm tròn lên 6.5.
Đọc	6.5				
Viết	5.0		Điểm tổng kết	6.5	
Nói	7.0				
Tổng	25				

Nếu  $0.5 < a < 0.75$ , điểm của các bạn sẽ được làm tròn xuống mức 0.5.

Ví dụ: một thí sinh có số điểm như sau: 7.0 (Nghe), 7.0 (Đọc), 5.5 (Viết) và 7.0 (Nói).

Nghe	7.0		Trung bình (chia cho 4)	6.625	Chưa được đến 6.75 để thành 7.0, nên làm tròn xuống còn 6.5.
Đọc	7.0				
Viết	5.5		Điểm tổng kết	6.5	
Nói	7.0				
Tổng	26.5				

Nếu  $0.75 \leq a < 1.0$ , điểm của các bạn sẽ được làm tròn lên số nguyên tiếp theo.

Ví dụ: một thí sinh có số điểm như sau: 7.0 (Nghe), 7.0 (Đọc), 5.5 (Viết) và 7.5 (Nói).

Nghe	7.0		Trung bình (chia cho 4)	6.75	Đúng 6.75 nên làm tròn lên số nguyên tiếp theo là 7.0.
Đọc	7.0				
Viết	5.5		Điểm tổng kết	7.0	
Nói	7.5				
Tổng	27				

Nói cách khác, để có thể đạt được IELTS 9.0 các bạn sẽ cần tổng số điểm trung bình trên hoặc bằng 8.75.

Thang điểm tổng quát của bài thi IELTS là từ 1-9.

IELTS không có đầu và rút. Bạn sẽ nhận được Giấy chứng nhận kết quả và trên đó thể hiện số điểm từ 1-9. Giấy chứng nhận sẽ ghi rõ điểm tổng và điểm trung bình cho từng phần thi. Sau đây là từng thang điểm và đánh giá chính thức:

Band	Description
9	<p><b>Expert user:</b> Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.</p> <p><b>Thông thạo:</b> Hoàn toàn đạt yêu cầu sử dụng ngôn ngữ: phù hợp, chính xác và trôi chảy với khả năng thông hiểu hoàn chỉnh.</p>

8	<p><b>Very good user:</b> Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.</p> <p>Rất tốt: Hầu như hoàn toàn đạt yêu cầu sử dụng ngôn ngữ, chỉ với vài lỗi thiếu chính xác và chưa phù hợp - không mang tính hệ thống. Lỗi hiểu sai có thể xuất hiện trong những tình huống lạ. Vận dụng tốt khả năng tranh luận chi tiết và phức tạp.</p>
7	<p><b>Good user:</b> Has operational command of the language despite some inaccuracies, inappropriacies and misunderstandings. Generally handles complex language well and understands detailed reasoning.</p> <p>Tốt: Đạt yêu cầu sử dụng ngôn ngữ trừ một số lỗi thiếu chính xác, chưa phù hợp và lỗi hiểu sai. Nhìn chung vận dụng tốt ngôn ngữ phức tạp và hiểu lập luận chi tiết.</p>
6	<p><b>Competent user:</b> Has generally effective command of the language despite some inaccuracies, inappropriacies, and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.</p> <p>Khá: Nhìn chung đạt yêu cầu sử dụng ngôn ngữ hiệu quả trừ một số lỗi thiếu chính xác, chưa phù hợp và lỗi hiểu sai. Có thể sử dụng và hiểu tương đối tốt ngôn ngữ phức tạp, nhất là trong các tình huống quen thuộc.</p>
5	<p><b>Modest user:</b> Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.</p> <p>Trung bình: Phần nào đạt yêu cầu sử dụng ngôn ngữ, nắm được nghĩa chung trong hầu hết các tình huống, mặc dù còn phạm nhiều lỗi. Có khả năng vận dụng kĩ năng giao tiếp cơ bản trong phạm vi cụ thể.</p>
4	<p><b>Limited user:</b> Basic competence is limited to familiar situations, though is likely to make many mistakes. Should be able to handle basic communications in own field.</p> <p>Hạn chế: Kĩ năng chấp nhận được trong những tình huống quen thuộc, mặc dù còn phạm nhiều lỗi. Có khả năng vận dụng kĩ năng giao tiếp cơ bản trong phạm vi cụ thể.</p>
3	<p><b>Extremely limited user:</b> Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.</p> <p>Rất hạn chế: Chỉ có thể truyền đạt và thông hiểu nghĩa chung trong các tình huống hết sức quen thuộc. Liên tiếp mắc lỗi trong giao tiếp.</p>
2	<p><b>Intermittent user:</b> No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.</p> <p>Kém: Không thực sự có kĩ năng giao tiếp, trừ với những thông tin cơ bản nhất, sử dụng những từ ngữ khó hiểu hoặc theo cách cụt lủn trong các tình huống quen thuộc, chỉ để đáp ứng nhu cầu tức thời. Gặp khó khăn trong việc thông hiểu tiếng Anh nói và viết.</p>

1	<p><b>Non user:</b> Essentially has no ability to use the language beyond possibly a few isolated words.</p> <p>Không có khả năng: Không có khả năng sử dụng ngôn ngữ, ngoài việc dùng vài từ nghèo nàn.</p>
0	<p><b>Did not attempt the test:</b> No assessable information provided.</p> <p>Bỏ thi: Không có cơ sở gì để đánh giá.</p>

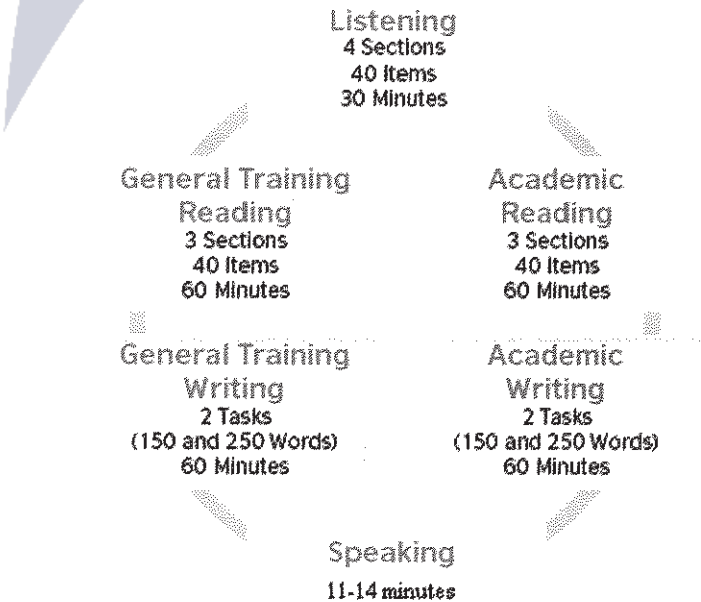
Nếu muốn so sánh với thang điểm của TOEFL iBT, bạn có thể sử dụng bảng dưới đây:

Thang điểm TOEFL iBT	Thang điểm IELTS	Thang điểm TOEFL iBT	Thang điểm IELTS
0–31	0–4	94–101	7
32–34	4.5	102–109	7.5
35–45	5	110–114	8
46–59	5.5	115–117	8.5
60–78	6	118–120	9
79–93	6.5		

Nguồn: ETS

### Cấu trúc bài thi IELTS

Bài thi IELTS gồm 4 phần tương ứng với 4 kỹ năng được đánh giá là Nghe, Nói, Đọc và Viết.





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# IELTS Listening Test



# OVERVIEW

## of the Listening Test

### Format/ Định dạng

- The Listening module takes about 30 minutes to complete
  - At the end candidates are allowed 10 minutes to transfer answers to an answer sheet.
- The listening module is the same for both the Academic and General Training versions of the test.
- There are 4 sections, each with 10 questions.
- Each section has one or more of various task types.
- The test gets progressively more difficult.
- All instructions are printed on the question booklet.
- Bài thi Nghe diễn ra trong vòng 30 phút
  - Cuối phần thi, thí sinh có 10 phút để ghi câu trả lời vào phiếu trả lời.
- Phần nghe là như nhau cho cả hai bài thi Academic và General Training.
- Có 4 phần, mỗi phần gồm 10 câu hỏi.
- Mỗi phần có một hoặc nhiều dạng bài khác nhau.
- Mức độ khó của bài thi sẽ ngày càng tăng lên.
- Tất cả các hướng dẫn được in trên tập câu hỏi bài thi.

### Audio recording / Phần ghi âm

- You will hear a variety of accents e.g. British, American, Australian.
- Answer the questions as you listen because the recording is played once only.
- Some time is allowed during the recording to preview the questions.
- Answers are in the same order as the information on the recording.
- If you missed an answer, guess because wrong answers are not penalised.
- Bạn sẽ nghe thấy các giọng khác nhau, ví dụ Anh, Mỹ, Úc.
- Hãy trả lời các câu hỏi trong khi nghe vì bạn chỉ được nghe một lần.
- Sẽ có một khoảng thời gian được cho phép dừng trong quá trình phát CD để bạn xem trước các câu hỏi.

- Thứ tự câu trả lời theo thứ tự như các thông tin của CD.
- Nếu bỏ lỡ một câu trả lời, hãy suy đoán bởi vì câu trả lời sai không bị trừ điểm.

**Marking/ Chấm điểm**

- A mark is given for each correct answer.
- Spelling is important. A spelling mistake counts as a wrong answer.
  - Both American and British English spelling are accepted but be consistent.
  - A hyphenated word (e.g. absent-minded, flow-chart) counts as one word.
- Grammar is important: e.g. if you write a singular instead of a plural noun, it counts as a wrong answer.
- Write answers clearly. Illegible handwriting will result in a wrong answer.
- Word limits set in the instructions need to be observed, otherwise answers will automatically be marked incorrect.
- Một câu trả lời đúng tương đương với một điểm (1 điểm).
- Đúng chính tả là yêu cầu quan trọng. Một lỗi chính tả sẽ bị tính là một câu trả lời sai.
  - Cả hai cách đánh vần Anh-Mỹ và Anh-Anh đều được chấp nhận nhưng phải nhất quán.
  - Một từ có gạch nối (ví dụ absent-minded, flow-chart) được tính là một từ.
- Ngữ pháp là yêu cầu quan trọng: ví dụ, nếu bạn viết một danh từ số ít thay vì viết một danh từ số nhiều thì đó là câu trả lời sai.
- Viết câu trả lời rõ ràng. Chữ viết tay không đọc được sẽ bị tính là một câu trả lời sai.
- Giới hạn số từ trong câu trả lời được ghi rõ ở phần hướng dẫn, việc viết quá số từ cho phép sẽ bị tính là một câu trả lời sai.



# Section 1

## What to expect

- Section 1 deals with social needs and everyday topics.
- It consists of a conversation or interview between **two** people.
- It is important to listen for **specific information** (e.g. names, numbers, common objects, places)
- At the beginning of this section there is an example which you will hear repeated.
- You will also have time to read through the questions.
- Phần 1 liên quan đến các nhu cầu của xã hội và các chủ đề hàng ngày.
- Bao gồm một cuộc trò chuyện hoặc phỏng vấn giữa **hai** người.
- Điều quan trọng là lắng nghe lấy thông tin cụ thể (ví dụ: tên, số, sự vật phổ biến, địa danh)
- Ngay đầu phần này, sẽ có một ví dụ mà bạn nghe lặp đi lặp lại.
- Bạn cũng sẽ có thời gian để đọc qua các câu hỏi.

## Task type 1: Form completion

- Fill in the gaps on a form.
- The instructions tell you how many words and/or numbers you can use.
- Writing more than the stated number of words counts as a wrong answer.
- Write the **exact** words you hear on the recording.
- Listen for names of people or places (which will be spelt for you).
- Listen for other **specific information** e.g. dates, times, measurements.
- Điền vào các chỗ trống trên một biểu mẫu.
- Các hướng dẫn cho bạn biết có bao nhiêu từ và / hoặc con số có thể sử dụng.
- Viết nhiều hơn số từ cho phép sẽ bị tính là một câu trả lời sai.
- Viết những từ **chính xác** mà bạn nghe từ CD ghi âm.
- Lắng nghe tên người hoặc địa danh (sẽ được đánh vần).
- Nghe các thông tin cụ thể khác ví dụ ngày, giờ, đơn vị đo lường.

## Activity 1

### TIP - Mẹo:

Familiarise yourself with the letters of the alphabet and practise the ones that cause difficulty for you (e.g. 'i' and 'e'; 'g' and 'j')

Làm quen với những kí tự của bảng chữ cái, luyện tập với những kí tự gây khó cho bạn (ví dụ: 'i' và 'e', 'g' và 'j').



1.1 Listen and repeat the letters of the alphabet:

1.2 Listen and write down the groups of letters you hear:

- |         |         |
|---------|---------|
| 1. .... | 3. .... |
| 2. .... | 4. .... |

1.3 Listen and fill in the gaps with the words that are spelt out on the recording.

- |                  |                        |
|------------------|------------------------|
| 1. Name: Suzanne | .....                  |
| 2. Address:      | 139 .....              |
| 3. Town:         | .....                  |
| 4. Company:      | ..... Publishing House |
| 5. Website:      | www. ....com           |

**TIP - MẸO:**

These occur in many different forms e.g. street numbers, phone numbers<sup>(1)</sup>, prices<sup>(2)</sup>, dates<sup>(3)</sup>, times or measurements<sup>(4)</sup>. Sometimes there is a combination of letters and numbers as in a passport, car registration, or the serial number of an appliance.

Chữ số xuất hiện ở nhiều dạng như số đường, số điện thoại<sup>(5)</sup>, giá cả<sup>(6)</sup>, ngày tháng<sup>(7)</sup>, thời gian hoặc đơn vị đo lường<sup>(8)</sup>. Có trường hợp chữ và chữ số đứng chung như trong hộ chiếu, trên biển số xe ô tô, hoặc số sê-ri trên một thiết bị.

(1) Tip: the 0 in phone numbers may be pronounced as 'oh' or 'zero'.

(2) Learn to write the symbols for pound (£), dollar (\$) and euro (€) – if the symbol is not given on the paper, you will have to write it as part of your answer. Note also: If you hear 'nine pounds fifty', you write £9.50; five euros forty-five = €5.45; 'two dollars twenty' = \$2.20 etc.

(3) Tip: There are different ways of writing the date: both American and British English styles are accepted. 'The thirtieth of November' = 30th November or 30 November or November 30(th)

(4) Tip: standard abbreviations are accepted e.g. you can write 50 kilogrammes/kilograms or 50 kg; 100 metres/meters or 100 m; 42 kilometres/kilometres or 42 km.

(1) Số 0 trong số điện thoại được phát âm là 'oh' hoặc 'zero'.

(2) Học cách viết các kí hiệu ứng với đồng pound (£), dollar (\$) và euro (€) - nếu trên giấy không in sẵn các kí hiệu đó, thí sinh phải tự ghi. Hãy nhớ: Nếu nghe 'nine pound fifty', bạn viết £9.50; 'five euros forty-five' = €5.45; 'two dollars twenty' = \$2.20 v.v.

(3) Có các cách khác nhau khi viết ngày tháng: lối Anh-Mỹ và Anh-Anh đều được chấp nhận. 'The thirtieth of November' = 30th November, 30 November hoặc November 30(th).

(4) Những lối viết tắt cơ bản được chấp nhận, ví dụ: thí sinh có thể viết 50 kilogrammes/kilograms hoặc 50 kg; 100 metres/meters hoặc 100 m; 42 kilometres/kilometers hoặc 42 km.

1.4 Listen and fill in the gaps with the numbers you hear.

1. Date of departure: .....
2. Room number: .....
3. Price per night: .....
4. Extras: – Breakfast: ..... per day
5. Storage for case: ..... in weight
6. Late check-out: .....
7. Parking: Car registration No: .....

### Task type 2: Short answer questions

- Read a question to which you have to write a short answer.
- The instructions tell you how many words and/or numbers you can use.
- Sometimes the question asks you to list 2 or 3 points (for one mark).
- You will listen for concrete facts and specific information.
- Before you listen, use the question words (who, where, why etc.) to predict possible answers – this will help you recognise the answer when you hear it.
- Đọc một câu hỏi mà bạn cần viết câu trả lời ngắn gọn.
- Phần chỉ dẫn sẽ cho biết thí sinh được phép dùng bao nhiêu từ và/ hoặc chữ số.
- Đôi lúc câu hỏi yêu cầu bạn liệt kê 2 hoặc 3 points (cho một điểm).
- Bạn sẽ được nghe những chi tiết cô đọng và thông tin cụ thể.
- Trước khi nghe, dùng những từ để hỏi (who, where, why vv.) nhằm dự đoán câu trả lời khả thi – điều này giúp bạn nắm bắt được câu trả lời khi nghe.

### Activity 2

05 Listen and answer the questions below. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

1. What colour is the car? .....
2. What time did the owner park the car? .....
3. Where was the owner when the car was stolen? .....

## Test practice

On the next page is a sample listening section 1. You will practise **form completion** and **short answer** tasks. Other task types are possible in this section of the test.

### TIP - MẸO:

- This is the first section and also the easiest. You should be able to get a high score on this section – it is important to be relaxed and calm so that you don't miss any answers. Practise some deep breathing or other relaxation exercises that you can use on exam day to help you settle quickly.
- Listen to the introduction (which sets the scene) and use the time given to look at the first set of questions. You are then less likely to miss an answer.
- It is important to keep up with the recording. If you do miss an answer, don't stop, move on to the next question. Later you can guess an answer for the missed one.
- Part-way through section 1, time will be given for you to look at the next set of questions.
- At the end of section 1, you will be given time to check your answers. Use this time wisely – check spelling, words that may need final 's', and make guesses if you have to. There is no penalty for a wrong answer.
- Đây là phần đầu tiên và cũng là phần dễ nhất. Nên đạt được điểm cao ở phần này – hãy thả lỏng và bình tĩnh để không bỏ lỡ những câu trả lời. Luyện hít thở sâu hoặc các bài tập thư giãn khác có thể áp dụng trong ngày thi nhằm giúp bạn mau chóng bình tĩnh.
- Lắng nghe hướng dẫn và tận dụng thời gian cho phép để đọc nhóm câu hỏi đầu tiên. Nhờ đó bạn sẽ ít bỏ lỡ một câu trả lời nào.
- Việc theo kịp tốc độ của CD ghi âm là rất quan trọng. Nếu trót bỏ lỡ một câu trả lời, đừng dừng lại, tiếp tục chuyển sang câu hỏi nối sau. Sau đó, bạn có thể đoán câu trả lời với câu hỏi bị lỡ.
- Trong phần 1, thí sinh sẽ có thời gian để đọc nhóm câu hỏi kế tiếp.
- Ở cuối phần 1, thí sinh sẽ có thời gian kiểm tra lại những câu trả lời. Hãy tận dụng khoảng thời gian này – soát chính tả, soát các từ cần thêm 's' vào cuối, và cố gắng suy đoán những câu bỏ lỡ. Một câu trả lời sai cũng không bị trừ điểm.

06 SECTION 1 Questions 1–10

Questions 1–6

Complete the form below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

EASTSIDE LIBRARY APPLICATION FORM for VISITOR'S MEMBERSHIP	
Example Purpose of visit:	Exchange
Family name:	Sunderland
First name:	1 .....
Nationality:	2 .....
Address:	3.....Road, Winton
Proof of address:	4 .....
Telephone number:	0405 492 451
Date of proposed departure:	5 .....
Passport number:	6.....

Questions 7–10

Answer the questions below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

- 7 How many items may a visitor member borrow at one time?  
.....
- 8 How long is the loan period for a “hot book”?  
.....
- 9 How much is the deposit to borrow a laptop to use in the library?  
.....
- 10 Name **ONE** method of renewing items on loan.

**Advice for (Vietnamese) Candidates:** If you have any problems hearing the audio of the Listening test clearly, put your hand up to alert the invigilator immediately.

Trong phần thi Nghe, nếu không thể nghe rõ CD ghi âm, bạn cần giơ tay ngay nhằm thông báo với giám thị.



# Section 2

## What To Expect

- Section 2 deals with a topic of general interest.
- It consists of a monologue (one speaker) e.g. a talk, a radio broadcast.
- You will listen for **factual information and select relevant and appropriate** information to answer the questions.

## Lưu ý

- Phần 2 sẽ liên quan tới một chủ đề chung.
- Đó là một bài độc thoại (một người nói), ví dụ: một cuộc nói chuyện, một chương trình phát thanh.
- Bạn sẽ lắng nghe **thông tin thực tế** rồi chọn **các thông tin có liên quan và phù hợp** để trả lời các câu hỏi.

## Task type 3: Matching Information (Khớp thông tin)

- Choose answers from a box of options (labelled A, B, C etc.).
- Write down the letter of the answer (A, B, C, etc.) next to the numbered questions which will be a list (names of people, places, events, objects, etc.).
- Use the time given to preview both the options and list of questions.
- The options in the box will NOT be in the same order as the recording.
- The questions follow the order of the recording.
- Choose **one** option for each question (there may be more options than you need).
- Listen for **synonyms** or words and phrases of similar meaning – it is unlikely that you will hear the exact words in the questions.
- Chọn câu trả lời từ một bảng gồm nhiều phương án (có nhãn A, B, C, v.v).
- Viết các chữ cái của câu trả lời (A, B, C, vv) bên cạnh các câu hỏi được đánh số - vốn là một danh sách (tên người, địa điểm, sự kiện, đối tượng, v.v)
- Tận dụng thời gian cho phép để xem trước cả các phương án lẫn danh sách các câu hỏi.
- Các phương án trong bảng sẽ không theo thứ tự như CD ghi âm.
- Các câu hỏi theo thứ tự như CD ghi âm.

- Xác định một phương án cho mỗi câu hỏi (có thể có nhiều phương án hơn bạn cần).
- Lắng nghe từ đồng nghĩa hoặc các từ và cụm từ có nghĩa tương tự - không nhất thiết rằng bạn sẽ nghe thấy những từ chính xác như trong câu hỏi.

### Activity 3

07 Study the questions (1-3) and think of other ways in which these ideas can be expressed. Then listen and complete the exercise.

Which team will carry out each of the following tasks?

Choose **THREE** answers from the box and write the correct letter, A–D, next to questions 1–3.

#### Teams

- A black caps
- B blue caps
- C green caps
- D red caps

1. collecting entrance tickets .....
2. acting as messengers .....
3. working in the kitchen .....

### Task type 4: Multiple choice

- This task type may be presented in different ways.
- It may be a question followed by three possible answers or the beginning of a sentence followed by three possible sentence endings – choose one correct answer, A, B, or C.
- Sometimes there is a longer list of possible answers and you have to choose more than one (e.g. two out of a possible five answers).
- Read each question carefully to check how many answers are required.
- This task type may test **detailed understanding of specific points or an overall understanding of the main points**.
- Study the questions and underline **key words** but remember these ideas may be expressed by **synonyms** <sup>(1)</sup> in the recording.
- Only the questions (not the options) follow the order of the listening text
- Phần thi này có thể được trình bày theo nhiều cách khác nhau.
- Đó có thể là một câu hỏi kèm theo ba câu trả lời khả thi hoặc phần đầu của một câu và theo sau là ba phần nối tiếp có khả năng kết thúc câu đó. Bạn phải chọn một câu trả lời đúng, A, B, hoặc C.

- Đôi khi có một danh sách dài các câu trả lời khả thi và bạn phải chọn nhiều hơn một (ví dụ: hai trong năm câu trả lời khả thi).
- Hãy đọc kĩ từng câu hỏi để kiểm tra xem cần bao nhiêu câu trả lời.
- Loại bài thi này có thể kiểm tra **khả năng hiểu tường tận về các điểm cụ thể hoặc hiểu tổng thể về những điểm chính**.
- Nghiên cứu các câu hỏi và gạch dưới các **từ khóa** nhưng hãy nhớ các ý có thể được diễn đạt bằng từ đồng nghĩa trong băng nghe.
- Chỉ có các câu hỏi (không phải các đáp án) là giống với thứ tự của CD ghi âm.

(1) **Tip:** listen also for antonyms or ways of expressing similar meaning by using a different word with a negative (e.g. sick = not well)

Cũng nên lắng nghe các từ trái nghĩa hoặc các cách diễn đạt cùng một ý bằng từ mang nghĩa phủ định (ví dụ: sick = not well).

#### Activity 4

##### TIP - MẸO:

Speakers rarely use exactly the same words as in the questions; therefore, it is important to listen for other ways of expressing the same idea

Người nói hiếm khi dùng đúng từ như trong các câu hỏi; bởi vậy lưu ý lắng nghe những cách diễn đạt khác nhau cho cùng một ý.

08 **4.1** Take a moment to think of paraphrases for the underlined words and phrases in the questions below. Then, listen.

1. You should see the doctor if
    - A you have a constant headache
    - B you have a sick stomach
    - C you have a cold
  2. Why is Jason feeling stressed?
    - A He has money troubles.
    - B He is overworked.
    - C He is afraid of losing his job.
- 3 and 4.** Which **TWO** things is Janice worried about?
- A Finding a part-time job
  - B Having enough money



- C Keeping up with her studies
- D Moving away from home
- E Talking to male students

4.2 Did you recognise the equivalent expressions? Look at the underlined phrases in the tapescripts.

4.3 Now listen again and answer the questions.

Test Practice

On the next page is a sample listening section 2. You will practise **matching information and multiple choice** tasks. Other task types are possible in this section of the test.

TIP: Mẹo:

REMEMBER:

- Listen to the introduction and use your time wisely – preview the questions in the time available, underline key words and think about possible **synonyms**.
- There is a break in the recording part-way through section 2 which gives you time to prepare for the second set of questions.

GHI NHỚ:

- Nghe phần hướng dẫn và biết tận dụng thời gian – xem trước các câu hỏi trong khoảng thời gian cho phép, gạch chân những từ khóa và nghĩ tới những từ đồng nghĩa có thể xuất hiện.
- Có một quãng nghỉ trong phần phát CD của phần, sẽ tạo điều kiện cho thí sinh chuẩn bị cho nhóm câu hỏi thứ hai.

09 SECTION 2 Questions 11–20

Questions 11–16

Which advantage is mentioned for each of the following holidays?

Choose **SIX** answers from the box and write the correct letter, **A–H**, next to questions 11–16.

Advantages	
A a range of prices to choose from	E no backpack to carry
B explore inaccessible places	F not physically demanding
C go at your own pace	G withdraw at any point
D high quality meals provided	H follow rough tracks



- 11 freedom walking .....
- 12 guided walking .....
- 13 road cycling .....
- 14 sea kayaking .....
- 15 sailing .....
- 16 luxury cruising .....

**Questions 17 and 18**

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

- 17 Walking holidays with a guide are currently offered
  - A** all over New Zealand
  - B** only in the South Island
  - C** in the South Island and Stewart Island
- 18 On rest days, when is entertainment provided?
  - A** when guests request it
  - B** every night
  - C** most nights

**Questions 19 and 20**

Choose **TWO** letters, **A–E**.

Which of the following does a self-catering unit contain?

- A** a dishwasher
- B** a fireplace
- C** an electric stove
- D** electric blankets
- E** refrigerator

# Section 3

## What to expect

- Section 3 deals with a situation set in an educational context.
- It consists of a conversation between two main speakers (although there may be up to four speakers) e.g. students in a discussion or tutorial.
- You will listen for **facts** and **ideas** and how they are connected.
- You may also have to identify the attitudes and opinions of the speakers.

## Lưu ý

- Phần 3 đặt ra một tình huống trong ngữ cảnh mang tính giáo dục.
- Bao gồm một cuộc trò chuyện giữa hai người (mặc dù có thể lên tới bốn người) ví dụ: học sinh trong một cuộc thảo luận hoặc một buổi hướng dẫn.
- Bạn sẽ lắng nghe các sự kiện và các ý cũng như cách chúng được kết nối.
- Bạn cũng có thể phải **xác định thái độ** và **ý kiến** của những người nói.

## Task type 5: Plan, map, diagram labelling (điền nhãn sơ đồ, bản đồ, biểu đồ)

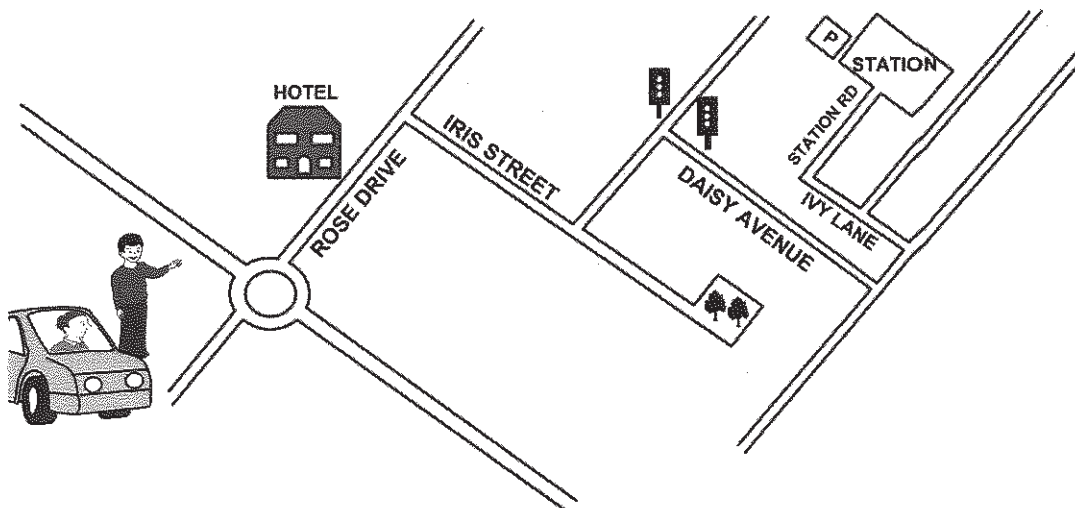
- Complete labels on a visual: a diagram (e.g. a piece of equipment), a plan (e.g. of a building), a map (e.g. part of a town).
  - Understand the description of a place or object and relate it to the visual.
  - Follow language expressing spatial relationships and directions.
  - Study the map/plan – think of the language for describing the location of places.
  - If the directions north, south, east or west are used in the description, a compass symbol will show where north is (it may only be labelled N for north).
  - Use your pencil tip to follow the route or object described as you listen.
  - Use any places (or parts) already marked on the map (or diagram) to help you.
  - Read the instructions carefully – know what to write (words or a letter, A, B, C).
  - Letters (A, B, C etc.) on a map/plan are NOT in the same order as the recording, but the places in the questions follow the recording.
  - Write the place names on the map/plan as you listen (abbreviate if necessary).
- Put the letters next to the question numbers at the finish.

- Điền các nhãn trên một hình minh họa: một biểu đồ (ví dụ: một phần của thiết bị), một sơ đồ (ví dụ: của một tòa nhà), một bản đồ (ví dụ: một phần của thị trấn).
- Hiểu được mô tả về một địa điểm hoặc đối tượng, và liên hệ đến hình minh họa.
- Chú ý tới ngôn ngữ thể hiện mối tương quan về không gian và các hướng dẫn.
- Nghiên cứu bản đồ/ sơ đồ - suy nghĩ về ngôn ngữ dùng để mô tả vị trí của nơi đó.
- Nếu các hướng bắc, nam, đông hoặc tây được sử dụng trong mô tả, một biểu tượng la bàn sẽ xuất hiện chỉ rõ hướng bắc (hoặc chỉ dán nhãn N cho hướng bắc).
- Sử dụng đầu bút chì dò theo tuyến đường hoặc đối tượng được mô tả khi lắng nghe.
- Sử dụng bất kỳ địa điểm nào (hoặc bộ phận nào) đã được đánh dấu trên bản đồ (hoặc sơ đồ) để giúp bạn dễ hình dung.
- Đọc kĩ hướng dẫn cẩn thận - biết phải viết gì (từ hoặc một chữ cái, A, B, C).
- Chữ cái (A, B, C, v.v) trên một bản đồ/ sơ đồ sẽ không theo thứ tự giống CD nghe, nhưng các địa điểm trong các câu hỏi sẽ theo thứ tự trong CD nghe.
- Viết tên địa điểm trên bản đồ/ sơ đồ như khi nghe được (viết tắt nếu cần).
- Điền các chữ cái bên cạnh số ghi những câu hỏi khi nghe hết.

### Activity 5

10 Look at the map below and complete the dialogue with the following phrases. And then listen to the dialogue to check your answers.

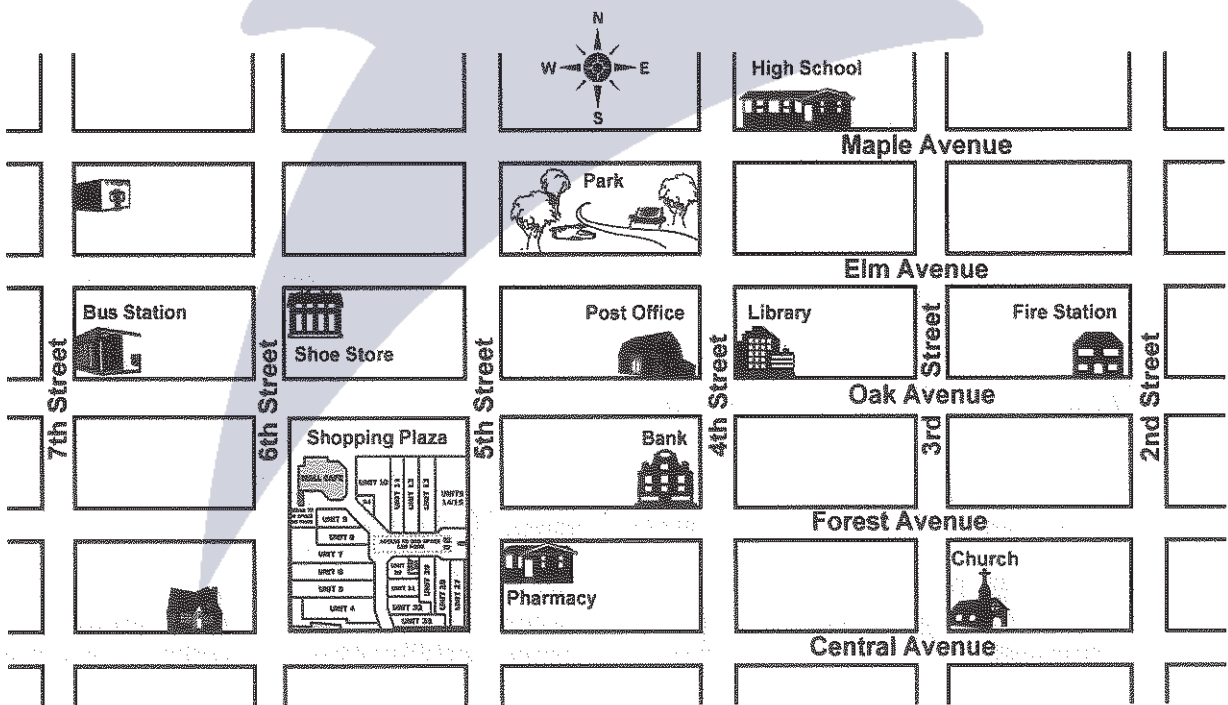
car park	roundabout (x 2)
go past	traffic lights
junction	go straight on
turn left (x 2)	take the second exit
turn right (x 2)	take the first on the left
keep going	take the second on the right



A: Could you tell me the way to the train station please?

B: 1 ..... until you come to the 2 ..... At the 3 ..... 4 ..... into Rose Drive. 5 ..... the hotel on your left and 6 ..... into Iris Street. Then 7 ..... and 8 ..... as far as the 9 ..... Then 10 ..... into Daisy Avenue. At the next 11 ..... Then 13 ..... again into Ivy Lane and 14 ..... This is Station Road and the station is right at the end. You'll see the 15 ..... adjacent to it.

11 5.2 Look at the map below. Listen to the questions and write down your answers.



- |         |          |
|---------|----------|
| 1. .... | 6. ....  |
| 2. .... | 7. ....  |
| 3. .... | 8. ....  |
| 4. .... | 9. ....  |
| 5. .... | 10. .... |

### Task type 6: Sentence completion

- Read a set of sentences which summarise key information.
- Complete a gap in each sentence using a word or words from the listening text.
- A word limit is given so read the instructions carefully.
- The limit will be one, two or three words (and/or a number).
- Identify **key information** and understand **functional relationships** (e.g. cause and effect).
- The completed sentence must be grammatically correct – this is one way you can check whether you have the right answer.

### Hoàn thành câu

- Đọc các câu tổng kết những thông tin quan trọng.
- Điền vào chỗ trống trong mỗi câu, sử dụng một từ hoặc nhiều từ trong đoạn nghe.
- Có giới hạn từ nên bạn cần đọc kĩ các hướng dẫn.
- Giới hạn thường sẽ là một, hai hoặc ba từ (và/ hoặc một con số).
- Xác định **các thông tin quan trọng** và hiểu các **mối quan hệ chức năng** (ví dụ: quan hệ nhân quả).
- Các câu hoàn chỉnh phải đúng ngữ pháp - đây là một cách để kiểm tra xem bạn có câu trả lời đúng hay không.

### Activity 6

12 Complete the sentences below. Write **ONE WORD ONLY** for each answer.

1. Ivan wants to know if Maria is finding her ..... more difficult.
2. Maria says that, because she knows the vocabulary now, the ..... is not so heavy.
3. Ivan correctly assumes that the ..... is much the same as what she studied before.

**Advice for (Vietnamese) Candidates:** Be careful with singular and plural nouns - these are common incorrect answers, for instance, especially 's' making plural where not needed.

Lưu ý các danh từ số ít và số nhiều - đây là những lỗi thường gặp, đặc biệt với việc thêm 's' để tạo danh từ số nhiều khi không cần thiết.



Test Practice

On the next page is a sample Listening Section 3. You will practise **labelling a plan** and a **diagram** and **sentence completion** tasks. Other task types are possible in this section of the test.

TIP: SCANNING

- Section 3 is a discussion in an academic situation.
- Phần 3 đặt ra một cuộc thảo luận trong tình huống mang tính học thuật.

13 SECTION 3

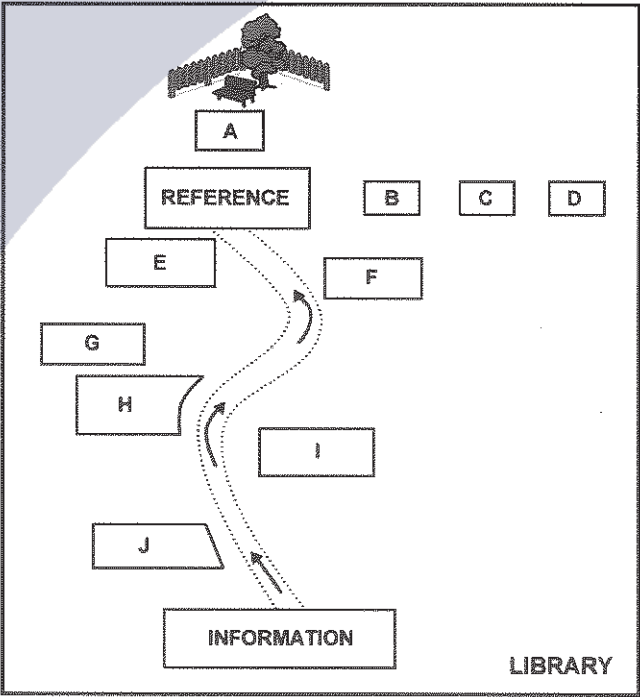
Questions 21–30

Questions 21–24

Label the plan below.

Write the correct letter, A–J, next to questions 21–24.

THE PUBLIC LIBRARY



- 21 Multimedia room .....
- 22 Junior fiction .....
- 23 Journals & Magazines .....
- 24 Café .....

Questions 25–27

Label the diagram below.

Choose **THREE** answers from the box and write the correct letter, A–E, next to questions 25–27.

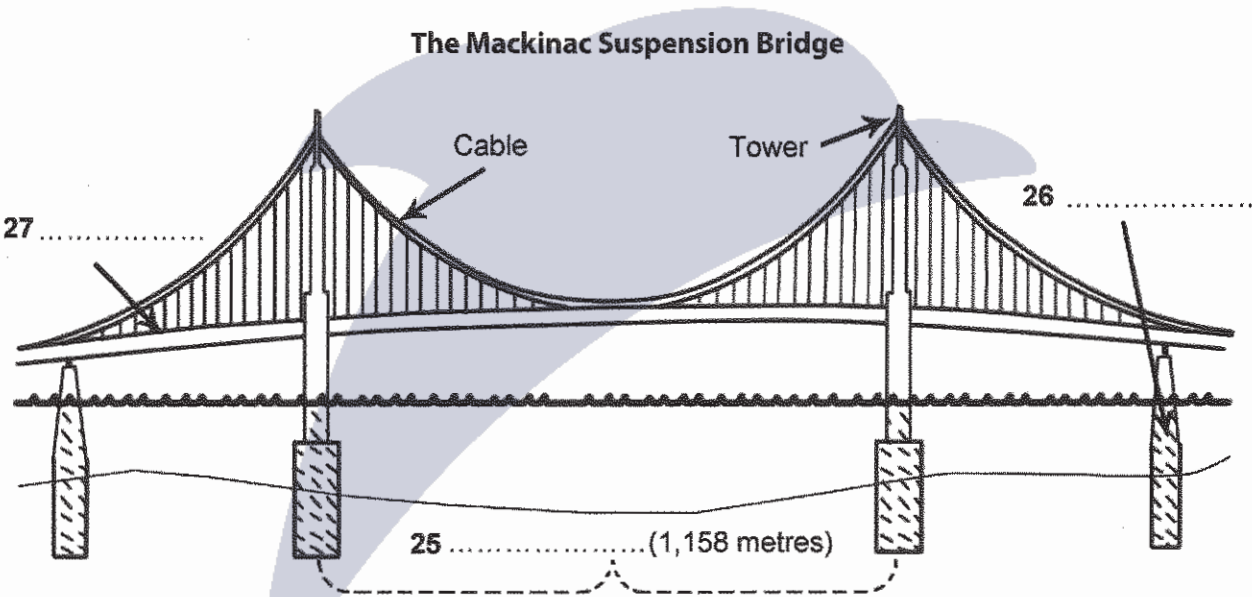
- anchorage

catwalks

chain-link fence

deck

main span



Questions 28–30

Complete the sentences below.

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

- 28

Zoe suggests they should not include too many ..... in their presentation.
- 29

Gary says the design of suspension bridges since 1940 makes allowances for wind, ..... and weight.
- 30

Zoe explains that the Mackinac Bridge could move considerably but this would only occur in .....

# Section 4

## What to expect

- Section 4 is a monologue (e.g. a talk, presentation or lecture) on an academic subject.
- There is **no break** in the middle of section 4: the speaker only pauses for a moment so you must preview **all** the questions (31–40) at the beginning.
- The test gets progressively harder so you can expect this section to be the most difficult. Try to keep up with the recording (see ‘signposting’ below). If you miss an answer, don’t panic, guess, and move on to the next question
- You will need to understand the relationship between **ideas**.
- You will need to follow the **organisation of ideas** and distinguish between main ideas and examples or supporting information.
- You may need to **identify** the **attitudes** and **opinions** of the speaker.

## Lưu ý

- Phần 4 là một đoạn độc thoại (ví dụ: một cuộc nói chuyện, thuyết trình hay bài giảng) về một chủ đề mang tính học thuật.
- Không có quãng nghỉ ở giữa phần 4: người nói chỉ dừng lại một lúc, do đó bạn phải đọc trước tất cả các câu hỏi (31-40) ngay từ đầu.
- Bài thi sẽ tăng dần mức độ khó, có thể thấy rằng phần này là khó nhất. Cố gắng theo kịp với CD nghe (xem ‘signposting’ dưới đây). Nếu bạn bỏ lỡ một câu trả lời, đừng mất bình tĩnh, hãy suy đoán, và chuyển sang câu hỏi tiếp theo.
- Bạn cần phải hiểu mối quan hệ giữa các ý.
- Bạn sẽ phải theo **cách sắp xếp các ý** và phải phân biệt giữa ý chính với các ví dụ hoặc các thông tin hỗ trợ.
- Bạn cần **xác định thái độ** và **ý kiến** của người nói.

## Activity 7

### TIP - Mẹo:

- ‘Signposts’ or verbal signals help you follow a long talk. Listen for them as they guide you through the structure of the talk. Some common types of signpost are ways of:

a introducing the topic or a new phase of the talk	b adding information or developing the topic
c giving an example	d stating cause
e stating effect	f concluding or referring back



**MỆO: CHỈ DẪN (SIGNPOSTING)**

'Chỉ dẫn' (Signposts), hay còn gọi là "từ chỉ đường" giúp thí sinh bám sát được một cuộc trò chuyện dài. Hãy chú ý nghe bởi đó là mối dẫn dắt xuyên suốt cấu trúc cuộc trò chuyện. Một số dạng chỉ dẫn thường gặp là:

- e giới thiệu chủ đề hoặc một đoạn mới của cuộc trò chuyện
- b bổ sung thông tin hoặc mở rộng chủ đề
- c cho ví dụ
- d nêu nguyên do
- e nêu kết quả
- f kết luận hoặc gọi lại

14 Listen to the recorded expressions and decide what kind of signposts they are <sup>(1)</sup>.

(1) Một số chỉ dẫn có thể phù hợp với nhiều hơn một mục.

**Task type 7: Note, table, flow-chart, summary completion**

- A set of **notes** is used to summarise information using the layout to show how different items are related (very similar to the **form completion** you did in section 1).
- A **table** is used to summarise information which falls into clear categories.
- A **flow-chart** summarises a process which has clear stages – the direction of the process is shown by arrows.
- A **summary** takes the form of complete sentences so your answer must fit the sentence grammatically. If it does not, it's not the correct answer.
- You select answers from a list **OR**
- You identify the missing words from the recording. Check the word limit and do not change the words from the recording in any way.

**Hoàn thành ghi chú, bảng, lưu đồ, bản tóm tắt**

- Các **ghi chú (notes)** được dùng để tóm tắt thông tin bằng cách sử dụng sơ đồ cho thấy mối liên quan giữa các đối tượng khác nhau (rất giống với phần **Form Completion** mà bạn đã làm ở Phần 1).
- Một **bảng** được sử dụng để tóm tắt thông tin được chia vào các phân mục rõ ràng.

- Một **lưu đồ** tóm tắt một quá trình với các giai đoạn rõ ràng - hướng của quá trình này được thể hiện bằng các mũi tên.
- Một **bản tóm tắt** có dạng câu hoàn chỉnh nên câu trả lời của bạn phải phù hợp về mặt ngữ pháp. Nếu không, đó không phải là câu trả lời chính xác.
- Bạn phải chọn câu trả lời từ một danh sách **HOẶC**
- Bạn phải xác định các từ còn thiếu từ CD nghe. Kiểm tra giới hạn từ và không được thay đổi từ nghe được trong CD trong bất kỳ trường hợp nào.

Activity 8: Table Completion

TIP - Mẹo:

- Check the instructions – what is the word limit for each gap?
- Read the heading – this tells you the broad topic or subject.
- Read the column headings.
- Look at each row and think about the kind of information you will need to fill the gaps.
- Use the information that is given to help you predict the kind of answer you need.
- Be sure to locate each question number – it’s easy to miss one in a large table!
- Kiểm tra các hướng dẫn - giới hạn từ cho từng chỗ trống?
- Đọc tiêu đề - điều này sẽ cho bạn biết chủ đề khái quát
- Đọc các cột tiêu đề.
- Nhìn vào mỗi hàng và suy nghĩ về loại thông tin bạn sẽ cần phải điền vào chỗ trống.
- Sử dụng các thông tin được đưa ra để giúp bạn dự đoán loại câu trả lời cần điền.
- Hãy xác định chắc chắn vị trí mỗi câu hỏi - bạn rất dễ bỏ qua một câu hỏi trong cả bảng lớn!

15 Complete the table below. Write **ONE WORD ONLY** for each answer.

URBAN vs SUBURBAN LIVING		
	Advantages	Disadvantages
Urban	Action – clubs, cafés etc.	Noise
	1 .....	More 2 ..... and pollution
	Arts & Culture – museums etc.	Price of housing
	Close to work	
Suburban	Peace & quiet	Cost of 4 .....
	Greener environment	Time lost in daily commute
	Better for children	
	Homes larger with more	
	3 ..... – back yard etc.	



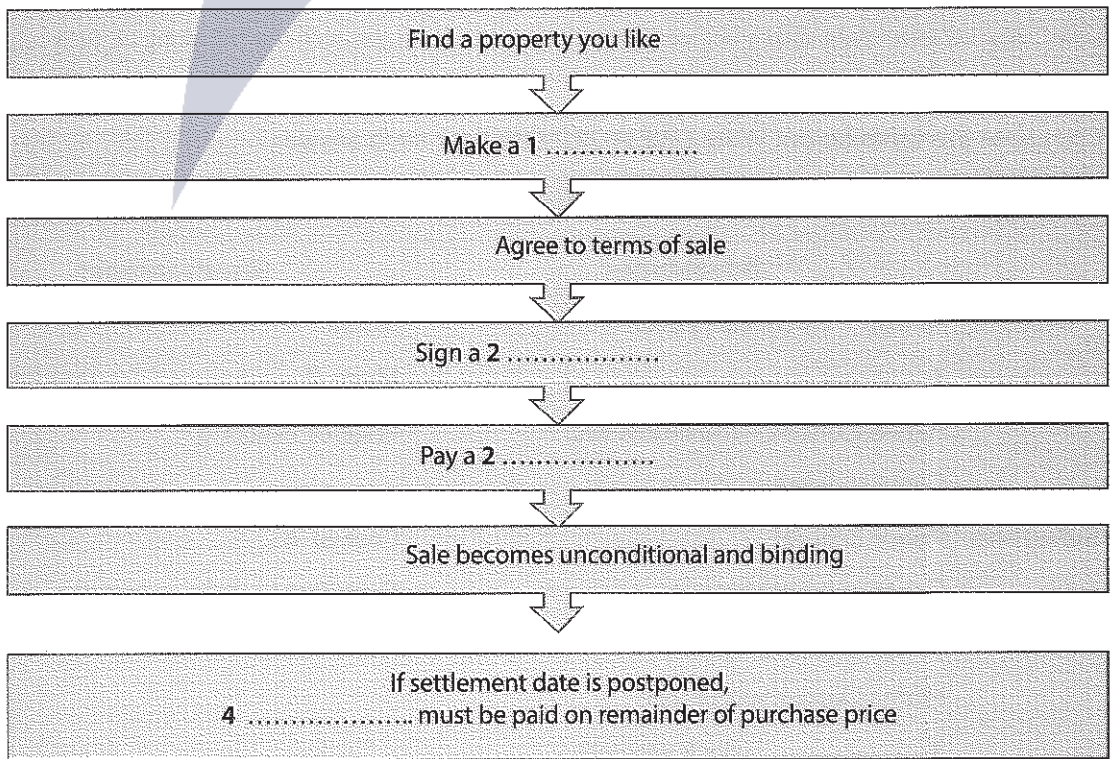
Activity 9: Flow-Chart Completion:

TIP - MẸO:

- Check the instructions – do you choose answers from a list or from the recording?
- If it is a list, you will write a letter (A, B, C etc.) as your answer.
- If you have to write down words you hear in the recording, note the word limit.
- Look at the heading to see what the topic is.
- If a list is given, think about how the words in the box might fill the gaps.
- Use the other information in the chart to help you predict likely answers.
- Read ahead and use the arrows to guide you through the development of the talk.
- Kiểm tra các hướng dẫn - bạn chọn câu trả lời từ một danh sách hay từ CD nghe?
- Nếu đó là một danh sách, bạn sẽ phải viết câu trả lời của mình bằng một chữ cái (A, B, C, v.v).
- Nếu bạn phải viết ra những từ bạn nghe được, hãy lưu ý tới giới hạn số từ.
- Nhìn vào tiêu đề để xác định chủ đề là gì.
- Nếu một danh sách được đưa ra, suy nghĩ xem các từ trong bảng có thể được điền như thế nào vào các chỗ trống.
- Sử dụng các thông tin khác trong biểu đồ để giúp bạn dự đoán câu trả lời. Đọc trước và sử dụng các mũi tên để định hướng sự diễn tiến của bài nói chuyện.

16 Complete the flowchart below. Write **NO MORE THAN TWO WORDS** for each answer.

THE PROCESS OF BUYING A HOME



## Activity 10: Summary Completion:

### TIPS - MẸO

- When you fill in the gaps, you are completing sentences which must be grammatically correct.
- When you preview the questions, think about the grammar of the missing word(s) – are you listening for a noun (singular or plural?), a verb or an adjective?
- 'a' before the gap would indicate a singular noun beginning with a consonant, 'an' would indicate a singular noun starting with a vowel sound.
- If the gap is followed by a plural verb, you need a plural subject.
- Before you listen, try to predict the part of speech (e.g. noun, adjective, participle) that will go in the gap.
- Look at the context – the surrounding words, the heading (if there is one), the meaning – and think about what suitable words might fit.
- A summary will be a condensed version of what you hear – just the main ideas
- It looks as if the answers come close together but, remember, a lot of detail has been left out.
- Khi điền vào chỗ trống, bạn phải hoàn tất câu đúng ngữ pháp.
- Khi bạn xem trước các câu hỏi, hãy suy nghĩ về ngữ pháp của từ còn thiếu (s) - là bạn nghe một danh từ (số ít hay số nhiều?), một động từ hoặc một tính từ?
- 'a' đứng trước chỗ trống sẽ cần một danh từ số ít bắt đầu bằng một phụ âm, 'an' sẽ cần một danh từ số ít bắt đầu bằng một nguyên âm.
- Nếu chỗ trống được theo sau bởi một động từ số nhiều, bạn cần điền một chủ ngữ số nhiều.
- Trước khi nghe, hãy cố đoán một phần của lời thoại (ví dụ danh từ, tính từ, phân từ) cần điền vào các chỗ trống.
- Nhìn vào ngữ cảnh - những từ liên kế, tiêu đề (nếu có), ý nghĩa - và suy nghĩ về những từ thích hợp có thể điền.
- Bản tóm tắt sẽ là một phiên bản cô đọng của những gì bạn nghe - chỉ là các ý chính.
- Chú ý: Ở những phần có các câu trả lời nằm gần nhau, các thông tin của bài thi sẽ được đưa ra liên tục.

17 Look at the summary below. Before you listen, try to predict the answers. Write your predictions in the gaps in pencil. Use the footnotes to help you.

Write **ONE WORD ONLY**<sup>(1)</sup> for each answer.

### THE RED CROSS<sup>(2)</sup>

The Red Cross is an **1** .....<sup>(3)</sup> that helps the needy. During wartime it delivers aid to **2** .....<sup>(4)</sup> but it is also active in peacetime bringing **3** .....<sup>(5)</sup> relief to survivors of accidents and **4** .....<sup>(6)</sup> of all kinds. **5** .....<sup>(7)</sup> attention is given to the injured; food and water is delivered; and **6** .....<sup>(8)</sup> is provided for the homeless.

Now listen and check your answers.



(1) The instruction is very helpful – you know to listen out for just one word to fill each gap.

(2) Read the title and try to recall everything you know about the topic – this will help your prediction.

(3) The grammar will tell you that a singular noun starting with a vowel is required here: 'an ...' – your answer is going to be a noun starting with a, e, i, o or u. The context tells you the word will probably have a general meaning. Any guesses?

(4) Probably a plural noun – the context is a big help here!

(5) The gap occurs just before a noun so you want an adjective (remember also that nouns can be used in front of other nouns as adjectives) – what kind of 'relief' is given after an accident?

(6) Two nouns joined by 'and' – 'accidents and ...' – a plural noun with a similar meaning. Can you guess?

(7) What kind of 'attention' is given to injured people? Think of an appropriate adjective.

(8) The following verb 'is' tells you this must be a singular noun – uncountable because there is no article (a/an). Not too hard to guess – what do the homeless need?

(1) Phần hướng dẫn rất hữu ích – hãy nghe chỉ một từ điền vào chỗ trống.

(2) Đọc tiêu đề và cố gắng nhớ lại mọi điều bạn biết về chủ đề – việc này sẽ giúp bạn đoán trước.

(3) Có thể là danh từ số nhiều – ngữ cảnh là căn cứ hữu ích ở đây!

(4) Ngữ pháp cho thấy một danh từ số ít bắt đầu bằng một nguyên âm đi với mạo từ 'an' – vậy câu trả lời cần một danh từ bắt đầu bằng a, e, i, o hoặc u. Ngữ cảnh cho thấy từ cần điền có thể mang một nghĩa chung. Dự đoán của bạn là gì?

(5) Chỗ trống xuất hiện ngay trước một danh từ, vậy bạn cần một tính từ (nhờ rằng các danh từ cũng có thể được dùng trước các danh từ khác với vai trò là tính từ) – sau một tai nạn (accident) thì ta cần từ nào đứng trước 'relief'?

(6) 'and' nối hai danh từ: 'accidents and...' – một danh từ số nhiều với nghĩa tương tự. Bạn suy đoán được chứ?

(7) Từ nào đứng trước 'attention' (mối quan tâm) dành cho những người bị thương? Tìm một tính từ phù hợp.

(8) Động từ 'is' cho thấy ta cần một danh từ số ít – dạng không đếm được vì không xuất hiện mạo từ (a/an). Không khó khi suy luận – người vô gia cư cần gì?

## Test practice

The following is a sample Listening Section 4. You will practise **note, table and summary completion** tasks. Other task types are possible in this section of the test.

### TIP - MẸO:

- Section 4 is an academic talk of some kind.
- Phần 4 đặt ra một cuộc trò chuyện mang tính học thuật về một chủ đề nào đó.



18 SECTION 4

Questions 31–40

Questions 31–33

Complete the notes below.

Write **NO MORE THAN ONE WORD** for each answer.

Effects of introduced species on the New Zealand environment

- NZ as part of Gondwanaland – ancient species of flora
- After separation – more species of flora arrived
- Vegetation untouched until humans came, then damage by **31** ..... and introduced animals and plants.

Human arrivals:

1. Polynesians, brought one kind of **32** ..... and rat
2. Captain Cook, European sealers & whalers, brought rats and **33** .....
3. European settlers, brought most introduced species (some from Australia)

Questions 34–37

Complete the table below.

Write **NO MORE THAN TWO WORDS** for each answer.

REASON	INTRODUCED MAMMAL
Utility	possum; <b>34</b> .....; feral goat; feral pig; Pacific rat
Sport	hare; wallaby; Himalayan thar; alpine chamois; <b>35</b> .....
Escapees	feral sheep; feral <b>36</b> .....; feral horse; feral cat
Biological control	<b>37</b> .....; ferret; stoat; weasel
Stowaway	black rat; Norway rat; mouse

Questions 38–40

Complete the summary below.

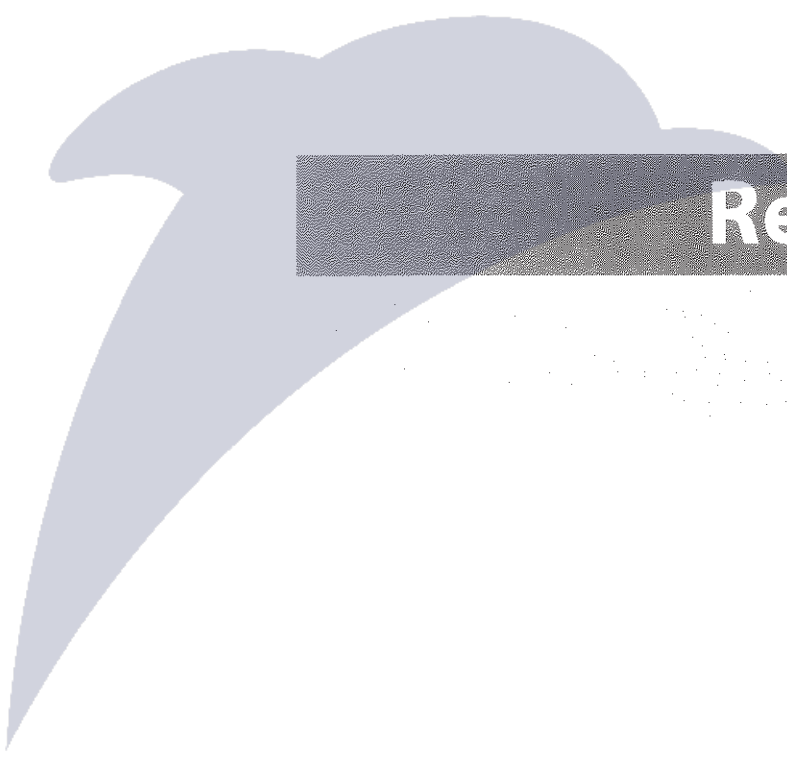
Write **NO MORE THAN TWO WORDS** for each answer.

**Economic impact and methods of control**

The introduction of animals into the New Zealand environment has important **38** ..... and financial consequences. Rabbits affect sheep farming; deer damage forests and possums have wide-ranging effects, not only on vegetation but on the **39** ..... because they spread disease. These 'pests' do have some economic benefits for the fur and meat trade, tourism, and the export of health products. Feral farm animals could be useful for **40** ..... but many herds have already been eradicated.

**Advice for (Vietnamese) Candidates:** Remember when you transfer your answers from the Listening test booklet to write on the correct side of the answer sheet - we continuously see candidates write Listening test answers on the Reading side of the answer sheet.

Khi chép câu trả lời từ phần thi Nghe, lưu ý viết đúng lên phiếu trả lời - các thí sinh thường viết câu trả lời dành cho phần thi Nghe vào phần Đọc trong phiếu.



# IELTS Reading Test



# OVERVIEW

## of the Reading Test

### Format

- The reading module takes one hour to complete.
  - At the end there is no extra time to transfer answers to the answer sheet.
- The reading module is not the same for the Academic and General Training versions of the test.
- **Task types are the same** for Academic and General Training but the **test format and content is a little different**.
- For both modules:
  - There are 3 sections with a total of 40 questions in all.
  - Each section has one or more of various task types.
  - All instructions are printed on the question booklet.
- Cần một giờ để hoàn thành phần thi đọc.
  - Cuối phần thi không có thêm thời gian để ghi câu trả lời vào phiếu trả lời.
- Trong bài thi IELTS, phần thi đọc của Academic khác với General Training.
- Các yêu cầu trong bài thi Academic và General Training là như nhau nhưng các định dạng bài thi và nội dung thì khác nhau một chút.
- Đối với cả hai phần thi:
  - Có 3 phần với tổng số 40 câu hỏi.
  - Mỗi phần gồm một hoặc nhiều yêu cầu khác nhau.
  - Tất cả các hướng dẫn được in trên tập câu hỏi.

### Marking

- For both modules:
  - A mark is given for each correct answer.
  - Answer can be written in either upper or lower case; both are acceptable.
  - The use of punctuation, like commas, hyphens or apostrophes in answer, is not necessary.
  - Spelling is important. A spelling mistake counts as a wrong answer.



Both American and British English spelling are acceptable but be consistent.

A hyphenated word (e.g. absent-minded) counts as one word.

- Grammar is important: e.g. writing a singular instead of a plural noun counts as a wrong answer.
- Write answers clearly. Illegible handwriting counts as a wrong answer.
- Answer the questions as you read and transfer to the answer sheet immediately.
- Word limits set in the instruction need to be observed; otherwise answers will automatically be marked incorrect.
- Answer the questions as you read and transfer to the answer sheet immediately.

### Cách chấm điểm

- Đối với cả hai phần thi:
  - Mỗi câu trả lời đúng được một điểm.
  - Câu trả lời có thể viết thường hoặc in hoa; cả hai đều được chấp nhận.
  - Sử dụng dấu câu như dấu phẩy, dấu nối, ba chấm trong câu trả lời đều không cần thiết.
  - Viết đúng chính tả là điều rất quan trọng. Một lỗi chính tả tính như một câu trả lời sai. IELTS chấp nhận cả cách đánh vần từ Anh-Mỹ và Anh-Anh nhưng phải nhất quán. Một từ có gạch nối (ví dụ absent-minded, flow-chart) được tính là một từ.
  - Ngữ pháp cũng rất quan trọng, ví dụ: viết danh từ số ít thay vì danh từ số nhiều sẽ bị coi là một câu trả lời sai.
  - Viết câu trả lời rõ ràng. Chữ viết không đọc được sẽ tính như một câu trả lời sai.
  - Cần lưu ý giới hạn số lượng từ được nêu trong phần hướng dẫn; nếu không, câu trả lời sẽ tự động bị coi là sai.
  - Trong lúc đọc, trả lời các câu hỏi và phải ghi câu trả lời vào phiếu ngay.

**Advice for (Vietnamese) Candidates:** Learn from your experience, especially from your mistakes. Read the answer key explanation we provide in this book carefully and see where you went wrong, and then apply this learning in future practice.

Nên rút kinh nghiệm từ các lỗi sai. Đọc kỹ phần lý giải trong cuốn sách này và nhận biết bạn mắc lỗi ở đâu, từ đó tránh lỗi này trong những phần thực hành về sau.

# General Training

## Reading Modules

- The texts are taken from notices, advertisements, timetables, leaflets, newspapers, instruction manuals, books and magazines.
- There are three sections of increasing difficulty.
  - **Section 1** (14 questions)
    - contains texts relevant to basic linguistic survival in English ('social survival');
    - provides mainly general, factual information;
    - may contain 2 or 3 short texts or several shorter texts (e.g. advertisements).
  - **Section 2** (13 questions)
    - focuses on the work context ('workplace survival');
    - two texts with more complex language (e.g. job descriptions, contracts).
  - **Section 3** (13 questions)
    - general context ('general reading');
    - one long text (e.g. from magazines, fictional and non-fictional book extracts);
    - most likely descriptive or instructive.
- Các văn bản được lấy từ thông báo, quảng cáo, thời gian biểu, tờ rơi, báo, sách hướng dẫn, sách và tạp chí.
- Có ba phần với độ khó ngày càng tăng.
  - **Phần 1** (14 câu hỏi)
    - chứa các văn bản có liên quan tới ngôn ngữ cơ bản trong tiếng Anh ('tồn tại xã hội');
    - cung cấp thông tin chung, thông tin thực tế;
    - có thể chứa 2 hoặc 3 đoạn văn ngắn hoặc một số văn bản ngắn hơn (ví dụ như quảng cáo).
  - **Phần 2** (13 câu hỏi)
    - tập trung vào bối cảnh làm việc ('tồn tại ở nơi làm việc')
    - hai văn bản với ngôn ngữ phức tạp hơn (ví dụ: mô tả công việc, hợp đồng)
  - **Phần 3** (13 câu hỏi)
    - Ngữ cảnh chung ('bài đọc nói chung');
    - một văn bản dài (ví dụ trích từ các tạp chí, từ tiểu thuyết hoặc sách phi hư cấu);
    - thường là văn bản mô tả hoặc chỉ dẫn.

# ACADEMIC

## Reading module

- There are three reading passages taken from journals, books, magazines and newspapers that have been written for a non-specialist audience.
- Topics are of general interest and at an appropriate level for candidates entering university courses or seeking professional registration.
- There are three sections:
  - **Section 1**=passage 1, 13 questions
  - **Section 2** = passage 2, 13 questions
  - **Section 3**= passage 3, 14 questions
- Có ba đoạn đọc lấy từ các tạp chí, sách, báo đã được viết cho đối tượng không chuyên.
- Chủ đề là các vấn đề quan tâm chung và ở một mức độ thích hợp cho các thí sinh tham gia các khóa học đại học hoặc tìm công việc chuyên nghiệp.
- Có ba phần:
  - **Phần 1** = đoạn 1, 13 câu hỏi
  - **Phần 2** = đoạn 2, 13 câu hỏi
  - **Phần 3** = đoạn 3, 14 câu hỏi

# READING

## Strategies: Overview

- Before you start, quickly look through the whole test so you **know what to expect**.
- **Time management** is extremely important – do not spend more than the recommended time (20 minutes) on each passage. Limit yourself to one or 1½ minutes at most per question. If you don't have an answer, guess, and move on. Write your answers directly onto the answer sheet – no extra time is given for this.
- **Read instructions carefully** so you know what to do and how to answer the questions.
- **Skim** the passage to get an idea of what it is about.<sup>(1)</sup>
- **Scan** the text to find the specific information required to answer the question.<sup>(2)</sup>
- **Read carefully** to make sure this is the right answer.<sup>(3)</sup>
- Trước khi bạn bắt đầu, nhanh chóng xem qua toàn bộ bài kiểm tra để biết cần làm những gì.
- Điều tiết thời gian là vô cùng quan trọng - không dành nhiều thời gian hơn đề xuất (20 phút) cho mỗi đoạn. Giới hạn bản thân chỉ dành 1 hoặc 1 ½ phút để trả lời mỗi câu hỏi. Nếu bạn không có câu trả lời, hãy suy đoán, và chuyển sang câu tiếp theo. Viết câu trả lời của bạn trực tiếp vào phiếu trả lời - không có thêm thời gian cho việc này.
- Đọc kỹ hướng dẫn để biết mình phải làm gì và làm thế nào để trả lời các câu hỏi.
- Đọc lướt toàn đoạn để có được một ý chính của đoạn.
- Đọc lướt để tìm các thông tin cụ thể cần thiết nhằm trả lời các câu hỏi.
- Đọc cẩn thận để đảm bảo rằng đây là câu trả lời đúng.



(1) Skimming is done very quickly – read the title of the passage, read the subheading (if there is one), then skip from paragraph to paragraph looking for the main idea – look at the content words (nouns and verbs) which carry the meaning of the sentence. Only look at the main clause of each sentence. Ignore relative clauses and adverbial clauses – they add extra information and details about the main idea. Do not stop to think about unfamiliar vocabulary.

(2) Again, it is not necessary to read or understand everything – your eyes should move quickly just looking for key words.

(3) After you have located what you think is the answer, read every word in the sentences that come both before and after it to fully understand the meaning.

(1) Đọc lướt tìm ý chính – đối với tiêu đề của đoạn, tiêu đề phụ (nếu có), lướt từng đoạn để tìm ý chính – xem các từ (danh từ và động từ) chứa nội dung câu. Chỉ cần đọc mệnh đề chính của mỗi câu. Tạm bỏ qua các mệnh đề quan hệ và mệnh đề trạng ngữ – chỉ nhằm bổ sung thông tin và chi tiết về ý chính. Cũng nên tính tới từ vựng lạ.

(2) Không cần thiết phải đọc hoặc hiểu tất cả – nhanh chóng dò tìm các từ khóa.

(3) Sau khi xác định được nội dung mà bạn nghĩ là câu trả lời, đọc mọi từ trong các câu đứng trước và sau nó nhằm hiểu trọn vẹn ý nghĩa.



# READING

## Task Types

### Task type 1: Short-answer questions

- Answer questions which relate to factual information and detail.
  - Write answers in words or numbers on the answer sheet.
  - Use only words from the text.
  - Read instructions carefully to find out how many words/numbers to use.
  - If you write more words/numbers than the limit, no mark is given.
  - Numbers can be written as figures or words (e.g. '200' or 'two hundred').
  - A hyphenated word counts as one word (e.g. 'mother-in-law' = one word).
  - The questions are in the same order as the information in the text<sup>(1)</sup>.
- 
- Trả lời câu hỏi liên quan tới thông tin và chi tiết thực tế
  - Viết câu trả lời bằng chữ hoặc số vào phiếu trả lời.
  - Chỉ sử dụng từ trong bài đọc.
  - Đọc các hướng dẫn cẩn thận để tìm ra số lượng từ/ con số cần phải điền.
  - Nếu viết thêm chữ/ số hơn giới hạn cho phép, bạn sẽ không được điểm.
  - Các số có thể được viết dưới dạng con số hoặc chữ (ví dụ '200' hoặc 'two hundred').
  - Một từ có gạch nối sẽ được tính là một từ (ví dụ 'mother-in-law' = một từ).
  - Các câu hỏi được sắp xếp theo thứ tự thông tin trong bài đọc.

(1) Tip: If you have found the answers to no. 2 and no. 4, you know the answer to no. 3 is somewhere in between

(1) Mẹo: Nếu bạn tìm ra câu trả lời cho số 2 và số 4, vậy câu trả lời cho số 3 sẽ nằm đâu đó ở giữa.

**TIP: SCANNING**  
(Đọc lướt lấy thông tin chi tiết)

- For short-answer questions you need to **scan** for facts and details. This means not reading every word but moving your eyes quickly over the text just looking for the relevant fact or detail. You don't need to understand every word – just enough to answer the question. The answers to 'wh-' type questions are often numbers or proper nouns (starting with a capital letter) so they should be relatively easy to find. Read the questions first so you know what to look for (is it a number? a place? a name? etc.).
- Đối với câu hỏi cần câu trả lời ngắn bạn cần phải lướt để lấy thông tin và các chi tiết. Điều này có nghĩa là không đọc từng từ, mà phải di chuyển mắt một cách nhanh chóng qua toàn bộ bài đọc và chỉ nhìn vào một thông tin hoặc chi tiết liên quan. Bạn không cần phải hiểu từng từ - chỉ đủ để trả lời câu hỏi. Những câu trả lời cho những câu hỏi kiểu 'wh-questions' thường là các con số hoặc danh từ riêng (bắt đầu với chữ cái viết hoa) vì vậy chúng rất dễ tìm. Trước tiên, hãy đọc các câu hỏi để bạn biết cần phải tìm gì (con số? địa điểm? một cái tên? v.v.)

**Activity 1: Short-answer Questions**

In this activity you will practise **short-answer** questions based on an excerpt from a General Training Reading Section 1 text.

**NB:** Short-answer questions appear in the Academic as well as the General Training Reading modules. Skills and strategies needed to approach this task type are the same for both modules. This is not the only task type that you might find in General Training Reading Section 1 - other task types are possible.

**Early Morning Blaze**

Four firemen suffered minor burns early this morning after the local fire brigade answered a callout to a menswear store. The alarm went off at 2.40 a.m. but the fire was not brought under control for several hours. The flames were finally extinguished at 5.15 a.m. The injuries occurred when the roof collapsed trapping several fire fighters inside the building. The fire chief said the fire originated in the kitchenette at the back of the store. The cause of the fire is still under investigation but an initial examination of the scene suggests defective wiring might be at fault.

## Questions 1–6

Answer the questions below.

Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Write your answers in boxes 1–6 on your answer sheet.

- 1 How many fire fighters were injured?
- 2 Where did the fire occur?
- 3 When was the fire put out?
- 4 How did the men get hurt?
- 5 In which room did the fire start?
- 6 What is thought to be the cause of the fire?

### Task type 2: Identifying information [TFNG]

- Recognise particular points of information.
- Answer questions about a number of statements.
- Write answers 'true', 'false', or 'not given' on the answer sheet.<sup>(1)</sup>
- The questions are in the same order as the information in the text.<sup>(2)</sup>
- Nhận biết các chi tiết cụ thể của thông tin.
- Trả lời câu hỏi về một số thông cáo.
- Viết câu trả lời 'true', 'false', hoặc "not given" trên phiếu trả lời.
- Các câu hỏi theo đúng thứ tự của thông tin trong bài đọc.

(5) True, false or not given according to the text (not your personal knowledge)

(6) If you have found the answers to no. 2 and no. 4, you know the answer to no. 3 is somewhere in between

(5) Lựa chọn True, false hoặc not given dựa trên văn bản (không phải dựa trên kiến thức của bạn).

(6) Nếu tìm được những câu trả lời cho số 2 và số 4, vậy câu trả lời cho số 3 sẽ nằm đâu đó ở giữa.

**TIP: MATCHING STATEMENTS:  
True? False? Not given?**

- In TFNG-type questions you match two statements: what is stated in the question and what is stated in the passage. You match meaning, not particular words or phrases.
- The meaning is the same = True
- The meaning is the opposite = False
- The meaning of the question is neither confirmed (true) nor contradicted (false) in the text = Not Given
- Với dạng câu hỏi dạng TFNG, bạn cần kết hợp hai thông tin: những gì được nêu trong câu hỏi và những gì được nêu trong đoạn văn. Bạn kết hợp ý nghĩa, chứ không phải từ hoặc cụm từ cụ thể.
- Ý giống nhau = True
- Ý ngược nhau = False
- Ý không được xác nhận (true), cũng không mâu thuẫn (false) trong bài đọc = Not Given

**Activity 2: TFNG**

Read the following extract and answer the questions below.

**Procrastination**

People often joke about procrastination saying things like "Why do today what you can put off till tomorrow?" Generally speaking, it is no laughing matter. Occasionally procrastination can have a positive outcome. For example, a problem may solve itself over time or the meeting you haven't prepared for is cancelled. And some people do work faster and more efficiently under time pressure. Most often, though, procrastination turns out to be a serious problem costing big businesses millions of dollars every year.

Surveys have shown that the average worker procrastinates an estimated 20% of the time which amounts to chronic behaviour and it is found in just about every occupation and profession. Doctors, too, are known for it.

An inability to say no often leads to procrastination. Even executives find it difficult to refuse additional work when they are already overworked. When their superior, or subordinate, makes a request, executives rarely take the trouble to explain that dealing with this particular issue means something else has to be let go.



Do the following statements agree with the information given in the text?

Write

- TRUE** if the statement agrees with the information  
**FALSE** if the statement contradicts the information  
**NOT GIVEN** if there is no information on this

- 1 Some people work better at the last minute.
- 2 Procrastination is usually harmless.
- 3 Large corporations lose millions of dollars annually because of procrastination.
- 4 Doctors procrastinate more than other people.
- 5 Executives who have trouble saying no to their boss do not have trouble saying no to an assistant.

### Activity 3: TFNG

#### Excerpt from GENERAL TRAINING Section 2:

In this activity you will practise **Identifying Information** [TFNG] questions based on an excerpt from a General Training Reading Section 2 text.

NB: Identifying Information [TFNG] questions appear in the Academic as well as the General Training Reading modules. Skills and strategies needed to approach this task type are the same for both modules. This is not the only task type that you might find in General Training Reading Section 2 - other task types are possible.

#### Bullying in the workplace

When workmates use offensive or intimidating behaviour to humiliate other workers, it is a form of abuse. Bullies are frequently insecure people with low self-esteem (although it may not be obvious). Their targets are usually competent, honest and independent people who get on well with their colleagues – often the very characteristic which bullies feel they lack. Bullies are often most concerned with gaining power and exerting dominance over people by causing fear and distress.

The individual on the receiving end of this behaviour may experience stress, anxiety, excessive worry, loss of concentration, and irritability as a result. The company may suffer, too, by way of a decrease in productivity and morale and higher rates of absenteeism. In some cases, the person being bullied quits his or her job resulting in a high turnover of personnel.

If you believe you are being bullied by someone at work, keep a record of each incident, including dates, and bring it to the attention of your employer, trade union representative, or health and safety officer. If you think you were singled out for abuse because of discrimination against your gender, age, religious beliefs, race or a disability, you could lay a complaint with the Human Rights Commission.



Questions 15–20

Do the following statements agree with the information given in the text?

In boxes 15–20 on your answer sheet, write

**TRUE** if the statement agrees with the information

**FALSE** if the statement contradicts the information

**NOT GIVEN** if there is no information on this

- 15 Bullies seldom lack confidence in themselves.
- 16 Bullies generally focus their unwanted attention on capable, decent individuals.
- 17 Bullies usually feel powerful when they frighten and upset others.
- 18 The target of a bully may suffer from insomnia or disrupted sleep.
- 19 Bullying in the workplace always has a negative effect on the organisation.
- 20 The Human Rights Commission is obliged to act if you were targeted because of discrimination.

**Advice for (Vietnamese) Candidates:** We have noticed that candidates have written answers like 'Talse' (instead of 'False'), 'No Given' (instead of 'Not Given'). These have to be marked INCORRECT. Be careful with your answers!

Các thí sinh thường viết đáp án 'Talse' (thay vì 'False'), 'No Given' (thay vì 'Not Given'). Đó là những LỖI SAI. Lưu ý khi viết đáp án!

**Task type 3: Sentence completion**

- Scan to locate detail or specific information.
- Use words taken from the text to fill in gaps in sentences<sup>(1)</sup>.
- The completed sentence must be grammatically correct<sup>(2)</sup>.
- Underline key words in the sentence – remember to look for synonyms in the text.
- Decide what kind of word you need for the gap (e.g. noun, participle, adjective).
- Find the word(s) in the text and copy exactly onto the answer sheet.
- Đọc lướt để xác định chi tiết hoặc thông tin cụ thể.
- Sử dụng các từ lấy từ bài đọc để điền vào chỗ trống trong câu.
- Các câu hoàn chỉnh phải đúng ngữ pháp.

- Gạch dưới các từ quan trọng trong câu - nhớ để tìm từ đồng nghĩa trong bài đọc.
- Xác định loại từ mà bạn cần cho chỗ trống (ví dụ; danh từ, phân từ, tính từ).
- Tìm từ trong bài đọc và chép chính xác vào phiếu trả lời.

(1) Refer back to the advice for "Short-answer questions"

(2) This is one way you can check whether you have the right answer

(1) Tham khảo lại mẹo dành cho những câu hỏi cần câu trả lời ngắn.

(2) Đây là một cách giúp bạn có thể kiểm tra liệu mình có câu trả lời đúng.

#### Task type 4: Note, table, flow-chart completion

- Understand details and/or main ideas.
- Complete the gaps in the notes, table or flow-chart with information from the text (the instructions will tell you how many words and/or numbers you can use);OR
- Select from a list of answers (there will always be more words than gaps).
- The answers will **not** necessarily occur in the same order as in the text.
- Hiểu chi tiết và/hoặc những ý chính.
- Điền vào chỗ trống trong các ghi chú, bảng hoặc biểu đồ với các thông tin từ bài đọc (phần hướng dẫn sẽ cho bạn biết có bao nhiêu từ và/hoặc số bạn cần điền); HOẶC
- Chọn từ một danh sách các câu trả lời (sẽ luôn có nhiều đáp án hơn số lượng chỗ trống).
- Các câu trả lời sẽ không nhất thiết phải theo thứ tự như trong bài đọc.

#### TIP: USING GIVEN INFORMATION

- Use the title to help you locate the right part of the text. With a table you can use the column headings to narrow down your search. Use the notes or parts of the table or flow-chart that have no gaps to help you find the answers and determine how to answer correctly within the word limit.
- Sử dụng tiêu đề làm căn cứ giúp bạn xác định vị trí các phần của bài đọc. Với một bảng, bạn có thể sử dụng các tiêu đề cột để thu hẹp nội dung tìm kiếm. Việc sử dụng các ghi chú hoặc một phần của bảng hay biểu đồ không có các chỗ trống sẽ giúp bạn tìm thấy câu trả lời và xác định làm thế nào để trả lời một cách chính xác trong giới hạn từ cho phép.

Activity 4: Table Completion

Read the following extract and fill in the gaps in the table below.

The four longest rivers in the world are located in four different continents. That at least is undisputed. However, while most scientists agree on the order, it is difficult to accurately measure the length of such enormous rivers and there is also sometimes disagreement on where a river actually starts and finishes. The Nile, beginning at Lake Victoria, is Africa’s longest river, negotiating its 6,650 kilometre journey to the Mediterranean Sea through land which has been used continuously for over 6,000 years.

The Amazon in South America is the largest but not the longest river, starting high in the Peruvian Andes and flowing for much of its 6,400 kilometre length parallel to and not far from the Equator eventually emptying into the Atlantic Ocean.

The Yangtze, with its source in the Kunlun Mountains of Tibet, is China’s most important internal waterway and travels 6,300 kilometres to the Yellow Sea.

The fourth longest river of the world is the Mississippi-Missouri, the source of which was not discovered until 1832 when it was traced to Lake Itasca in Minnesota. It deposits rich silt in the delta where it ends its 6,275 kilometre journey and flows into the Gulf of Mexico.

Complete the table below.

Write **NO MORE THAN TWO** words for each answer.

Top Four Longest Rivers in the World				
River	Length in kilometres	Continent	Source	End
Nile	1 ..... <sup>1</sup>	Africa	2 ..... <sup>2</sup>	Mediterranean Sea
3 ..... <sup>3</sup>	6,400	South America	Peruvian Andes	4 ..... <sup>4</sup>
5 .....	6,300	Asia	Kunlun Mountains	6 .....
Mississippi-Missouri	7 .....	North America	8 ..... <sup>5</sup>	Gulf of Mexico

(1) Both the column heading and the example in the box below show that you need write the number only (without "kilometres")

(2) This is an example of answers not occurring in the same order as the text. However, they are often in the same sentence or not too far apart.

(3) Although the rivers are referred to in the text as "**the Nile**" etc., follow the example in the box above (write the name without "**the**")

(4) If you use "the" in the answer, you exceed the word limit – notice how the example in the box above is written (without "the")

(5) "Lake Itasca in Minnesota" is too long – notice what was omitted from the name of the source in the box above.

(1) Cả tiêu đề cột và ví dụ trong bảng phía dưới đều cho thấy bạn cần viết con số mà không kèm theo đơn vị "kilometers".

(2) Đây là một ví dụ về những câu trả lời không xuất hiện theo thứ tự như trong bài đọc. Dù vậy, chúng thường nằm trong cùng một câu hoặc không nằm quá xa.

(3) Mặc dù những con sông được nhắc tới trong bài đọc là "the Nile" vv, hãy theo đúng ví dụ trong bảng trên (viết tên con sông không cần mạo từ "the")

(4) Nếu dùng "the" trong câu trả lời, bạn đã vượt quá giới hạn số từ - lưu ý ví dụ trong bảng trên được viết ra sao (không có "the")

(5) Lake Itasca in Minnesota là cụm từ quá dài - lưu ý những gì được rút khỏi tên trong bảng trên.

### Task type 5: diagram label completion

- Understand a detailed description and relate it to information presented in a diagram.
- Complete labels on the diagram using words from the text (the instructions will tell you how many words and/or numbers you can use).
- The answers will **not** necessarily occur in the same order as in the text.
- Hiểu được mô tả chi tiết và liên hệ nó với các thông tin được trình bày trong sơ đồ.
- Điền vào các mục trên sơ đồ sử dụng từ trong bài đọc (các hướng dẫn sẽ cho bạn biết có bao nhiêu từ và/hoặc con số bạn cần điền)
- Các câu trả lời **không** nhất thiết phải theo thứ tự như trong bài đọc.



**Activity 5: Sentence Completion, Flowchart and Diagram Label Completion**

In this activity you will practise **Sentence Completion, Flow-chart and Diagram Label Completion** questions based on an excerpt from a General Training Reading Section 3 text.

**NB:** Sentence Completion, Flow-chart and Diagram Label Completion questions appear in the Academic as well as the General Training Reading modules. Skills and strategies needed to approach this task type are the same for both modules. This is not the only task type that you might find in General Training Reading Section 3 - other task types are possible.

Phần này giúp bạn thực hành kĩ năng hoàn thành câu, điền vào lưu đồ (flow-chart) và biểu đồ (diagram) dựa trên một đoạn trích từ General Training Reading Section 3.

Lưu ý: Dạng câu hỏi hoàn thành câu, điền vào lưu đồ và biểu đồ xuất hiện trong cả Academic và General Training Reading. Các kĩ năng cũng như chiến lược dùng cho phần thi này là giống nhau trong cả hai hình thức thi. Đây không phải là loại yêu cầu duy nhất có thể gặp ở General Training Reading Section 3.

**SECTION 3****QUESTIONS 28–40**

Read the text below and answer Questions 28–40.

**WRITER'S BLOCK**

You have to finish that report for the boss, write an essay or article, or you work in the information economy – the deadline for the current project is looming but you find yourself mindlessly staring at a blank page on the screen and the words just won't come.

Writers' block is not an uncommon experience. The root cause is anxiety. There are many reasons for the writer to feel anxious. Perfectionism is one of them – the writer is too judgemental, viewing her work as inferior in some way. The project itself may be fundamentally misconceived or the writer lacks the experience or ability to complete it. Perhaps the pressure of a tight deadline is paralysing. There are other anxiety-provoking life stresses and deep-seated issues: serious illness, depression, a relationship break-up, not to mention financial difficulties. Sometimes distractions are too great or the writer simply runs out of inspiration.

There are various ways of overcoming the block. Exercise gets the blood moving through the body and brain: a visit to the gym, a walk around the block, a few yoga poses and some deep breathing all help to clear the head, induce relaxation and get the creative juices flowing. The body and brain need to be nourished with healthy food and pure water. Junk food is unlikely to increase mental output. Obviously, distractions have to be completely eliminated – phones turned off, the internet disconnected, the desk or workspace uncluttered – because good writing needs focus and undivided attention.

Consider also that the subconscious mind is continually problem-solving even while a person is sleeping so writing for twenty minutes prior to bedtime and thinking about the difficult bits before falling asleep might just induce the subconscious to resolve the issue overnight, the writer waking up with a fresh perspective in the morning. The best time for writing is early in the morning; tackle the most complex task first, and the easier stuff should just flow.

A tired writer will accomplish less and is more likely to suffer from a block – a good eight hours sleep at night is optimal but not always achievable. In this case, the best and most successful remedy is the caffeine nap. Researchers at Loughborough University in the U.K. found that a cup of coffee followed by a fifteen-minute nap is an effective way to re-boot the brain. The recommendation is to imbibe the coffee swiftly and then stretch out immediately and snooze for no more than a quarter of an hour. By the end of this period, the caffeine has had time to take effect and the subject wakes up feeling refreshed and is usually able to resume work without delay. The micro-sleep or power nap, combined with the stimulatory effect of the caffeine, although it sounds paradoxical, is apparently an effective antidote to fatigue.

The effects of a caffeine nap are much more powerful if the coffee is good. A semi-automatic pump espresso machine makes an excellent brew and it is easy to operate. The machine is turned on at the on/off switch at the bottom and, with the portafilter securely in place, allowed to heat for at least 20 minutes. The temperature light on the control panel at the top will indicate when the machine is ready. Then, pre-ground beans are measured into the portafilter, levelled off, and pressure is applied with a tamper to create an even seal. The pump is started by pressing the square button in the middle of the control panel and the water flows through the coffee into the cup. When there is enough espresso in the cup, the pump is shut off by pressing the button again. The portafilter is then removed and the used grinds are banged out. It should be rinsed well and dried before being placed back under the grouphead ready for the next shot.

Questions 28–32

Complete the sentences below.

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

Write your answers in boxes 28–32 on your answer sheet.

- 28 Some writers judge their writing too harshly, thinking it is .....
- 29 The writing task could be at fault if it has been .....
- 30 Writers may suffer from complete inaction if there is not enough time to meet  
a.....
- 31 All possible forms of disturbance should be.....
- 32 The ..... may sort out a problem when the writer is asleep.

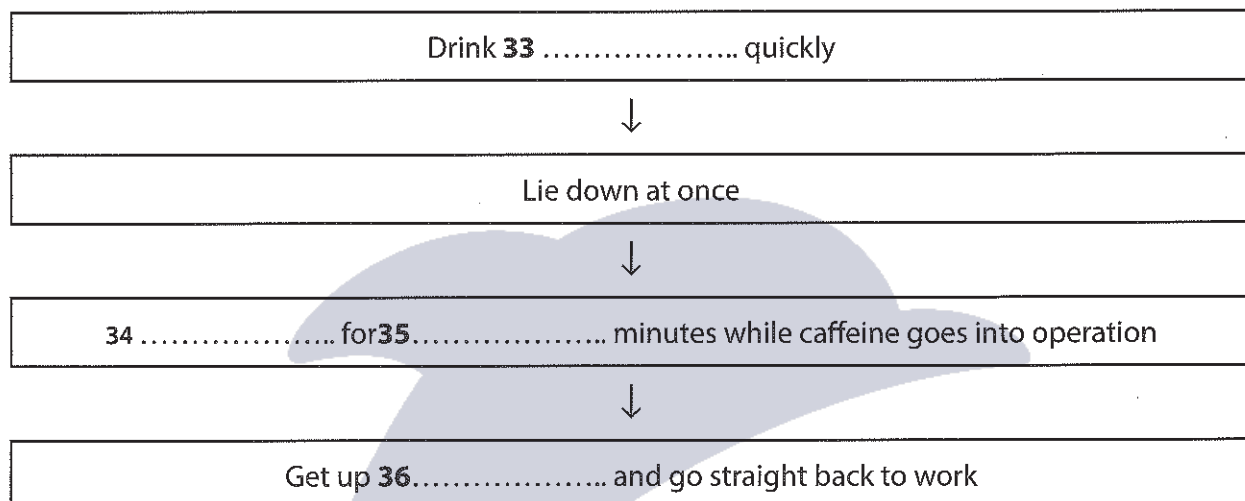
Questions 33–36

Complete the flow-chart below.

Choose **NO MORE THAN TWO WORDS OR A NUMBER** from the text for each answer.

Write your answers in boxes 33–36 on your answer sheet.

**How the Caffeine Nap Works to Ward Off Fatigue**



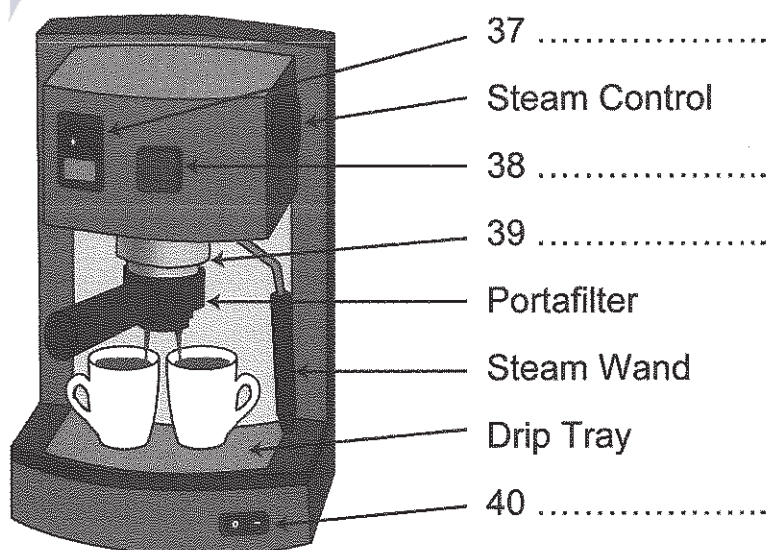
Questions 37–40

Label the diagram below.

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

Write your answers in boxes 37–40 on your answer sheet.

**Semi-Automatic Pump Espresso Machine**



**Task type 6: Matching features**

- Recognise relationships and connections between facts.
- Recognise opinions and theories.
- Match a set of statements to a list of options (A, B, C etc.).
- Some options may not be used.
- Some options may be used more than once (read instructions carefully).
- The questions do **not** follow the same order as information in the passage.
- Nhận biết các mối quan hệ và kết nối giữa các sự kiện.
- Nhận biết ý kiến và lý thuyết.
- Kết hợp một số câu vào danh sách các tùy chọn (A, B, C, v.v.)
- Một số tùy chọn có thể không được sử dụng.
- Một số tùy chọn có thể được sử dụng nhiều hơn một lần (đọc kỹ hướng dẫn).
- Các câu hỏi **không** theo thứ tự như thông tin trong đoạn văn.

**Activity 6: Identifying Features**

*Read the extract below and answer the questions.*

There are three main kinds of surveys that can be used for collecting data. A census collects information about every unit in a population. The advantage of this method is that the sampling variance is zero because it is calculated using data from the whole population. It also enables detailed information about sub-groups to be gathered. However, it is generally very expensive to carry out a census and it is a protracted procedure with information having to be gained from every member of the target group. A sample survey is not as expensive to conduct because data are collected from only part of the total population. Results are obtained more quickly – because fewer units are contacted there is less information to be processed. The sampling variance is non-zero – the data may not be as precise coming from just a sample instead of the whole group. A further disadvantage is that the sample may not be large enough to produce information about small sub-groups. The third type of survey consists of administrative data which may be collected as a result of the day-to-day operations of an organisation. The government, for example, will have files on births, deaths, marriages, car registrations and the like. In this type of survey the sampling variance is zero and the information is collected on an on-going basis which allows for trend analysis. It also eliminates the need to design a survey or census saving time and work and there is no additional burden on the respondents because the data have already been collected. There is however, a certain lack of flexibility as the material gathered is limited to essential administrative information and the data are limited to that part of the population on whom the records are kept.



Classify the following statements as referring to

- A a census
- B a sample survey
- C administrative data

Write the correct letter, A, B or C, next to questions 1–5 below.

**NB** You may use any letter more than once.

1. It does not require subjects to answer questions for the purpose of the survey.
2. It obtains information that may not be entirely exact or accurate.
3. It collects data about each individual in a group.
4. It makes it possible to track changes over time.
5. It is a costly and lengthy practice.

**TIP - MEO**

- Many candidates worry about their reading speed – it is true that speed is important with the time limits of the test. The key to speed is using the right reading skill. Think about these situations; are you using the same reading skills?
- You are looking through a magazine or newspaper looking for something interesting to read.
- You are reading an article and want to know a specific fact.
- You are not using the same skills here. The first uses skimming skills; the second uses scanning skills. Do you need to read every word to do either of these? No, you do not need to read every word. It is important your eyes move quickly across the text to pick up the key information you need, which might be a general idea of a text or paragraph or it might be a specific detail like the cost of an object. Of course there are times when you need to read for detail, and read very carefully, but hopefully you can do this in a specific paragraph or area because that's where you know the answer should be.
- Nhiều thí sinh lo lắng về tốc độ đọc – quả thật tốc độ là quan trọng căn cứ vào giới hạn thời gian của bài thi. Mẹo kiểm soát tốc độ là vận dụng đúng kĩ năng đọc. Nghĩ về những tình huống này; bạn có đang sử dụng cùng những kĩ năng đọc?
- Bạn đang tìm trong một tạp chí hoặc tờ báo đôi điều thú vị đáng đọc.
- Bạn đang đọc một bài báo và muốn biết một thông tin cụ thể.
- Bạn không dùng những kĩ năng giống hệt nhau ở đây. Trường hợp thứ nhất cần vận dụng kĩ năng đọc lướt tìm ý chính; trường hợp thứ hai cần vận dụng kĩ năng đọc lướt lấy thông tin cụ thể. Liệu có cần đọc hết từng từ trong mỗi trường hợp không? Không, điều đó là không cần thiết. Nên lướt mắt qua văn bản để thu nhận thông tin trọng yếu bạn cần, có thể là ý bao quát cả văn bản hoặc một đoạn hoặc một chi tiết cụ thể như giá của một món đồ. Dĩ nhiên sẽ có những lần bạn cần đọc tìm chi tiết, và đọc tỉ mỉ, song hi vọng bạn có thể làm điều này trong một đoạn văn hoặc một nội dung cụ thể – ở đó bạn biết có thể chứa câu trả lời.

**Task type 7: Matching information**

- Scan for specific information in the lettered paragraphs/sections of the text (e.g. an example, a definition, a reason, a comparison, an explanation etc.).
- You may not need to find information in every paragraph/section.
- There may be more than one piece of information in a paragraph/section – if so, instructions will say you can use any letter more than once.
- The questions do **not** follow the same order as information in the passage.
- Đọc lướt lấy các thông tin cụ thể trong các đoạn chữ/ phần được đánh theo chữ cái trong bài đọc (ví dụ: một ví dụ, định nghĩa, lý do, sự so sánh, giải thích, v.v).
- Bạn có thể không cần phải tìm kiếm thông tin trong mọi đoạn/phần.
- Có thể có hơn một thông tin trong một đoạn/phần - nếu như vậy, hướng dẫn sẽ xác nhận rằng bạn có thể sử dụng các chữ cái nhiều hơn một lần.
- Các câu hỏi **không** theo thứ tự như thông tin trong đoạn văn.

**Activity 7**

*For this task type you need to recognise what the writer is doing: giving an example, stating a definition, giving a reason, making a comparison/contrast, etc. Think of the language that is used to do this.*

*In the sentences below identify the function and underline the language that shows what the writer is doing.*

*Example: A sample survey is not as expensive to conduct ... = comparison*

1. This technique is much more effective than earlier methods of ...
2. Although the population is rising, the birth rate is declining ...
3. The increase in population is mainly due to immigration ...
4. Birds like the kiwi are flightless ...
5. This feature has led to their decline ...
6. The decline in numbers can be attributed to predation by dogs ...
7. Predators such as stoats and rats are unmanageable ...
8. This has contributed to the loss of many native species of ...
9. Biomedical engineering is the application of engineering principles and techniques to the medical field ...

10. In spite of their efforts to save the stranded whales, ...
11. Deforestation refers to the cutting and clearing of rainforest ...
12. As a direct consequence of changes in microclimates ...

### Activity 8: Matching Information and Matching Features

In this activity you will practice *Matching Information* and *Matching Features* questions based on an excerpt from Academic Reading Passage 1.

**NB:** Matching Information and Matching Features questions appear in the Academic as well as the General Training Reading modules. Skills and strategies needed to approach this task type are the same for both modules. This is not the only task type that you might find in Academic Reading Passage 1 - other task types are possible.

Questions 1–10 are based on Reading Passage 1 below.

#### Happiness is ...

According to Merriam-Webster's Online Dictionary, the definition of happiness is:

- A state of well-being and contentment
- A pleasurable or satisfying experience

**A** 'Happiness' today is investigated as a psychological phenomenon. However, for the Greek philosopher Aristotle (384–322 BC) it had a much broader significance. His theory of *eudaimonia*, 'well-being' or 'happiness', meant living well, enjoying many different aspects of a flourishing life: good health and physical well-being, material prosperity, thriving familial and friendship ties, fulfilment of intellectual and moral needs as well as living in a just and well-ordered society.

**B** A lot of our current assumptions about happiness have been confirmed by recent studies. Robust romantic relationships, good health, being well-off and enjoyment of a spiritual dimension to life all generate happiness. Our expectations are that positive outcomes in life will make us far happier and negative ones far unhappier than they really do. Harvard psychologist Dan Gilbert explains that over the last two million years human brains have grown and gained a new structure – the pre-frontal cortex. This allows us to simulate experiences but we tend to imagine the outcome of one scenario (for example, passing an exam) as being radically different from another (failing the exam) in terms of impact. Gilbert says, however, the difference is less significant than what we envisage because of our innate ability to synthesise happiness.

**C** Gilbert claims there are two kinds of happiness: "Natural happiness is what we get

when we get what we wanted, and synthetic happiness is what we make when we don't get what we wanted." Gilbert maintains that synthetic happiness is just as real and enduring as natural happiness. They might have different origins but they feel the same. He likens the production of synthetic happiness to a psychological immune system – a system of mainly unconscious cognitive processes that facilitate a modification of our view of the world so that we feel better about the situation we find ourselves in. We have the ability to manufacture happiness.

**D** This inherent coping mechanism minimises our disappointment and allows us to experience happiness even when we do not achieve our desires but Timothy Pychyl (Carleton University, Canada) warns that, when this happens, we minimize the 'perceived distance between our actual self and ideal self'. This 'cognitive dissonance' is an important source of incentive in our lives. For instance, think of an athlete who receives a bronze medal when she expected gold. If happiness is synthesised, she is content but where is the stimulus to improve? Pychyl believes we must learn to recognise synthetic happiness and use the tension caused by the divergence between actual and ideal self to change our behaviour; in the case of the athlete, this discrepancy would provide the impetus for harder training.

**E** According to Gilbert, if we get what we want, natural happiness ensues. If we don't get what we want, our psychological immune system is activated and synthetic happiness kicks in. However, when we have the liberty to choose from many options, we tend to agonise over squandered opportunities denying ourselves synthetic happiness. He believes synthetic happiness ensues only when people have no alternative.

**F** However, as Barry Schwartz points out, "we take choice as the critical sign that we have freedom and autonomy". Although it may seem counterintuitive, an explosion of choice leads not to heightened feelings of liberation but to paralysis instead. Even if we overcome the paralysis, with proliferation of possibility there is an escalation of expectations and consumers experience regret because they imagine the alternatives might have been better.

**G** H. A. Simon classified consumers into 'satisficers', who settle for 'good enough', and 'maximisers', who want the best. It is the maximiser's pursuit of perfection amidst an overwhelming array of options that leads to constant dissatisfaction and disappointment. Why? Because they made the choice and therefore they are responsible. Where there is no choice, we tend to blame outside factors. The satisficer's strategy seems practical and sensible but, with more choice, comes more pressure to maximise, making life more difficult and stressful. For many the freedom to choose is no freedom at all.

Questions 1–5

Reading Passage 1 has seven paragraphs, A–G.

Which paragraph contains the following information?



Write the correct letter, A–G, in Boxes 1–5 on your answer sheet.

- 1 the result of always looking for excellence
- 2 the distinction between synthetic and natural happiness
- 3 causes of happiness today
- 4 a definition of an ancient concept of happiness
- 5 an example of how synthesised happiness results in lack of motivation

**Questions 6–10**

Look at the following statements (Questions 6–10) and the list of researchers below.

Match each statement with the correct researcher, A–D.

Write the correct letter, A–D, in Boxes 6–10 on your answer sheet.

**NB** You may use any letter more than once.

- 6 People can use the conflict between how they really are and how they would like to be to improve performance.
- 7 People think the power of choice proves they are independent and free.
- 8 People who seek perfection blame themselves if the outcome is not perfect.
- 9 Synthetic happiness lasts for the same length of time as natural happiness.
- 10 Too much choice results in a failure to take action.

**List of Researchers**

Gilbert

Pychyl

Schwartz

Simon

**Task type 8: Multiple choice**

- This task type may require a detailed understanding of specific points or overall understanding of the main points.
- Choose the best answer from 4 alternatives (A, B, C, D) or 2 answers from 5 alternatives (A–E) or 3 answers from 7 alternatives (A–G).
- The correct option will either complete a sentence or answer a question that **means the same as something in the text**.

- The questions are in the same order as the information in the text.
- In order to match meaning you need to recognise synonyms and paraphrase (see 'TIP: Finding the Answers' below).
- Loại bài thi này có thể đòi hỏi thí sinh hiểu tường tận về các điểm cụ thể hoặc hiểu tổng thể về những ý chính.
- Chọn câu trả lời đúng nhất từ 4 tùy chọn (A, B, C, D) hoặc 2 câu trả lời từ 5 tùy chọn (A-E) hoặc 3 câu trả lời từ 7 tùy chọn (A-G).
- Các lựa chọn chính xác hoặc là sẽ hoàn thành một câu hoặc trả lời một câu hỏi mang cùng ý với bài đọc.
- Các câu hỏi theo thứ tự giống như thông tin trong bài đọc.
- Để khớp ý bạn cần phải nhận ra các từ đồng nghĩa và cách diễn giải (xem 'TIP: Finding the Answers' dưới đây).

### Task type 9: Matching sentence endings

- You are given the first half of a sentence based on main ideas in the text.
- Choose the best way to complete it from a list of options.
- There are more options than questions.
- Write the letter of the option you have chosen (A, B, C etc.) on the answer sheet.
- The questions are in the same order as the information in the text<sup>(1)</sup>.
- The completed answer will **mean the same** as an idea in the text.
- In order to **match meaning** you need to recognise synonyms and paraphrase (see 'TIP: Finding the Answers' below).
- Bạn sẽ được cung cấp nửa đầu của một câu dựa vào các ý chính trong bài đọc.
- Chọn đáp án đúng nhất để hoàn thành câu từ một danh sách các lựa chọn.
- Có nhiều lựa chọn hơn so với câu hỏi.
- Viết chữ cái của các lựa chọn mà bạn đã chọn (A, B, C, vv) vào phiếu trả lời. Các câu hỏi sẽ theo thứ tự như thông tin trong bài đọc.
- Câu trả lời hoàn chỉnh sẽ có ý nghĩa như ý được trình bày trong bài đọc.
- Để khớp ý bạn cần phải nhận ra các từ đồng nghĩa và cách diễn giải (xem 'TIP: Finding the Answers' dưới đây).

(1) If you have found the answers to no. 2 and no. 4, you know the answer to no. 3 is somewhere in between.

(1) Nếu bạn đã tìm được câu trả lời cho số 2 và số 4, vậy câu trả lời cho số 3 sẽ nằm đâu đó ở giữa.

**TIP: FINDING THE ANSWERS**  
**Mẹo: Tìm câu trả lời (matching meaning)**

- Underline the key word(s) or phrase in the question or sentence half.
- **Scan and locate** it (or something that means the same) in the passage.
- Read **intensively** around it including the sentences that come before and after – sometimes **not all the parts of the key phrase are found close together** (you may have to skim over some interesting but irrelevant facts in between).
- Look for **changes in the order** of the sentence – information in the question could be written in a different order in the passage.
- You may find words that **correspond exactly** (which makes your task easier).
- You may find words with a **similar pattern** (where there is just a different verb, adjective or adverb; e.g. *indigenous frogs* -> *native frogs*).
- You may find phrases or sentences that look quite **different** but have the **same** meaning.  
You may be able to guess the meaning of an unfamiliar word from the **context**<sup>(1)</sup>.
- Gạch dưới các từ khóa hoặc cụm từ trong câu hỏi hay nửa câu cho trước.
- Đọc tìm chi tiết và xác định vị trí từ khóa (hoặc nội dung có nghĩa tương tự) trong bài đọc.
- Đọc kỹ phần nội dung quanh từ khóa, bao gồm những câu đứng trước và sau - đôi khi không phải tất cả các phần của cụm từ khóa được tìm thấy gần nhau (bạn có thể phải đọc lướt một số sự kiện thú vị nhưng không liên quan ở giữa).
- Hãy tìm những thay đổi về thứ tự của câu - thông tin trong câu hỏi có thể được viết theo một thứ tự khác với bài đọc.
- Bạn có thể tìm thấy những từ tương ứng chính xác (giúp bạn dễ trả lời hơn).
- Bạn có thể tìm thấy các từ tương tự (mà chỉ là một động từ, tính từ hoặc trạng từ khác, ví dụ như *indigenous frogs* -> *native frogs*).
- Bạn có thể tìm các cụm từ hoặc câu có vẻ khác biệt nhưng có cùng ý.
- Bạn có thể đoán được nghĩa của một từ không quen thuộc trong ngữ cảnh đó.

(1) Context is dealt with in more detail  
on page 80.

(1) Ngữ cảnh được xem xét kĩ hơn ở  
trang 80.

Compare these pairs of sentences. Notice how the techniques (above) have been used.

- 1 New Zealand's indigenous frogs have changed very little in 70 million years.  
→ Over the last 70 million years the native frogs of New Zealand have not changed much.
- 2 They are small, nocturnal, and difficult to see as they camouflage<sup>(1)</sup> themselves well.  
→ They are tiny creatures that are active at night and disguise themselves well.
- 3 These native frogs are rare, essentially silent and confined to undisturbed native bush.  
→ It is unlikely that you would ever encounter or hear one of these native frogs.
- 4 Three species live in shady, moist woodland areas but one is semi-aquatic<sup>(2)</sup>, living on stream edges.  
→ Although one species lives near water, the other three inhabit damp, dark forested regions.

(1) You can guess from context that camouflage means 'disguise; conceal' because they are difficult to see.

(2) You can guess the meaning of semi-aquatic from context: living on stream edges i.e. near water

(1) Từ ngữ cảnh, bạn có thể đoán được 'camouflage' nghĩa là 'disguise'; 'conceal'

(2) Từ ngữ cảnh: living on stream edges i.e. near water, bạn có thể đoán nghĩa của cụm semi-aquatic.

### Activity 9: Multiple Choice and Matching Sentence Endings

In this activity you will practice **Multiple Choice** and **Matching Sentence Ending** questions based on an excerpt from Academic Reading Passage 2.

NB Multiple Choice and Matching Sentence Ending questions appear in the Academic as well as the General Training Reading modules. Skills and strategies needed to approach this task type are the same for both modules. This is not the only task type that you might find in Academic Reading Passage 2 - other task types are possible.

Questions 14–22 are based on Reading Passage 2 below.

#### The science behind charisma

It has long been known that a small group of people in every society possess a special personality trait that allows them to captivate an audience, inspire devotion among others and lead their communities with an almost effortless flair. Today we call this special ability



'charisma'. Although easily sensed by others, it has long proved difficult to arrive at an exact definition of the term, largely due to the array of diverse criteria encompassed within our understanding of it.

Despite this obstacle, some scholars have turned their attention to the subject and attempted to discover exactly how charisma works and what its fundamental components are. In conducting these investigations they have discovered that the stereotypes of smooth-talking Hollywood film stars and politicians which circulate among the general populace are only partially true, and ultimately fail to penetrate to the core of what really makes charismatic people tick.

Psychology professor Robert Riggio has broken the key elements of charisma down into three key traits: expressivity, control, and sensitivity, and in his opinion the third of these is often underplayed. "In the late 1970s, I thought a charismatic person was a bubbly, effervescent type that lit up a room," Riggio notes, adding that he now believes sensitivity is crucial, as it assists the charismatic person in navigating a range of social functions with a measure of tact and understanding. Although sometimes requiring a person to step back from the heart of a social setting and shy away from conflict, in the long run this sensitivity fosters long-standing emotional bonds.

This authentic emotional engagement underpins charisma in its truest sense, and explains why there are limits to the extent to which charisma can be affected for the purpose of deceiving others. Those with an obviously self-interested agenda – sales people and marketers are among the numerous examples frequently cited – may effortlessly adopt the more instrumental components of charisma, such as increased amounts of eye contact and an open body stance, but due to a lack of genuine interest tend to present themselves as smarmy and unappealing.

There is of course, much more to charisma than an earnest intent. Research has shown that charismatic people are natural mimics, easily switching their postures and mannerisms to those of their audience. They tend to speak in a fluid manner, with few gaps or hesitations, and tend to move conversations along at a relatively lively pace. Another find that piqued the curiosity of researchers is that revealing vulnerability can actually enhance charisma by adding a more human touch to the speaker's persona. Too much, however, and the effect is extinguished, as an overarching authority must remain intact. Finally, even when they are the object of attention, charismatic figures generally steer the topic of discussion away from their own lives and accentuate shared passions instead.

As research begins to unpick these elements of charisma, the vital role of charismatic people in society becomes apparent. Far from being automatically vain and power-hungry, they foster social cohesion in their communities and encourage a strong sense of self-esteem among individuals they encounter. Without people doing this work, conflicts both large and small might erupt with a far greater frequency.

This is not to say that charisma has no dark side, however. It is undoubtedly a high-octane personality trait, and as such taxes the social stamina of those who possess it. A highly successful lawyer, for example, may get her way in court, but struggle to keep her friendships alive outside work. Likewise, a political leader who can inspire thousands at a rally may find his marriage unravelling as a result of his need to 'switch off' when he returns home.

Then there are those situations where one charismatic leader has stirred others to action, but for ends that were ultimately calamitous for all involved. This is perhaps where the most valuable contribution of the studies and experiments on charisma is to be made. By developing an awareness of how we can be manipulated into following another person's wishes, it is possible these studies will encourage us to think more critically about our decisions and in doing so avoid the mistakes of the past.

### Questions 14–17

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

Write the correct letter in Boxes 14–17 on your answer sheet.

- 14** Charisma is difficult to describe because it
- A** only exists among a few people in society.
  - B** combines many different qualities.
  - C** has only recently begun to be studied.
  - D** is not easily recognised by most people.
- 15** Researchers have discovered that
- A** popular ideas about the nature of charisma are incomplete.
  - B** people with power and fame tend to be the most charismatic.
  - C** charisma is not as mysterious as many people believe it to be.
  - D** not all actors and politicians have charisma.
- 16** Riggio believes that sensitivity
- A** improves relationships for brief periods of time
  - B** is not as important as other aspects of charisma.
  - C** allows people to become the centre of attention.
  - D** helps people to interact appropriately with others.
- 17** Charisma is difficult to fake because
- A** the physical aspects of charisma are hard to learn.
  - B** too many people are attempting to learn how to use it.

- C** it is based on the communication of real feelings.
- D** vendors and marketers are too selfish.

*Questions 18 and 19*

*Choose TWO letters, A–E*

*Write the correct letters in Boxes 18 and 19 on your answer sheet.*

*Which TWO of the following five statements are true of charismatic people?*

- A** They focus conversations on themselves.
- B** They copy other people's behaviour.
- C** They speak slowly with frequent pauses.
- D** They emphasise differences between people.
- E** They show some personal weakness.

*Questions 20–22*

*Complete each sentence with the correct ending, A–E, below.*

*Write the correct letter, A–E, in boxes 20–22 on your answer sheet.*

- 20** Charismatic people are needed because their way of acting
- 21** Being charismatic can be difficult because it
- 22** Research on charisma is useful because it

- A** leads to poor decision making that can harm social wellbeing.
- B** keeps people together and makes them feel good about themselves.
- C** could help people to realise how they are being influenced.
- D** contributes to the development of charisma in others.
- E** is not possible to sustain across all relationships in a person's life.

**Task type 10: Matching headings**

- A 'heading' refers to the **main idea** or **theme** of a paragraph or section of text.
- Match headings from a list (i, ii, iii etc.) to the correct paragraphs (A, B, C etc.).
- You will not use all the headings – there are more than you need.
- No heading may be used more than once.

- Một 'tiêu đề' đề cập đến **ý chính** hoặc **chủ đề** của một đoạn văn hoặc một phần của bài đọc.
- Kết hợp các tiêu đề từ một danh sách (i, ii, iii v.v) với các đoạn văn đúng (A, B, C, v.v).
- Bạn sẽ không phải sử dụng tất cả các tiêu đề - có nhiều tiêu đề hơn bạn cần.
- Không tiêu đề nào có thể được sử dụng nhiều hơn một lần.

### TIP: Finding the Answers (Matching meaning)

#### Mẹo: Tìm câu trả lời (Khớp nghĩa)

- For this task type it is essential to be able to pick out the main idea of a paragraph/section and distinguish the main idea from supporting ones.
- A main idea is the overall fact or idea a writer wants to convey in a paragraph.
- It must be **general** enough to encompass all of the ideas in the paragraph.
- Look for the **topic sentence** (which expresses the main idea).
- Often the topic sentence is the first in the paragraph but not always – sometimes the writer begins with specific details or supporting ideas that lead up to the main idea so it may come at the end or even in the middle of the paragraph.
- Sometimes there is no clear topic sentence – you have to read carefully for clues about the main idea (which is implied rather than stated openly).
- Đối với loại đề thi này, bạn cần phải chọn ra ý chính của một đoạn/phần và phân biệt các ý chính từ những đoạn thông tin hỗ trợ.
- Ý chính là một thông tin hoặc ý tưởng chung mà người viết muốn truyền đạt trong một đoạn văn.
- Nó phải đủ tổng quát để chứa được tất cả các ý biểu đạt trong đoạn văn.
- Hãy tìm câu chủ đề (câu thể hiện ý chính).
- Thường thì các câu chủ đề là câu đầu tiên trong đoạn văn nhưng không phải lúc nào cũng vậy - đôi khi người viết bắt đầu với các chi tiết cụ thể hoặc ý hỗ trợ để dẫn dắt đến ý chính, vì thế câu chủ đề có thể ở cuối hoặc thậm chí ở giữa đoạn văn.
- Đôi khi không có câu chủ đề rõ ràng - bạn phải đọc kỹ các manh mối về những ý chính (được ám chỉ hơn là diễn đạt rõ).



**Activity 10: Recognising the Main Idea**

What is the main idea of the following paragraphs?

**A** It is important to protect all species of animal wildlife. In areas where mountain lions and coyotes have disappeared, herds of deer have grown too large for the available food supply. As a result of this, many deer die of starvation. By allowing seemingly harmful animals to continue their existence, a better balance of nature can be maintained.

- i Coyotes are extinct.**
- ii Nature's balance is best.**
- iii Food shortages cause animal starvation.**

**B** Iron is the most common metal in today's society. It is used in the construction industry, vehicle manufacturing, machinery, cookware, weapons and tools to name a few. Think of the surgeon's scalpel, the steel beams in a skyscraper, or even the wire in your spiral notebook. You can find iron, or a form of it, wherever you may be. Iron is not only a very strong material it also has the ability to be magnetised. Iron in magnets is used in computers, televisions, electric guitars and even toys. Its many uses make iron a valuable commodity.

- i Iron is very plentiful**
- ii Iron is a useful metal**
- iii Steel beams are made of iron**

**C** In cold weather, people can dress more warmly, stay indoors and turn up the heating. Wild animals, however, must find other ways to survive. Some migrate to warmer climates; others hibernate until the coming of spring. Still others grow thicker coats of fur in the winter. Animals seem well equipped to survive even under conditions of extreme cold.

- i Animals suffer from the cold**
- ii Humans stay inside more in wintertime**
- iii Animals survive winter differently from humans**

**Task Type 11: Identifying Writer's Views/Claims [YNNG]**

- Recognise opinions or ideas.
- Answer questions about a number of statements.
- Write answers 'yes', 'no', or 'not given' on the answer sheet.
- The questions are in the same order as the information in the text<sup>(1)</sup>.

- Nhận biết quan điểm hay ý tưởng.
- Trả lời câu hỏi về một số thông cáo.
- Viết câu trả lời 'Yes', 'No', hoặc 'Not Given' trên phiếu trả lời.
- Các câu hỏi theo thứ tự giống như thông tin trong bài đọc.

(1) If you have found the answers to no. 2 and no. 4, you know the answer to no. 3 is somewhere in between.

(1) Nếu bạn tìm ra các câu trả lời cho số 2 và số 4, vậy câu trả lời cho số 3 sẽ nằm đâu đó ở giữa.

### TIP: DEALING WITH Yes/No/Not Given Questions

- Underline key words in the questions.
- Scan to find the relevant part of the text (look for paraphrases of the key words).
- The statement in the question agrees with what the writer says = Yes.
- The writer expresses a view or makes a claim which is the opposite of or disagrees with the statement in the question = No.
- The view or claim in the question is neither confirmed (yes) nor contradicted (no) in the text = Not Given<sup>(2)</sup>.
- Guess unknown vocabulary using context clues.
- Gạch dưới các từ khóa trong câu hỏi.
- Đọc tìm các phần có liên quan trong bài đọc (tìm diễn giải của các từ khóa).
- Những nội dung trong câu hỏi phù hợp với những gì người viết nói = Yes.
- Người viết thể hiện một quan điểm hoặc đưa ra khẳng định đối nghịch hoặc không thống nhất với nội dung trong câu hỏi = No.
- Quan điểm hoặc thông tin trong câu hỏi là không được xác nhận (Yes), cũng không mâu thuẫn (No) trong bài đọc = Not Given.
- Đoán từ vựng chưa biết, sử dụng những thông tin trong ngữ cảnh.

(2) If you are running out of time, guess – you have a one-in-three chance of being right!

(2) Nếu hết thời gian, hãy suy đoán – bạn có 1/3 cơ hội đáp đúng.

## Activity 11: Determining Meaning from Context Clues

You will come across many unfamiliar words in the IELTS Reading Test. Use context to work out possible meanings. The words and ideas that surround a particular word or phrase can help express its meaning.

In the paragraph above, the last sentence explains the meaning of 'context' in the middle sentence. Even if you can't determine the exact meaning of a word, you may be able to work out enough to correctly guess the answer to a YNNG question.

In the sentences below, guess the meaning of the words in bold using context (in italics)

1. The weather this spring has been quite **erratic**. *It's hot and still one day and cold and windy the next.* .....
2. Imprisonment as a punishment is not working as rates of **recidivism** continue to rise. *Most criminals fall back into crime* soon after they have served their sentence and been released. ....
3. Everyone *liked* the new apprentice; he was a very **affable** person.  
.....

Now try these examples without the help of italics:

4. When we breathe, we draw oxygen into our lungs and it **permeates** our entire body.  
.....
5. The spinal cord is the main **conduit** for nerve messages to the brain.  
.....
6. If notice of cancellation is given prior to the course starting, fees are refunded in full. However, after commencement date there is no **reimbursement** of fees.  
.....

### TIP - Mẹo:

- Some candidates are concerned they cannot complete Reading test if they cannot understand all the difficult words. It is not always necessary to understand all the words in a text. You might be able to answer questions even if you do not understand every word.
- Một vài thí sinh lo lắng rằng mình không thể hoàn thành bài thi Đọc nếu không thể hiểu hết được nghĩa của các từ khó. Bạn không nhất thiết phải hiểu hết tất cả các từ trong bài đọc. Bạn vẫn có thể trả lời tất cả các câu hỏi dù không hiểu hết tất cả các từ.



**Task type 12: Summary completion**

- Understand details and/or main ideas of a section of the text.
- Answers are selected either from the passage or from a list of answers.
- When taking words from the passage, check instructions for the word limit.
- Answers are not necessarily in the same order as the text.
- Hiểu các chi tiết và/hoặc những ý chính của một phần trong bài đọc.
- Đáp án được lựa chọn từ đoạn văn hay từ một danh sách các câu trả lời.
- Khi chọn từ trong đoạn văn, hãy kiểm tra hướng dẫn về giới hạn số từ.
- Câu trả lời không nhất thiết phải theo thứ tự như bài đọc.

**TIP: DEALING WITH  
SUMMARY QUESTIONS**

- A summary consists of connected sentences so your answers must not only fit the context (meaning) but also the grammar of the sentence.
- You can use this to predict the kind of word/s to look for to fill the gap (a singular/plural noun; verb; adjective etc.).
- If the summary has a heading, use this information to find the relevant section of the text.
- Then, look for synonyms or paraphrases – it is unlikely that exactly the same words will be used in the summary as in the text.
- Một bản tóm tắt bao gồm các câu được kết nối với nhau vì thế câu trả lời của bạn không những phải phù hợp với ngữ cảnh (nghĩa) mà còn phải đúng ngữ pháp.
- Bạn có thể dựa vào đó để đoán loại từ cần tìm để điền vào chỗ trống (một danh từ số ít/ số nhiều; động từ; tính từ, v.v.)
- Nếu bản tóm tắt có một tiêu đề, sử dụng thông tin này để tìm các phần có liên quan trong bài đọc.
- Sau đó, hãy tìm từ đồng nghĩa hoặc diễn giải tương đương – thường thì người ta sẽ không sử dụng chính xác những từ được dùng trong phần tóm tắt của bài đọc.

**Activity 12: Matching Headings, Identifying Writer's Views [YNNG] and Summary Completion**

*In this activity you will practice Matching Headings, Identifying Writer's Views [YNNG] and Summary Completion questions based on Academic Reading Passage 3.*

*NB Matching Headings, Identifying Writer's Views [YNNG] and Summary Completion questions appear in the Academic as well as the General Training Reading modules. Skills and strategies needed to approach this task type are the same for both modules. This is not the only task type that you might find in Academic Reading Passage 3 - other task types are possible.*



## Reading Passage 3

You should spend about 20 minutes on Questions 27–40, which are based on Reading Passage 3 on the following pages.

Questions 27–31

Reading Passage 3 has five paragraphs, A–E.

Choose the correct heading for paragraphs A–E from the list of headings below.

Write the correct number, i–viii, in Boxes 27–31 on your answer sheet.

### List of Headings

- i Long-term effects on cultural expression
- ii Celebrity status achieved very quickly
- iii *Werther* based on author's own life experience
- iv A mix of old and new story-telling elements
- v Goethe resents long-term association with *Werther*
- vi *Werther* still loved by modern-day readers
- vii *Werther* seen as an innovative love story
- viii Fanatical response of youthful male readers

- |    |             |       |
|----|-------------|-------|
| 27 | Paragraph A | ..... |
| 28 | Paragraph B | ..... |
| 29 | Paragraph C | ..... |
| 30 | Paragraph D | ..... |
| 31 | Paragraph E | ..... |

### 'The first bestseller'

A *The Sorrows of Young Werther* was the first major literary work of German writer Johannes Wolfgang von Goethe. It is written in the epistolary form<sup>(1)</sup> and depicts the deep infatuation of a temperamental young artist for a woman already engaged to another man. Neither the format of the story nor its general narrative arch was especially ground breaking at the time; epistolary novels had long since reached their zenith in popularity and the notion of a destructive, unrequited love had been explored since around 5 BC, when the Roman poet Ovid counselled young men on how to overcome such desire through his poem *Remedia Amoris* (The Cure for Love). *The Sorrows of Young Werther* nonetheless revolutionised the genre and set a number of new standards, most notable of which being the author's willingness to forgo the broad social fabrics of family and community, and to focus almost exclusively on an individual and his thoughts about himself.

**B** At the time of the novel's publication, the notion of an 'instant bestseller' was foreign to European society. Most titles emerged from well-regarded authors and were quietly circulated amongst small groups of *literati* before gradually progressing to a wider readership. All this changed with the publication of *The Sorrows of Young Werther*. Although Goethe was virtually unknown at the time of publication – a twenty-four year old with few literary achievements to his name – his novel experienced a meteoric rise to fame and turned him into a literary superstar almost overnight. *Werther* bypassed the traditional gatekeepers and went straight to the target readership – young, sensitive men who would associate themselves with the character of the title's name. As a result of this, some literary historians consider the novel to be the first mass-market bestseller.

**C** The impact of *Werther* went beyond rapid rise in readership, however. Young men were not content merely to read the novel and discuss it feverishly in salons and other gathering places. Many began to emulate the protagonist Werther by imitating his style of dress, his willingness to pontificate at length on his emotions and – most concerning for the authorities of the day – the character's tendency toward self-destructive expressions of his despair. This phenomenon, termed *Werther-Fieber* (Werther Fever), sparked the observation, backed up by subsequent studies, that human behaviour can be 'contagious' in a similar way to bodily-transmitted diseases.

**D** Although a sudden literary and popular sensation, *Werther* was no passing fad, either. Goethe's dramatic and overwrought style, embracing the psychological extremes and restless introspection of his lead character, strongly influenced the *Sturm und Drang* movement in Germany, which emerged as a rebellion against prior artistic dictates of serenity, order and reason. The impact of this transformation has been longstanding, and can still be witnessed across a range of literary and social media today: the profusion of confessional song writing, the exaggerated drama of celebrity journalism, and the prolific self-reflection and sharing of emotions propagated by online social networks all owe much to the early example that *Werther* set out.

**E** In spite of its success, however, Goethe never fully embraced the widespread acclaim and attention he received for publishing *The Sorrows of Young Werther* for a number of reasons. At the time of publication the author openly confessed to the autobiographical nature of the novel, which was inspired by his ardent love for a young woman named Charlotte Buff, and he later regretted having made this youthful infatuation publically known. Goethe also became frustrated by the extent to which, throughout his career, many in Europe identified him solely with *Werther*, despite the substantial body of literary work he subsequently produced, along with his many other contributions to science and politics. In his later years Goethe saw himself as a serious scholar and classicist, dabbling in fields as diverse as botany and even anatomical studies. Among the general public, however, he remained firmly pegged to *Werther* and his story of passionate young love.

(1) A novel composed of a series of documents, such as letters or diary entries.

(1) Một tiểu thuyết bao gồm những tài liệu dưới dạng thư từ hoặc nhật ký.

Questions 32–37

Do the following statements agree with the views of the writer in Reading Passage 3?

In boxes 32–37 on your answer sheet, write

- YES**                      if the statement agrees with the views of the writer  
**NO**                        if the statement contradicts the views of the writer  
**NOT GIVEN**          if it is impossible to say what the writer thinks about this

- 32** The Sorrows of Young Werther started the trend for epistolary novels.  
**33** The novel explores human relationships on a large scale.  
**34** The general public were not familiar with Goethe before he wrote the novel.  
**35** Werther did not receive positive reviews.  
**36** Some readers attempted to copy aspects of the main character's personality.  
**37** Werther is still a very popular novel today.

Questions 38–40

Complete the summary below.

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

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

**Impact of Werther's popularity on society and the author**

*The Sorrows of Young Werther* transformed creative style of the time and was seen as a revolt against the previous artistic fashion of calmness, **38**.....and ..... Its influence can still be seen today. Although the novel was hugely successful, its author would have preferred to have been recognised as an academic and **39** ..... However, he will always be remembered by ordinary people for his tale of **40**.....

**Advice for (Vietnamese) Candidates:** Remember there is no additional time to transfer answers from the Reading question booklet to the answer sheet – we still see many blank Reading answer sheets where students clearly misunderstood how/ when to transfer answers.

Lưu ý không có thời gian dành cho thí sinh chép câu trả lời từ phiếu câu hỏi của phần Đọc sang phiếu trả lời - song ta có thể bắt gặp nhiều khoảng trống trên phiếu trả lời, điều đó chứng tỏ các thí sinh đã hiểu sai việc chép câu trả lời ra sao/ khi nào phải làm việc đó.



# IELTS Writing Test





# OVERVIEW

## of the Writing Test

### Format

- The writing module takes one hour to complete.
- The format is the same for both the Academic and General Training modules.
  - There are 2 tasks to complete: Task 1 and Task 2
- The tasks are different for the Academic and General Training versions of the test, as outlined in the table below.

	General Training	Academic
Task 1 (150 words)	Letter	Report
Task 2 (250 words)	Essay	Essay
	(in response to a point of view, argument, or problem)	

- All instructions are printed on the question booklet.

### Định dạng bài thi

- Bài thi Viết diễn ra trong vòng một giờ.
- Định dạng bài thi giống nhau cho cả dạng thi Academic và General Training
  - Có 2 bài thi phải hoàn thành: Task 1 và Task 2
- Các bài thi khác nhau đối với từng phiên bản Academic và General Training được nêu trong bảng dưới đây.

Bài 1 (150 từ)	Thư từ	Báo cáo
Bài 2 (250 từ)	Bài luận	Bài luận
	Về một quan điểm, ý kiến tranh luận hay một vấn đề nào đó.	

- Tất cả hướng dẫn đều in ở tập câu hỏi.

**Marking**

- You are marked on 4 criteria:
  - task achievement (Task 1) / task response (Task 2)
  - coherence and cohesion
  - lexical resource
  - grammatical range and accuracy.
- These four are equally important to your score, i.e. weight 25% each, and all 4 criteria are assessed in both tasks.

**Cách chấm điểm**

- Bài thi của bạn sẽ được chấm điểm dựa trên 4 tiêu chí:
  - hoàn thành bài thi (Task 1) / Phản hồi bài thi (Task 2)
  - sự gắn kết và sự mạch lạc
  - nguồn từ vựng
  - phạm vi ngữ pháp và tính chính xác.
- Cả bốn tiêu chí trên đều quan trọng ngang nhau đối với điểm số của bạn, tức là mỗi tiêu chí chiếm 25% và cả 4 tiêu chí đều được đánh giá trong hai bài thi.

**TIP: Mẹo:**

- Spend about 20 minutes on Task 1 and 40 minutes on Task 2 for both the Academic and General Training Writing modules.
- Dành khoảng 20 phút cho Task 1 và 40 phút cho Task 2 trong phần thi viết của cả Academic và General Training.

# Task 1:

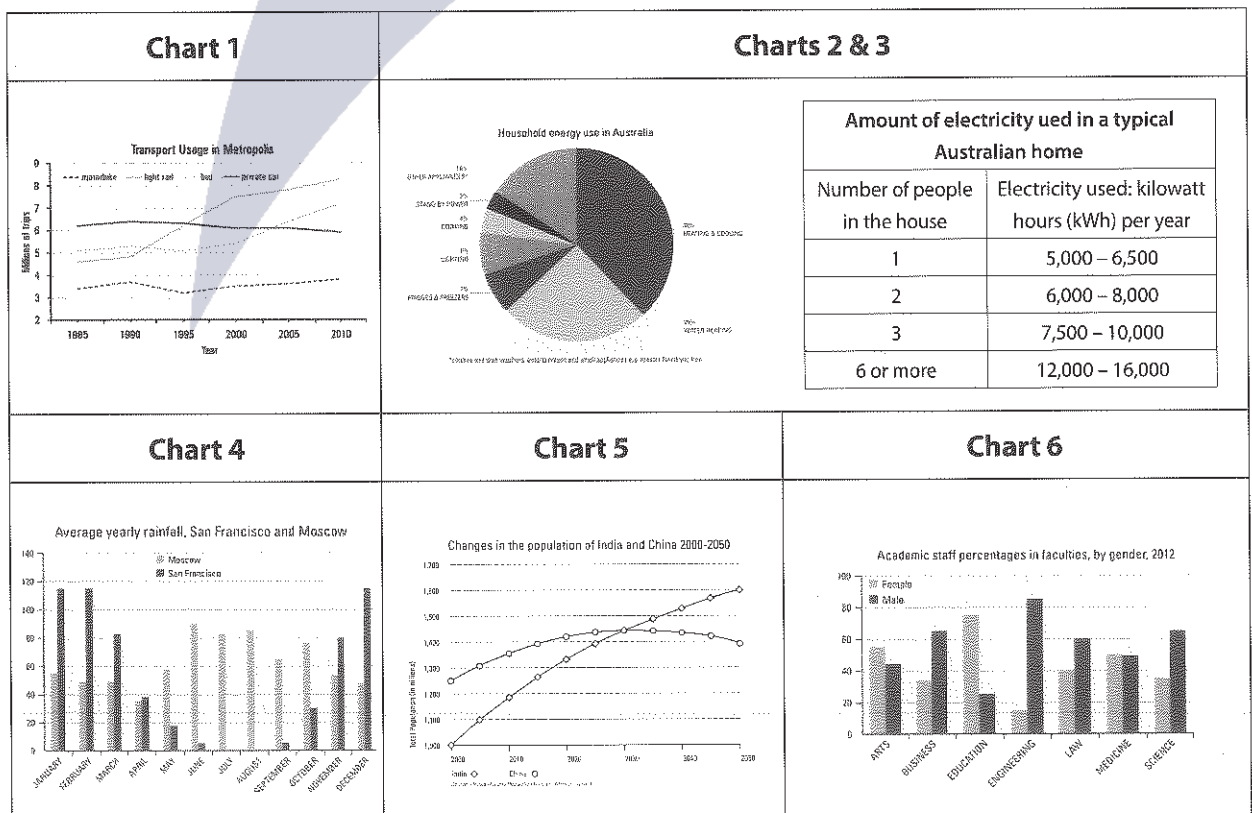
## Academic Writing

### Task Types

- In **Academic Writing Task 1**, you are asked to write 150 words to describe visual information in your own words. The visual information can include: bar charts, pie charts, tables, line graphs, diagrams or maps.
- Ở phần Academic Writing Task 1, thí sinh được yêu cầu viết 150 từ nhằm diễn đạt lại các thông tin đã đọc. Thông tin đó có thể bao gồm: biểu đồ cột (bar charts), biểu đồ tròn (pie charts), bảng (tables), đồ thị (line graphs), biểu đồ (diagrams) hoặc bản đồ (maps).

### Activity 1

Look at the charts below, and match each one to its type.





## Structure of the answer

- The best structure for an **Academic Writing Task 1** response describes
  1. the topic (in your own words)
  2. the main trends
  3. significant data points which illustrate the main trends (not every detail)
  4. conclusion (optional)
- Hướng tốt nhất dành cho phần Academic Writing Task 1 là bảo đảm:
  1. giới thiệu chủ đề (theo cách của bạn)
  2. các xu hướng chính
  3. các dữ liệu quan trọng nhằm minh họa cho các xu hướng chính (không phải mọi chi tiết)
  4. kết luận (tùy chọn)

### TIP - MẸO:

- Your task is to tell the reader the **main ideas or trends** illustrated in the charts, plus **significant data points**. The reader should be able to 'see' the chart in his mind when he reads your answer.
- Nhiệm vụ của bạn là cho người đọc thấy được những ý hoặc xu hướng chính được minh họa trong các bảng biểu, cộng với các điểm dữ liệu quan trọng. Người đọc có thể «thấy» biểu đồ trong tâm trí họ khi đọc câu trả lời của bạn.

**Advice for (Vietnamese) Candidates:** It is critical you select the right information – examiners look for those essays identifying the significant and main trends as opposed to the mechanical description of all the data. Practise this skill by discussing the main points to be included in an essay with other students or friends before worrying about expressing this in writing in English. Practise looking at different tasks. Spend a few minutes with each question identifying 2-3 main and significant points in the diagram.

Việc lựa chọn thông tin đúng đóng vai trò quan trọng - người chấm sẽ lọc những bài luận xác định được các xu hướng quan trọng và chính yếu thay vì việc mô tả máy móc mọi dữ liệu. Luyện tập kỹ năng này bằng cách thảo luận các ý chính trong một bài luận trước khi bắt đầu viết về việc viết chúng ra sao. Luyện cả cách quan sát các yêu cầu khác nhau. Dành vài phút đối với mỗi câu hỏi nhằm xác định 2-3 điểm chính và quan trọng trong biểu đồ.

Activity 2

2.1 Look at Chart 1<sup>(1)</sup> and its Sample Answer and find out parts 1 – 4 above in the Sample Answer.

(1) All Task 1 questions and model answers are also at the back of the booklet for ease of reference.

(1) Mọi câu hỏi và câu trả lời mẫu thuộc Task 1 đều nằm ở cuối sách để tiện tra cứu.

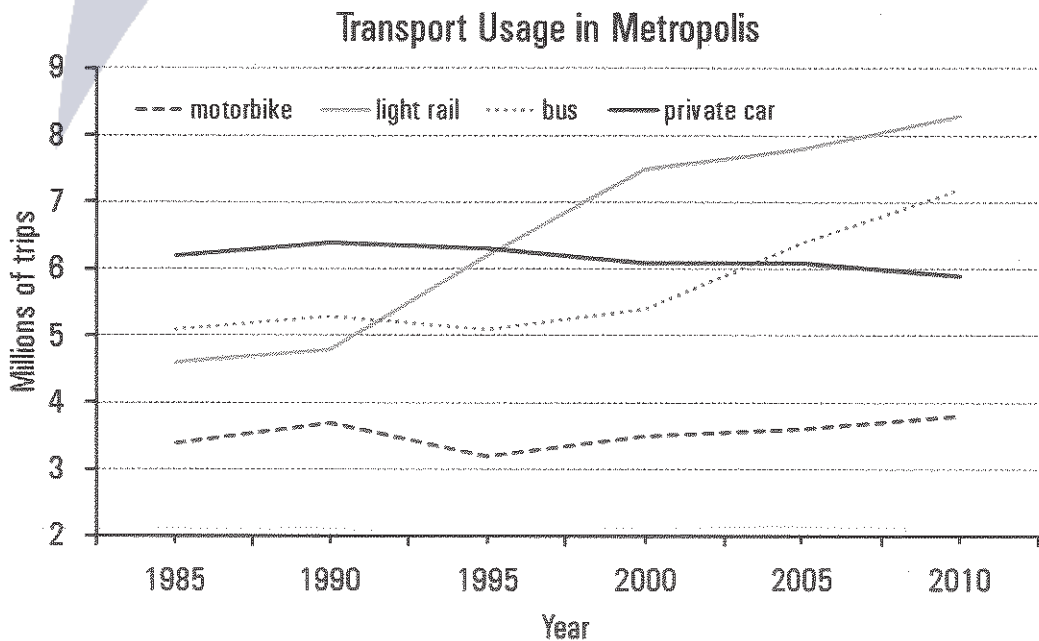
2.2 Answer the following questions about the Sample Answer.

- What main trends did the writer describe?
- Which data points were chosen? Why?

Chart 1

The graph shows the usage of four different types of transport in Metropolis from 1985 to 2010.

Write a report on this chart, describing its main features and comparing and contrasting where appropriate.



**Sample Answer for Chart 1**

The line chart illustrates changes in four methods of travel in Metropolis from 1985 to 2010, measured in five yearly intervals. In general, there was an increase in travel over the period. The use of public transport markedly increased, while private car usage declined slightly.

Light rail and bus usage was approximately the same in 1985, at around 5 million trips, but in 1990 light rail saw a dramatic increase to reach approximately 7.8 million trips by 2000. By 2010, this was the most popular form of transport at just over 8 million trips. Usage of buses remained steady as trains grew in popularity, but in 2000, this also started to grow to a high of just over 7 million trips in 2010.

In 1985, private cars were the most popular form of transport in New Stratford, at just over 6 million trips. However, there was a small but steady decline in car usage to just under 6 million in 2010. Motorbike usage fluctuated, but overall, there was a small increase from about 3.5 million trips in 1985 to just under 4 million in 2010.

Advice for (Vietnamese) Candidates: An Academic Task 1 must include an overview – this is a general statement summarising the main trends of the diagram or data. Some specific tips for this:

- ✓ Where to write the overview? Best places are either in the introduction or conclusion.
- ✓ How long should the overview be? A sentence or two sentences, no more.
- ✓ What to include in an overview? You do not need to include specific data in this, just focus on the overall trend(s) in the diagram.

Phần Academic Task 1 phải gồm một tổng kết - là một câu tóm lược các xu hướng chính của biểu đồ hoặc dữ liệu. Dưới đây là một vài mẹo nhỏ:

Viết câu tóm lược ở đâu? Nhìn chung nên là trong phần giới thiệu hoặc kết luận.

Phần đó có độ dài ra sao? Một hoặc hai câu, không hơn.

Phần đó bao gồm những gì? Không cần đề cập tới những dữ liệu cụ thể, chỉ tập trung vào (những) xu hướng lớn trong biểu đồ.

## Skill 1: Planning (Task Achievement, Coherence and Cohesion)

- You should spend approximately 20 minutes planning and writing your Task 1 answer.
- Bạn nên dành trung bình 20 phút cân nhắc và viết câu trả lời với Task 1.

### TIP - MẸO:

- Before you begin writing your Task 1 response, you need to spend 2 - 3 minutes **analysing the chart**.
- If you do NOT do this, you may misinterpret the chart, or miss out important main trends or details.
- If you analyse carefully, you help yourself to write a clear, thorough and well-planned answer.
- Trước khi viết câu trả lời cho Task 1, bạn nên dành 2 – 4 phút phân tích bảng biểu.
- Nếu bỏ qua bước này, có thể bạn sẽ hiểu sai bảng biểu, hoặc bỏ qua những xu hướng, chi tiết quan trọng.
- Nếu phân tích kĩ càng, bạn đã tự giúp mình trình bày câu trả lời rõ ràng, tỉ mỉ và mạch lạc.

- Follow these 4 key points
  1. Read and understand the topic
  2. Check the time scale and the units of measurement
  3. Find the main trends.
  4. Choose the significant data points.
- Bám sát 4 điểm quan trọng sau:
  1. Đọc hiểu chủ đề
  2. Kiểm tra thời gian và các đơn vị đo lường
  3. Tìm các xu hướng chính
  4. Chọn những điểm dữ liệu quan trọng

### TIP - MẸO:

- Train yourself to follow the SAME procedure EVERY time you see a Task 1 question.
- Practice, practice, practice! Make the process automatic
- Luyện cách bám sát cùng một BƯỚC bất cứ khi nào bạn đọc câu hỏi Task 1
- Thực hành, thực hành và thực hành! Biến việc này thành tự giác.



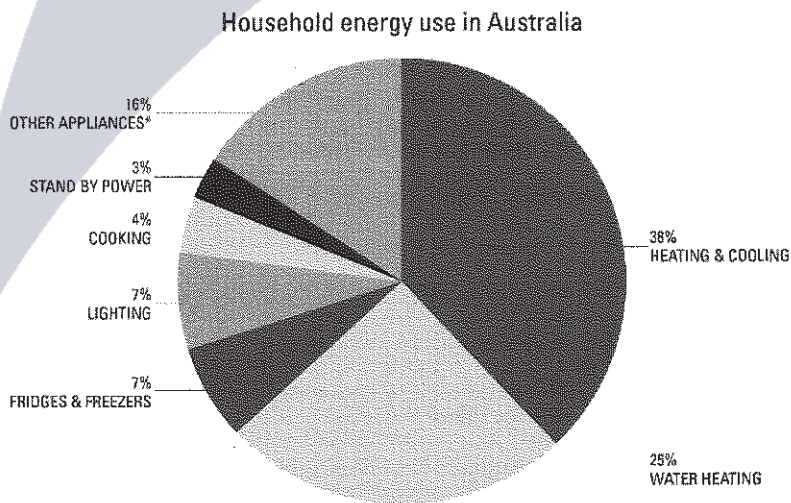
Activity 3

3.1 Look at Charts 2 and 3 and their rubric (written instructions). Answer the following questions. Take your time over this. Remember, you are learning and automating important skills.

1. What is the topic of this chart?
2. What are the units of measurement?
3. What is the time frame of this chart? Is it past, present and/or future or is it a fact chart (i.e. always true)? What verb tense should you use?
4. What are the main trends?
5. What are the significant data points?

Charts 2 and 3

The pie chart below shows where energy is used in a typical Australian household, and the table shows the amount of electricity used according to the number of occupants. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



\*clothes and dish washers, entertainment and small appliances e.g. toaster, hairdryer, iron

Amount of electricity used in a typical Australian home	
Number of people in the house	Electricity used: kilowatt hours (kWh) per year
1	5,000 – 6,500
2	6,000 – 8,000
3	7,500 – 10,000
6 or more	12,000 – 16,000

- 3.2 Now, do the same exercise for all the charts in this booklet. Try to do this in 2– 3 minutes if you can, but it is better to go slowly and get it right while you are learning.
- 3.3 Try this activity for every Task 1 chart that you study while preparing for the IELTS Academic Writing test.

## Skill 2: Writing topic sentences and finding main trends

- Your first sentence needs to describe the topic of the chart, and the following sentence(s) should describe the main trends of the chart(s).
- Câu đầu tiên của bạn cần thể hiện được chủ đề của biểu đồ, các câu sau đó nên miêu tả xu hướng chính của biểu đồ.

### TIP - MẸO:

- You need to change the words used in the topic. You can change the grammar or the words. Do **not** copy the topic sentence exactly.
- Remember, your task is to make a **clear and accurate** picture for the reader. Writing a **main trend sentence** is an important part of creating a clear picture.
- Main trend sentences should go after your topic sentence. You should write **one or two sentences** about main trends.
- Bạn cần thay đổi các từ được sử dụng trong bài viết. Bạn có thể thay đổi ngữ pháp hoặc cách dùng từ. Đừng sao chép nguyên xi câu chủ đề.
- Hãy nhớ rằng, việc của bạn là xây dựng một hình ảnh rõ ràng và chính xác cho người đọc. Viết một câu mô tả xu hướng chính là phần quan trọng giúp tạo ra một hình ảnh rõ ràng.
- Câu mô tả xu hướng chính nên đi ngay sau câu chủ đề của bạn. Bạn nên viết **một hoặc hai câu** về các xu hướng chính.

## Activity 4

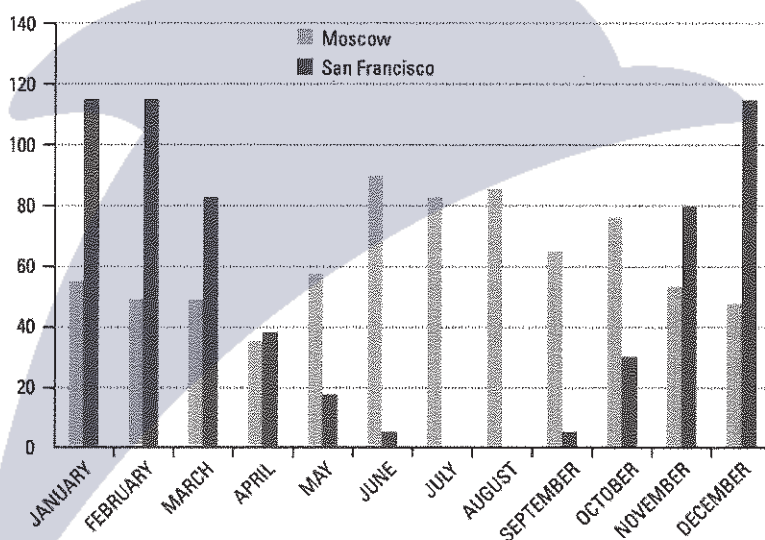
Look at Chart 4 and answer the following questions:

### Charts 4

The graph below shows average yearly rainfall in Moscow and San Francisco, measured in millimetres.

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

Average yearly rainfall, San Francisco and Moscow



- Which city has the highest rainfall? (REMEMBER, IELTS Task 1 writing is NOT a test of maths. Is it a good use of your time to add up all the rainfall numbers to check which city has the highest rainfall?)
- What is / are the **main differences** in rainfall between Moscow and San Francisco? Choose one or more below.
  - They have a different amount of annual rainfall.
  - They have their most / least rain in different months.
  - San Francisco has some months with a much higher rainfall than Moscow does.
  - They have a different pattern of rainfall, and San Francisco has a more fluctuating rainfall than Moscow.

**Activity 5**

- 5.1** Choose the best main trend sentence(s) for Chart 4 from the list below and think about why they are the best ones. Notice that, in each case, the topic sentence is a little different.
- A** The bar chart illustrates the rainfall each year in San Francisco and Moscow, measured in millimetres per month. Overall, San Francisco has much more rain in December, January and February than Moscow does.
  - B** The graph indicates the rainfall per month over a typical year in both San Francisco and Moscow, measured in millimetres per month. In general, San Francisco has approximately 630 mm of rain per year, whereas Moscow has about 700 mm.
  - C** The bar chart compares the average amount of rain over the year in two cities, San Francisco and Moscow, measured in millimetres per month. Overall, although the two cities have approximately the same annual rainfall, the distribution of this rain over the year is widely different.
  - D** The bar chart compares the average amount of annual rainfall in two cities, San Francisco and Moscow, measured in millimetres per month. Overall, San Francisco has a much more fluctuating annual rainfall than Moscow, and there is a different monthly pattern for that rainfall.
- 5.2** Now, write a topic and main trend sentence for Charts 2 and 3 in this booklet. Use the skills you practised in Activities 4 and 5 to do this. Check your answer by reading the Sample Answer provided.
- 5.3** Try this activity for every Task 1 chart that you study while preparing for the IELTS Academic Writing test.

**Skill 3: Finding significant data points and grouping data**

- After you have described the topic and the main trends, you need to write about the details of the chart.
- Sau khi miêu tả chủ đề và các xu hướng chính, bạn cần phải viết về các chi tiết trong biểu đồ.



TIP - MẸO:

- Candidates who try to describe every data point do not get good scores on Task 1 writing answers. Remember, you are making a clear picture for the reader. Your job is to select the **significant** data points to do this.
- You also need to **group** the data to help the reader to picture and understand the chart.
- Thí sinh cố gắng mô tả tất cả các điểm dữ liệu sẽ không đạt điểm số tốt ở Task 1. Hãy nhớ rằng, bạn đang phải tạo ra một bức tranh rõ ràng đối với người đọc. Công việc của bạn là lựa chọn các điểm dữ liệu quan trọng để thực hiện điều này.
- Bạn cũng cần nhóm các dữ liệu để giúp người đọc hình dung và hiểu biểu đồ.

Activity 6

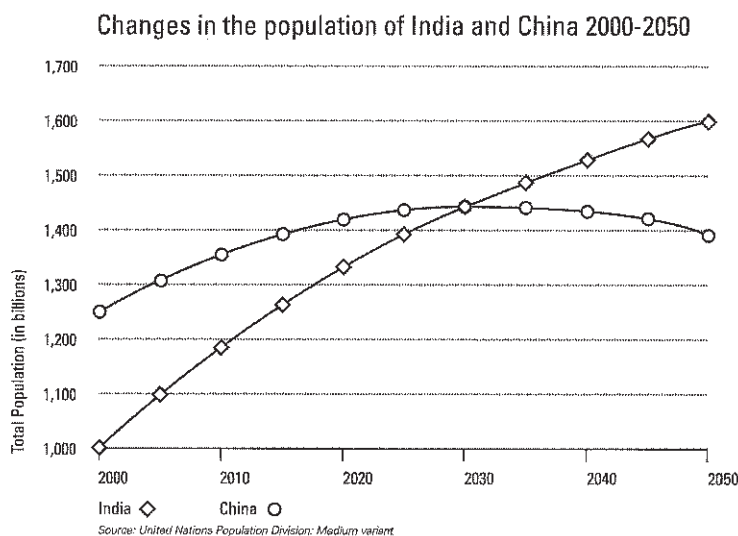
6.1 Look at Chart 5, and think about which significant data points you would choose to describe these trends, and why. Choose the best option below.

- A Data for starting points, the crossover point and the final projection point, plus language to describe the shape of each line.
- B Data for starting points, and then for each 10 yearly interval thereafter
- C Data each time the data lines cross one of the horizontal lines

Charts 5

The graph below shows the population of India and China from the year 2000 to the present day with projections for growth to the year 2050.

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



- 6.2 Next, read the model answer for chart 5, and mark on the chart as you do so the significant points that the writer has selected.

### Sample Answer for Chart 5

The graph gives information about population growth in China and India from the year 2000 with predicted changes to 2050.

In 2000, China's population stood at 1.25 billion and this number rose steadily to where it is currently at around 1.35 billion. It is projected to peak at 1.45 billion in 2025, when the number will level off and start to decline. It is expected that by 2050 the population will have dropped slightly to 1.4 billion.

In contrast, although the population of India started at just one billion in 2000, it has increased rapidly to just under 1.25 billion today. The data indicate it will continue its upward surge, overtaking China in 2030 and reaching a peak of 1.6 billion by 2050.

Overall, the major difference between the two population trends is that the number of people in China is forecast to start falling after 2030 whereas the population of India will continue to soar.

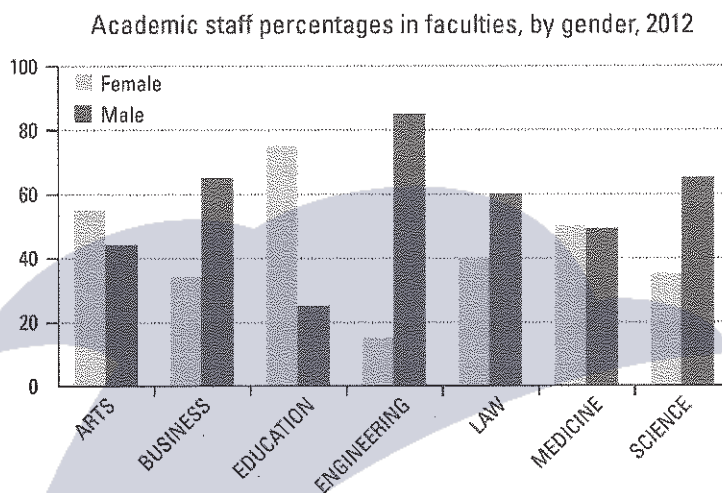
### Activity 7

- 7.1 Look at Chart 6 and think how you would group this data. Then consider the different ways to group the bars from the list below.
- 1 What are the advantages and disadvantages of each one?
  - 2 What information is each one emphasising?
    - A Describe each faculty in order, from left to right
    - B Describe 3 groups; arts, business and education; engineering and law; medicine and science
    - C Describe 3 groups; engineering, science business and law; medicine; arts and education
    - D Describe 3 groups; engineering and education, science, law and business, medicine and arts
    - E Describe 4 groups; engineering; science, business, and law; medicine; arts and education

## Charts 6

The graph below shows the percentage of male and female academic staff members across the faculties of a major university in 2012.

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



- 7.2 Now, read the Sample Answer for Chart 6 and notice how the writer has grouped the data. Which option above did he choose?

### Sample Answer for Chart 6

The bar chart shows the proportion of men and women who taught in seven different faculties of a particular university in 2012.

There was a large gender disparity in some faculties: engineering was dominated by male academics whereas education had the highest percentage of female academics. Notably, 85% of the engineering teachers were male and only 15% female. Three quarters of the academic staff in education were women, with just 25% males.

However, other faculties were more balanced in their composition. In medicine, gender representation was almost equal, while in arts subjects slightly more than half the academics were female (55%). It is interesting to note that business and science had the same proportions of men and women, with 65% male to 35% female academics in those faculties. Law had a slightly higher percentage of women at 40%.

Although the faculties of engineering, business, science and law were still primarily male-dominated in 2012, women made up half the faculty of medicine and were predominant in education and arts.

- 7.3** Look at each chart in 'IELTS Writing Test' and think about grouping the data and choosing significant data points. Read the SampleAnswers, and as you do so, mark how the writer has grouped the data and which significant points they have selected in his/her answer.
- 7.4** Try this activity for every model answer that you read while preparing for the IELTS Academic Writing test.

#### Skill 4: Describing Trends

- In the details paragraph, you must **summarise** the information shown in the graph. You must **include data**, but also **describe trends** as you do so.
- Trong đoạn viết chi tiết, bạn phải **tóm lược** các thông tin được thể hiện trong biểu đồ. Bạn phải **liệt kê các dữ liệu**, đồng thời cũng **miêu tả các xu hướng** nữa.

#### TIP - MẸO:

- Try to vary your sentence structures and vocabulary. Demonstrating a wide range of grammar and vocabulary, used at the right time and in the right way, is central to getting high scores in these two criteria.
- If you regularly repeat the same vocabulary and grammar, you will not get a high band score.
- Hãy cố gắng thay đổi cấu trúc câu và từ vựng. Thể hiện vốn ngữ pháp và từ vựng rộng, sử dụng đúng lúc và đúng cách là điều cốt lõi giúp bạn đạt điểm số cao trong hai tiêu chí này.
- Nếu bạn thường xuyên lặp lại các từ vựng và cấu trúc ngữ pháp, bạn sẽ không được điểm cao.

#### Activity 8

Look at Charts 2 and 3 (at the back of the booklet), and read the two examples below.

These show you the difference between **repetition**, and **varying** structures and vocabulary.

**NB** While answer A below is accurate, and includes more data than answer B, it gives a **less** clear picture of the chart. It would also get a poor band score because of the repetition of language structures.

1. Notice the different sentence structures that are used in paragraph B.
  2. Make a list of all the different ways of expressing 'use.'
- A.** 38% of the total energy is used for heating and cooling, whereas 25% is consumed for water. 7% is used for fridges and freezers, and lighting, and 4% is used for cooking. 3% is used for stand-by power, and 18% is used for all other appliances.



One-person households use 5,000 to 6,000 KWh of per per year, and two-person households consume 6,000 to 8.000KWh. Three-person households consume 7,500 to 10,000 KWh, and six or more person households use 12,000 to 16,000 KWh per year.

- B. Well over half the total household energy is used for the two main purposes of heating and cooling, at 38%, and water heating, which consumes 25%. The other uses are all much smaller. The next category is for fridges and freezers and for lighting, each of which accounts for 7% of the total. Cooking and stand-by power are responsible for 4% and 3% respectively, and then other appliances use 18% all together.

The table shows that energy is used more efficiently in larger households. Whereas one person living alone uses 5,000 to 6,000 KWh per year, a 6 person household consumes only 2 to 3 times more than this, at 12,000 to 16, 000 KWh.

**TIP - MẸO:**

- Research and practise some different vocabulary and sentence structures. Activity 8 has provided you with a list of ways to express the idea of **using something**.
- Make your own lists of other useful language by studying other model answers, and refer to these frequently.
- Learn a FEW items well. Do **not** try to learn too many structures.

Examples to look for:

- Language to describe rising and falling
- Language to compare and contrast
- Language to describe average trends and for unusual data points; far higher or lower than average.
- Nghiên cứu và thực hành một số từ vựng và cấu trúc câu khác nhau. Activity 8 đã cung cấp cho bạn một danh sách các cách thể hiện ý tưởng.
- Tạo danh sách của riêng bạn về các cách sử dụng ngôn từ hữu ích khác thông qua việc nghiên cứu câu trả lời mẫu và thường xuyên tham khảo danh sách này.
- Học tốt một số mẫu câu. Đừng cố gắng nhập tâm quá nhiều cấu trúc.

Ví dụ để tìm kiếm:

- Ngôn từ mô tả xu hướng tăng lên và giảm xuống;
- Ngôn từ để so sánh và thể hiện tương phản;
- Ngôn từ để mô tả xu hướng trung bình và điểm dữ liệu bất thường; cao hơn hoặc thấp hơn nhiều so với mức trung bình.

**Skill 5: Comparing and contrasting**

- Structures for comparing and contrasting are very important when writing good Task 1 answers.
- Cấu trúc để so sánh và đối chiếu (tương phản) là nhân tố quan trọng để làm tốt Task 1.

**TIPS: Some Useful Key Structures**  
**MẸO: Một số cấu trúc hữu ích quan trọng**

- Comparative and Superlative Structures
  - By far **the most** / **the highest** / **the lowest**...
  - X is ... significantly **greater** / **smaller** than Y
  - X spent (50%/a great deal) **more/less** (time/money) on ... than Y
  - X spent **the least** / **the most**... on...
- Similar
  - **Both** X and Y....
  - X and Y **shows a similar pattern**.
- Opposite
  - ... **whereas** / **while** ... **illustrates a different trend**.
  - **However**, ...
  - **In contrast**, **only** (emphasis)....

**Activity 9**

Look at the model answer for Chart 4 below and underline the comparative, superlative and contrasting structures in the paragraph.

**Sample Answer for Chart 4**

The bar chart compares the average amount of rain over the year in two cities, San Francisco and Moscow. Overall, although the two cities have approximately the same annual rainfall, the distribution of this rain over the year is widely different.

In general, Moscow has a more even yearly rainfall than San Francisco. Rain averages about 50 mm in the months of January to March, dropping to an annual low of just under 40 mm in April. It then rises steadily to a high of about 90 mm in June, and slightly less in July and August, and from that point on it fluctuates, dropping at the end of the year to about 45 mm in December.

In contrast, San Francisco illustrates a different trend. It has a widely fluctuating rainfall, with significantly greater annual variation. December, January and February are by far the rainiest months, averaging just under 120 mm in each of these months. From March onwards, there is a dramatic drop to less than 10 mm in June, and effectively no rain falls in July or August. Rainfall then increases steadily and evenly to the December high of about 110 mm.

The charts show us that Moscow has the most rain in July and August, at a time when San Francisco is virtually dry.

# Task 1:

## General Training Writing

### Task Type

- In **General Training Writing Task 1**, you are asked to write an informal, semi-formal, or formal letter of at least 150 words, requesting information or explaining a situation. You are told what kind of information to include in the form of 3 bullet points in the question, for example:
- Trong phần General Training Writing Task 1, thí sinh được yêu cầu viết một bức thư thân mật, nửa-trang trọng hoặc trang trọng, với tối thiểu 150 từ, đòi hỏi thông tin hoặc giải thích một tình huống. Bạn sẽ được yêu cầu cần đề cập đến loại thông tin nào theo 3 dạng trong đề bài, ví dụ:

*You recently moved out of a rental property, which you shared with two other tenants. You forgot an item of value at the property.*

*Write a letter to the landlord. In your letter*

- *describe the item*
- *say where it might be*
- *explain what action you want the landlord to take.*

### Structure of the answer

- The structure for a **General Training Writing Task 1** includes:
  1. a greeting (e.g. Dear)
  2. two or three body paragraphs related to the bullet points
    - The first paragraph should clearly state your purpose for writing [why are you writing this letter?].
    - Make it clear when you are ending the letter (e.g. I'm looking forward to hearing from you.)
  3. a sign-off (e.g. Yours sincerely).
- It is not necessary to write your address as part of the response.

### Cấu trúc câu trả lời

- Cấu trúc đối với phần General Training Writing Task 1 như sau:



BÍ QUYẾT LUYỆN THI IELTS

- 1. một lời chào (ví dụ: Dear)
- 2. hai hoặc ba thân đoạn liên quan tới các yêu cầu:
  - Đoạn đầu thể hiện rõ mục đích viết thư (tại sao bạn viết thư này)
  - Kết thư cũng cần rành mạch (ví dụ: Tôi mong nhận được hồi âm).
- 3. một phần kí tên kết thư (ví dụ: Your sincerely)
- Không cần thiết ghi địa chỉ người gửi như là một phần của nội dung thư.

Language of the Answer

- Your task is to respond to common, everyday situations in an **appropriate style** of language.
- Việc của bạn là hồi đáp những tình huống chung, thường nhật theo một cách hành văn thích hợp.

TIP - MẸO:

- The style depends on the **audience** (for example: an informal style is used for writing to a friend, while a semi-formal or formal style is used to write to a manager, school principal, etc.).
  - Make sure you adjust the sign-off to match the style required.
  - Cách hành văn đó tùy thuộc vào người nhận thư (ví dụ: lối thân mật dành cho bạn bè, lối nửa trang trọng hoặc trang trọng dành cho người quản lý, hiệu trưởng vv.)
  - Bảo đảm rằng bạn nhớ điều chỉnh phần kí tên kết thư phù hợp với phong cách được yêu cầu.
- Below are some examples to illustrate the difference between formal and informal language:
  - Dưới đây là một số thí dụ minh họa điểm khác biệt giữa ngôn ngữ thân mật và trang trọng:

	Formal	Semi-formal	Informal
Greeting	Dear Sir, Dear Madam, Dear Sir/Madam,	Dear Mr Smith, Dear Mrs Smith, Dear Ms Smith,	Dear John, Dear Anne, Hi Bob,
Body	I am writing with regard to ... I am interested in receiving ... I am looking forward to hearing from you.		I'm writing about ... Please send me ... Hope to hear from you soon!
Sign-off	Yours faithfully,	Yours sincerely, Sincerely,	Regards, Best regards, Best wishes,

# Task 2:

## Writing

### Task types

- In Task 2 of the Academic Writing module, you are asked to write 250 words on a general topic. You may be asked to
  1. compare advantages and disadvantages
  2. discuss the reasons for something
  3. discuss the results of some current problem or issue
  4. suggest some solutions to a current problem or issue
  5. evaluate two conflicting opinions and give your ideas
  6. say to what extent (how much) you agree or disagree with an opinion.
- In most cases, you will need to express an opinion at the end of your essay.
- Task 2 of the General Training Writing module is very similar, but the topics and the tasks tend to be simpler. All of the information about Academic Writing also applies to the General Training module.
  - Each Task 2 question has 2 parts: a **topic**: what you must write about
  - a **task**: usually one or two from the list of tasks above
- Trong Task 2 của Academic Writing, bạn được yêu cầu viết 250 từ xoay quanh một chủ đề chung. Bạn có thể được yêu cầu:
  1. So sánh ưu và nhược điểm
  2. Thảo luận nguyên nhân của một vấn đề nào đó
  3. Thảo luận kết quả của một số vấn đề hiện tại
  4. Đề xuất một số giải pháp cho một vấn đề hiện tại
  5. Đánh giá hai ý kiến trái ngược nhau và đưa ra những ý kiến của bạn
  6. Cho biết mức độ (bao nhiêu), bạn đồng ý hay không đồng ý với một ý kiến.
- Trong hầu hết các trường hợp, bạn cần phải đưa ra ý kiến ở phần cuối bài luận của mình.
- Task 2 trong phần General Training Writing thường tương tự, nhưng các chủ đề và các Task có xu hướng đơn giản hơn Academic Writing. Tất cả các thông tin về Academic Writing cũng áp dụng được cho dạng General Training.
- Mỗi Task 2 có 2 phần:
  - một chủ đề: bạn phải viết về điều gì
  - một yêu cầu (task): thường là một hoặc hai từ danh sách các yêu cầu trên

**TIP - MẸO:**

- You need to **analyse** the topic **carefully**. Find the topic, and find the **task (rubric)**. If you train yourself do this, you will be sure to write on the correct topic, and you will improve your band score.
- Bạn cần phân tích chủ đề một cách **cẩn thận**. Tìm chủ đề, và xác định **task (rubric)**. Nếu luyện cho mình làm điều này, bạn sẽ chắc chắn viết được chính xác chủ đề, và sẽ cải thiện điểm số của mình.

**Activity 10**

**10.1** Look at the following topics. Mark the topic, and the task. Match the task(s) to the list above. Notice that sometimes the **same general topic** can have **different tasks**.

- 1 Over the past twenty years there has been a big rise in international tourism. What are some of the advantages and disadvantages of this growth?
- 2 Many people now travel overseas for their holidays, rather than staying in their own countries. What are some reasons for this change? What problems does the rise in international tourism cause?
- 3 Tourism is becoming increasingly popular, and this can affect some beautiful natural places. Why does this happen? What can we do to prevent further damage?
- 4 Some people say that holding huge international events is a great advantage for a country, while others say that this is a costly mistake. Evaluate both of these viewpoints and give your opinion.
- 5 It is often said that exams are a poor way of evaluating students' ability, and that they cause a great deal of unnecessary stress. To what extent do you agree with this opinion?

**10.2** Try this activity for every Task 2 question that you study while preparing for the IELTS Academic Writing test.

**Skill 1: Topic analysis, brainstorming ideas and making a plan**

- You should spend approximately 40 minutes planning and writing your Task 2 response.
- Bạn nên dành khoảng 40 phút để cân nhắc và viết luận cho Task 2.

**TIP - Mẹo:**

- Before you begin writing your Task 2 response, you need to spend 4 -5 minutes analysing the topic and the task, brainstorming some ideas and planning your answer.
- If you analyse and plan carefully, you help yourself to write a clear, well-planned answer.
- Trước khi bắt đầu làm Task 2, bạn cần phải dành 4 - 5 phút phân tích chủ đề và yêu cầu, nghĩ nhanh một số ý tưởng và lên phác thảo cho bài viết của mình.
- Nếu phân tích và cân nhắc cẩn thận, bạn sẽ tự giúp mình viết được bài luận rõ ràng, súc tích.

- Follow these 3 key points
  1. Read and understand the topic and the task.
  2. Write down a few notes for main ideas.
  3. Plan your answer – body paragraphs and your conclusion.
- Dựa theo 3 điểm mấu chốt sau đây:
  1. Đọc, hiểu chủ đề và yêu cầu của phần thi
  2. Viết ra vài ghi chú cho các ý chính
  3. Dự tính câu trả lời - các thân đoạn và kết luận

**TIP - Mẹo:**

- Train yourself to follow the SAME procedure EVERY time you see a Task 2 question.
- Practice, practice, practice! Make the process automatic.
- Luyện cách bám sát cùng một cách bất cứ khi nào bắt gặp một câu hỏi Task 2.
- Thực hành, thực hành, và thực hành! Biến việc này thành tư giác.



## Activity 11

**11.1** Read the topics, and follow the 3 key points above to create a plan for each one.

- 1 In recent years, it has become harder for new graduates to find employment, and many young people struggle to join the workforce. Why do you think this situation has occurred? What can you suggest to solve this problem?
- 2 It is often said that exams are a poor way of evaluating students' ability, and that they cause a great deal of unnecessary stress. To what extent do you agree with this opinion?

**11.2** Try this activity for every Task 2 question that you study while preparing for the IELTS Academic Writing test. Try to do each one in 4 - 5 minutes if you can, but it is better to go slowly and get it right while you are learning.

**Advice for (Vietnamese) Candidates:** Some candidates are concerned that the ideas expressed in a Writing Task 2 are more important – in that these ideas should match the examiner's ideas – than how you express these ideas. The relevance of ideas is important in that it must address the question, but not whether your ideas match those of the script marker. You are only judged on how well you communicate those ideas through your writing.

Một số thí sinh cho rằng các ý được trình bày trong phần Writing Task 2 quan trọng hơn việc ta trình bày chúng ra sao – bởi các ý đó cần gần với ý của người chấm. Tính phù hợp của các ý thể hiện ở việc liệu rằng chúng có hướng đến câu hỏi, không phải ở việc chúng có giống quan điểm của người chấm. Bởi vậy, người chấm chỉ đánh giá thí sinh đã kết nối các ý tốt thế nào trong bài viết.

## Skill 2: Essay structure / thesis statements (Coherence and Cohesion, Grammar)

- A good task 2 writing response follows a clear 'pathway' or structure. You need to explain how your essay will be organised **at the end of the introduction**. This part of the essay is often called the **thesis statement**.
- Phần trả lời được đánh giá là tốt đối với Task 2 cần đi theo "hướng" hoặc cấu trúc rõ ràng. Bạn cần lý giải bài luận của mình sẽ được sắp xếp ra sao ở cuối phần giới thiệu. Nó cũng được gọi là câu luận đề (câu nêu lên ý chính của toàn bài luận).

**TIP - MEO:**

- After you have planned your answer, stick to your plan. Do not change your mind! This may affect the coherence of your response.
- However, you do not have to give your opinion in the introduction; you can write your opinion in the conclusion. This has two advantages:
- It gives you more flexibility and time to think as you are writing.
- You are less likely to repeat information if you do not write all your ideas in the thesis statement.
- Sau khi đã dự tính câu trả lời của mình, bạn hãy bám theo hướng đó. Đừng thay đổi! Điều này có thể ảnh hưởng đến sự gắn kết các câu trả lời của bạn.
- Tuy nhiên, bạn không nhất thiết phải đưa ra ý kiến của mình trong phần giới thiệu; bạn có thể bày tỏ quan điểm ấy trong phần kết luận. Điều này có hai ưu điểm:
- Giúp bạn linh hoạt hơn và có thêm thời gian suy nghĩ trong khi viết.
- Giảm nguy cơ lặp lại thông tin nếu bạn không gom tất cả các ý tưởng của mình trong câu luận đề.

**Activity 12**

**12.1** Look at these thesis statements. Remember, these come after the topic sentence. For each one, decide if the writer **has** or **has not** given his opinion. Which thesis statements allow the writer more flexibility in his response?

- 1 Despite its disadvantages, international tourism has significant advantages, because of the money it brings to a country.
- 2 This essay will discuss the advantages and disadvantages of international tourism.
- 3 I will discuss the problems that our ageing population is causing for our society, and suggest some solutions for these problems.
- 4 Our ageing population is causing problems for the health system and for the younger generation, and we need to spend more money to develop better facilities for older people.

**12.2** Write a **brief outline** to match each thesis statement above.

### Activity 13

**13.1** Write *TWO* thesis statements for each of these essay topics. Write one that gives the writer's opinion, and one that does not give the writer's opinion.

- 1 Some feel that young people today have many possessions and a lot of money, while others say that they have a harder life than ever before. Evaluate both these ideas and give your opinion.
- 2 Solar energy is becoming more and more popular as a source of household energy in many countries around the world. Why is this? What are the advantages and disadvantages of solar energy?

**13.2** Practise writing a thesis statement for every Task 2 question that you study while preparing for the IELTS Academic Writing test.

### Skill 3: Expanding your ideas

- After you have planned the topic of each paragraph, you need to expand your ideas by giving examples, details or reasons.
- Sau khi đã dự tính chủ đề của mỗi đoạn văn, bạn cần mở rộng các ý tưởng bằng cách đưa thêm ví dụ, trình bày chi tiết hoặc các nguyên nhân.

#### TIP - MẸO:

- Each paragraph should have **one** main idea, expanded with examples details or reasons. If you want to start a new idea, start a new paragraph. There is no rule about the number of paragraphs you must have in your Task 2 response.
- Avoid 'shopping lists' where you list many ideas and do not expand any of them. It is better to give a few reasons and develop them than to write many ideas without development.
- Mỗi đoạn văn cần phải có một ý chính, được mở rộng với các ví dụ chi tiết hoặc các nguyên nhân. Nếu bạn muốn bắt đầu một ý mới, hãy viết một đoạn văn mới. Không có quy định về số lượng đoạn văn bạn phải viết trong Task 2.
- Tránh việc liệt kê một danh sách dài dằng dặc, khi bạn liệt kê quá nhiều ý kiến mà không mở rộng chúng. Sẽ tốt hơn nếu bạn đưa ra vài nguyên nhân lý giải và phát triển chúng thay vì viết nhiều ý mà không mở rộng được gì.

**Advice for (Vietnamese) Candidates:** You can extend your points by using explanations, examples, or personal experience.

Thí sinh có thể mở rộng quan điểm thông qua việc lý giải, nêu thí dụ hoặc trải nghiệm cá nhân.

**Activity 14**

*Read the sample paragraph below about the advantages of solar energy.*

- 1 Highlight each new idea, and the extra information that extends the idea.
- 2 Write the plan that this paragraph was based on.

The main advantage of solar energy is that after the initial installation, it is entirely free and renewable, so there are no extra costs involved in producing the energy. Solar energy is silent and environmentally friendly as well - it does not destroy or poison the eco-system. This is because the raw material, sunshine, does not need to be extracted or refined, so there are no pollutants or toxic residue produced. Another major advantage is that it is produced where it is needed so there is no energy wasted on transport. This decentralisation of the power source not only leads to savings on transmission, but also to more self-reliant communities - the ability to produce their own power is a significant advantage for remote populations. There are also employment opportunities in the design and development, manufacture, installation and maintenance of the new technology for solar panels, which are consequently becoming less expensive, more available and much more efficient.

**Activity 15**

*Write the paragraph plan below into whole paragraphs, expanding the ideas, OR choose your own plan to do this.*

*In recent years, it has become harder for new graduates to find employment, and many young people struggle to join the workforce. Why do you think this situation has occurred? What can you suggest to solve this problem?*

Para 2 - Reasons -

- more tertiary institutions, so more graduates
- ageing workforce, and global recession, so few vacancies
- high, sometimes unrealistic, expectations of graduates

Para 3 - Solutions -

- career guidance and counselling
- encourage young people into growing employment areas
- get some work experience and be prepared to start at the bottom



#### Skill 4: Linking Ideas

- Linking ideas together has two parts:
  - Linking the whole essay and each paragraph to the thesis statement
  - Linking ideas together inside each paragraph
- Linking devices can be:
  - The adverbial expressions and conjunctions that you are familiar with: as a result, because, so, however, while, whereas, on the other hand, in addition...
  - Referencing expressions: because of this, these ideas, ...
  - Repetition of words or the use of synonyms (words with similar meanings) to link ideas together
  - Sentences or phrases to link the paragraphs to the thesis statement and the conclusion.
- Việc liên kết các ý với nhau gồm hai yêu cầu:
  - 1. Liên kết toàn bộ bài luận và mỗi đoạn với câu luận đề (câu chủ đề)
  - 2. Liên kết các ý với nhau trong chính mỗi đoạn
- Các công cụ liên kết có thể là:
  - 1. Các cách diễn đạt trạng ngữ và liên từ mà bạn đã quen thuộc như as a result, because, so, however, while, whereas, on the other hand, in addition....
  - 2. Tham khảo các cách diễn đạt: because of this, these ideas, ...
  - 3. Lặp lại các từ hoặc việc sử dụng các từ đồng nghĩa (từ có ý nghĩa tương tự) để liên kết các ý lại với nhau
  - 4. Các câu hoặc cụm từ để liên kết các đoạn viết với câu luận đề (câu chủ ) và phần kết luận.

#### TIP - MẸO:

- Learn and practise some useful linking structures for beginning paragraphs and for linking ideas within paragraphs.
- Use linking devices **accurately** and **carefully**; not EVERY sentence needs a linking adverbial! It is better to understand and accurately use a few devices than to partially know many devices.
- Tìm hiểu và thực hành một số cấu trúc liên kết hữu ích để bắt đầu đoạn văn và để liên kết những ý trong đoạn văn.
- Sử dụng các công cụ liên kết một cách chính xác và cẩn trọng; không phải mọi câu đều cần một trạng từ liên kết! Tốt hơn hết là hiểu và sử dụng chính xác một vài công cụ liên kết hơn là biết nửa vời quá nhiều.

### Activity 16

*Most people accept that we now live in a globalised world but not everyone agrees that this is beneficial.*

*To what extent is globalisation a positive or negative development?*

Look at the model Task 2 essay below, and identify some of the linking devices. There are MANY linking devices in this essay. Write the number from the list above beside each one to identify each type of linking.

Globalisation is here to stay, driven by advances in information technology and resulting in scientific, technological and economic progress and increased international trade and investment. It has had wide-ranging positive and negative effects on employment and economic development, scientific research, language and culture, and the environment.

One positive result of globalisation is the global distribution of labour. It is now much easier to move to other countries to find work, and this leads to better employment prospects for individuals and to more diverse workplaces. In addition, capital and industrial resources have migrated to developing countries, thus providing local jobs and boosting local economies. It has also resulted in greater contact between different cultures, as travel has become relatively safer and less expensive than it used to be. Ease of communication has encouraged an unprecedented level of global scientific research and cooperation, and a subsequent explosion of knowledge and information.

A downside of this global economy is that when a catastrophe occurs, as in the recent global financial crisis that started in the USA, it affects the whole world. Similarly, when a virus emerges in one region of the world, it spreads rapidly, threatening worldwide health. Globalisation affects culture and language, too; minority languages are dying out because of the necessity of learning English for international business, and indigenous cultures are being rejected in favour of a dominant, often USA-based, culture. Finally, levels of pollution are rising as countries strive for economic growth and a competitive edge in the global market.

In conclusion, globalisation is a double-edged sword that has created jobs and promoted international cooperation but has led to cultural losses, more environmental damage, increased health risks and exposure to economic crises. However, our world will continue to shrink as technology expands, and we need to accept globalisation as a fact of life in the 21st century.

## TASK 2: Using Complex Sentence Structures (Grammar)

- In both Task 1 and Task 2 of the IELTS writing test, you will improve your band score for grammar by using a **variety of complex structures**. Some common examples of complex structures are:

### 1. Complex sentences with subordinating clauses.

Whereas many people accept the need for exams, others are less convinced.

### 2. Complex noun phrases

The most important reason for this problem is lack of resources and infrastructure.

### 3. Relative clauses

Many people believe that exams are the most significant cause of stress in high school students.

### 4. Reduced relative clauses

Finally, they should consider assisting families in looking after elderly relatives in their own homes, which would be a cheaper option than putting them into care.

### 5. Complex verb structures which include modals

It is important to be able to use some of the structures listed here.

These complex structures can be combined in many ways.

- Trong Task 1 và Task 2 của phần thi viết IELTS, thí sinh sẽ nâng được điểm ngữ pháp nhờ sử dụng các cấu trúc phức hợp. Một số ví dụ chung về các cấu trúc phức hợp như sau:

- Câu phức hợp với các mệnh đề phụ
- Các cụm danh từ phức
- Các mệnh đề quan hệ
- Các mệnh đề quan hệ rút gọn
- Cấu trúc động từ phức bao gồm các động từ khuyết thiếu

### TIP - MẸO:

- You need to become aware of, and practise these structures in different contexts.
- Try to develop patterns that you can use and then practise substituting different vocabulary into the structure.
- Bạn cần nắm kĩ, và thực hành các cấu trúc trong những ngữ cảnh khác nhau.
- Cố gắng phát triển các cấu trúc mà bạn có thể sử dụng và sau đó thực hành thay thế những từ vựng khác nhau vào cấu trúc đó.

### Activity 17

Read the model Task 2 essay below, and underline as many complex structures as you can.

In many countries throughout the world, young people are pushed into careers that they have no aptitude for, or do not want to do, and there are two main reasons for this situation.



The first reason is lack of tertiary study options. In some countries, such as China, there are limited places available for tertiary study, and those who do not manage to earn a place at the institution of their choice often find themselves studying a subject which does not interest them, or which is a poor match for their skills and aptitudes. The other main reason, which is closely aligned to the former point, is parental aspirations. Many parents push their children into a limited set of career options because these choices represent social success, security and money in later life. In many cases, the skills and needs of the children are ignored, as their parents encourage them to earn places in prestigious, if inappropriate, institutions and to study subjects that are acceptable to their friends and extended family.

Some of those children who do manage to jump through all the required hoops find that they are trapped in a career which does not suit their needs or abilities, and that they can see no escape from the life sentence imposed by well-meaning family. This can have both personal and social consequences. Firstly, unsatisfied workers can suffer from job stress, which drains human potential and may lead to physical and psychological illness. Dissatisfaction and distress also impacts on their chosen profession and on society as a whole, as unhappy and disaffected workers tend not to give their best, and this affects the quality of their work.

## Task 2: Conclusions

The last part of the task 2 essay is the conclusion. This should:

1. summarise your main ideas
2. give your opinion.

### TIP - MEO:

- Your conclusion must match your introduction and the body of your essay. For example, if you have argued that sport at school has many advantages, the conclusion must not state that it has mostly disadvantages!
- Some Task 2 essay rubrics ask you to state your opinion. However, your conclusion does not need to state a strong opinion for one side or the other. You can say that both sides are balanced. This kind of essay is often easier to write.
- Phần kết luận phải phù hợp với Mở đầu và Thân bài của bài luận. Ví dụ, nếu bạn đã lập luận rằng môn thể thao ở trường có nhiều điểm mạnh, vậy kết luận không được nhắc đến các điểm yếu của nó trong nhà trường.
- Một số yêu cầu trong bài luận Task 2 yêu cầu bạn nêu quan điểm. Tuy nhiên, kết luận của bạn không cần phải nêu một ý kiến quyết liệt, thiên về mặt này hay mặt khác. Bạn có thể nói rằng cả hai mặt đang cân bằng. Đây là loại bài luận thường dễ viết hơn.



**Activity 18**

*Read the conclusions.*

1. Underline the places where the writer has summarised his ideas.
  2. Does the conclusion include the writer's opinion?
  3. If so, does it state a strong opinion for one side of the topic, or is it balanced?
- A. In short, I wholeheartedly disagree with the statement that arts subjects should not be taught. I suggest that every student should have instruction in philosophy, history or other arts subjects, even if they elect to major in the sciences, because learning critical thinking skills, and developing a wide background knowledge, will benefit them enormously in later life. In addition to this general training, we need specialist graduates in arts subjects to make their contribution to a well-rounded society.
- B. In conclusion, a person who is pushed into uncongenial work because of social constraints or family pressure is not likely to be a productive and happy member of society. We need to ensure that individual talents and skills are recognised and catered for if we are to have a harmonious and well-developed society.
- C. In my view, the government needs to take immediate and drastic action to improve public well-being by legislating against the proliferation of fast food businesses, raising taxes on fast food, removing tax from fruit and vegetables and banning all advertising of food with no or low nutritional value. Appropriately resourced PE and fitness programmes must also be compulsory in all schools. A multifaceted approach, which combines schools and public initiatives, is the best way to improve public health.

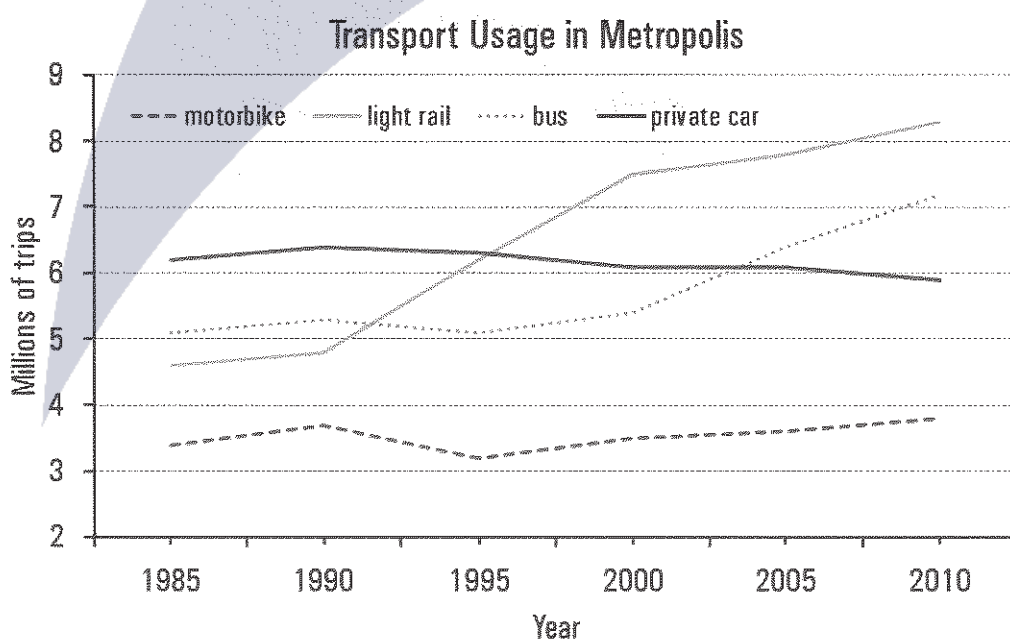
# Sample Charts

## for Task 1 Writing

### Charts 1

The graph shows the usage of four different types of transport in Metropolis from 1985 to 2010.

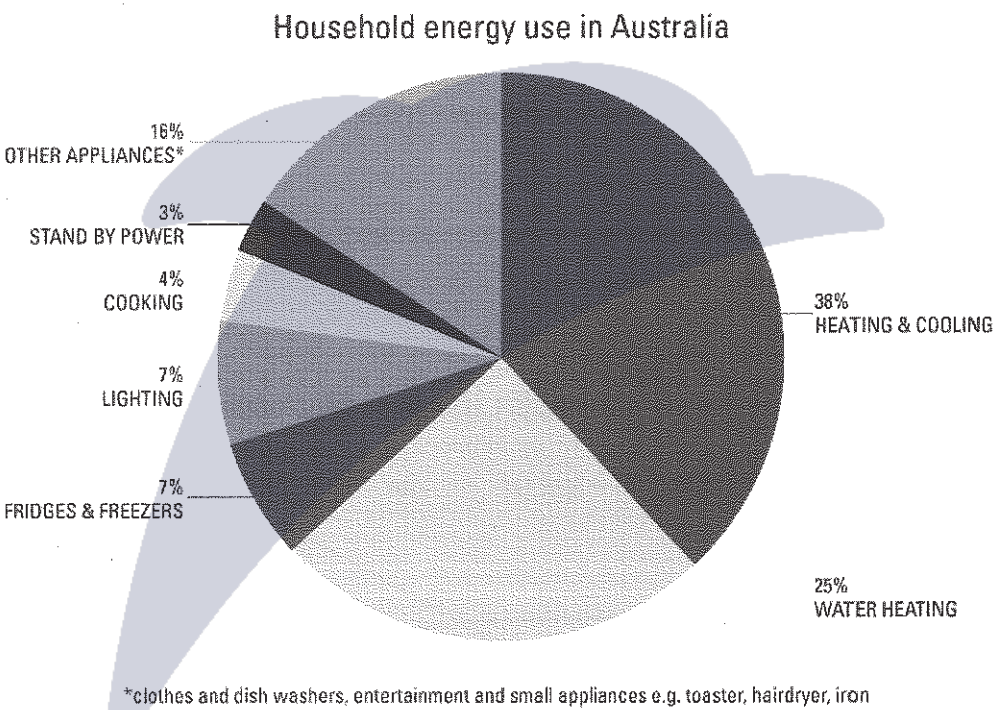
Write a report on this chart, describing its main features and comparing and contrasting where appropriate.



Charts 2 and 3

The pie chart below shows where energy is used in a typical Australian household, and the table shows the amount of electricity used according to the number of occupants.

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



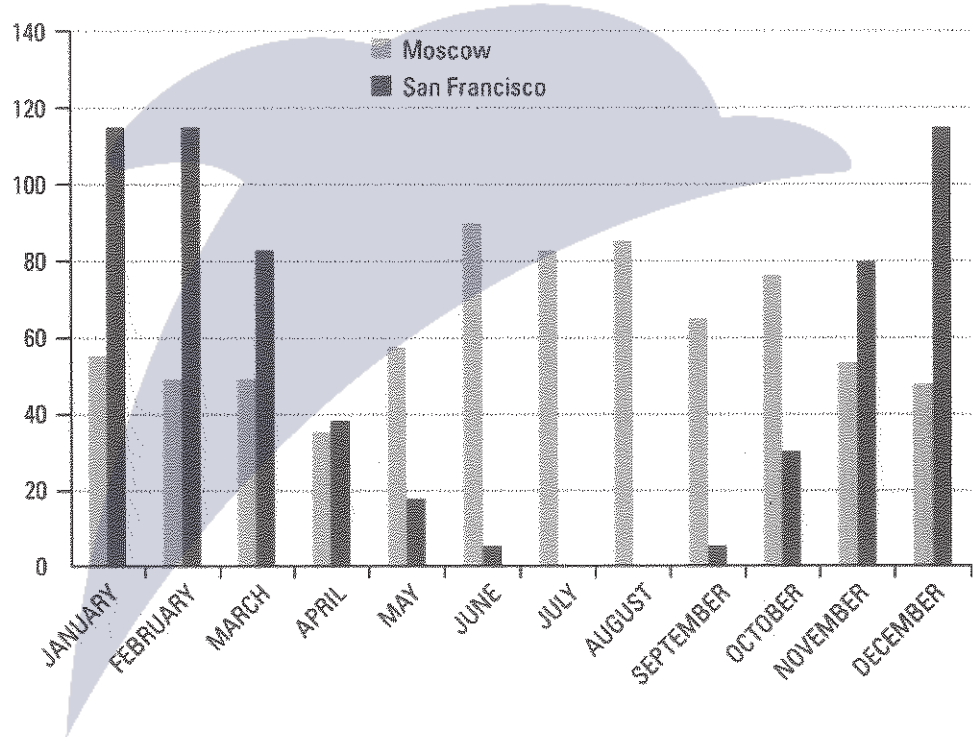
Amount of electricity used in a typical Australian home	
Number of people in the house	Electricity used: kilowatt hours (kWh) per year
1	5,000 – 6,500
2	6,000 – 8,000
3	7,500 – 10,000
6 or more	12,000 – 16,000

Charts 4

The graph below shows average yearly rainfall in Moscow and San Francisco, measured in millimetres.

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

Average yearly rainfall, San Francisco and Moscow

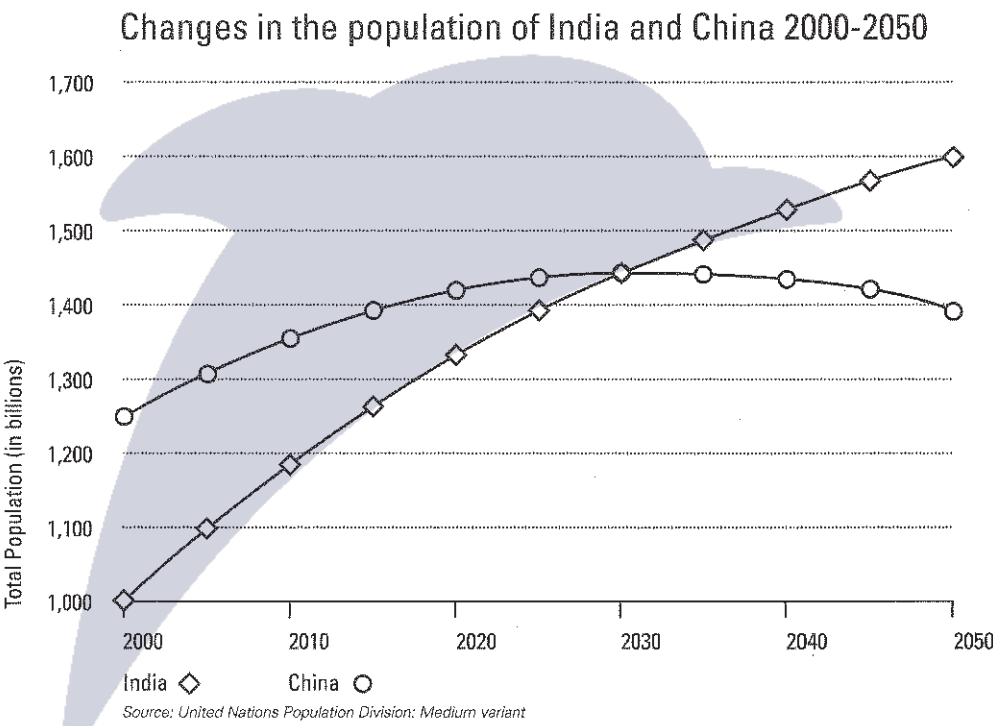




Charts 5

The graph below shows the population of India and China from the year 2000 to the present day with projections for growth to the year 2050.

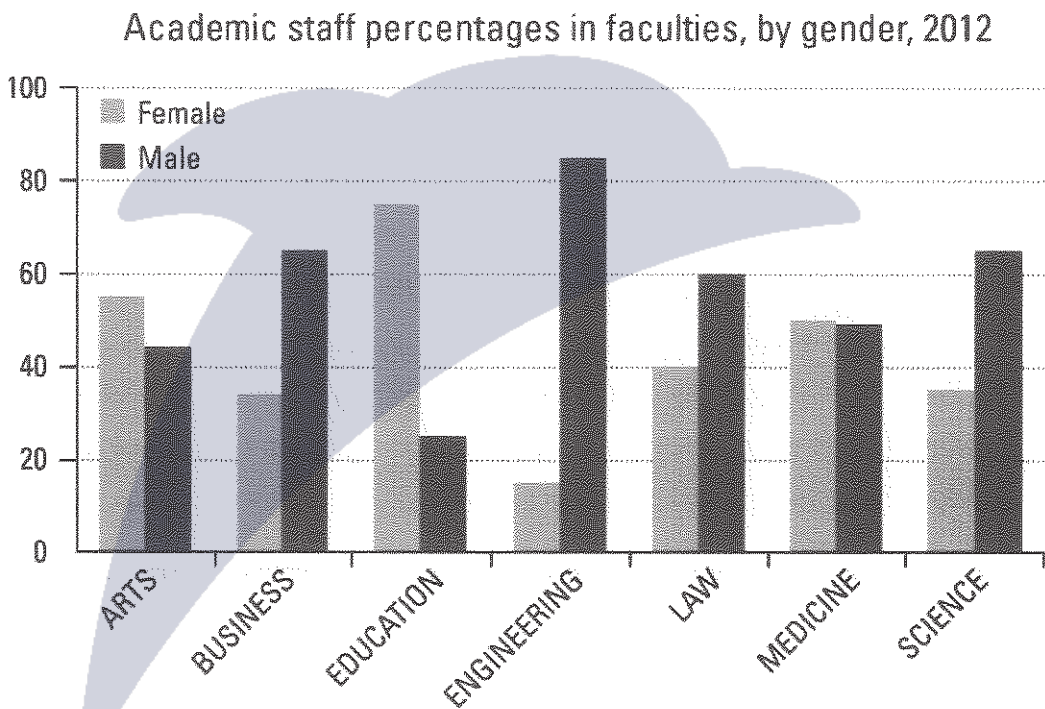
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



Charts 6

The graph below shows the percentage of male and female academic staff members across the faculties of a major university in 2012.

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



# Model Answers

## for Charts

### Charts 1

The line chart illustrates changes in four methods of travel in Metropolis from 1985 to 2010, measured in five yearly intervals. In general, there was an increase in travel over the period. The use of public transport markedly increased, while private car usage declined slightly.

Light rail and bus usage was approximately the same in 1985, at around 5 million trips, but in 1990 light rail saw a dramatic increase to reach approximately 7.8 million trips by 2000. By 2010, this was the most popular form of transport at just over 8 million trips. Usage of buses remained steady as trains grew in popularity, but in 2000, this also started to grow to a high of just over 7 million trips in 2010.

In 1985, private cars were the most popular form of transport in New Stratford, at just over 6 million trips. However, there was a small but steady decline in car usage to just under 6 million in 2010. Motorbike usage fluctuated, but overall, there was a small increase from about 3.5 million trips in 1985 to just under 4 million in 2010.

### Charts 2 and 3

The pie chart illustrates the proportion of energy consumed by different appliances in an average Australian home. In general, the pie chart shows that temperature control, both for heating and cooling, is the major user, followed by water heating, and the table shows that energy consumed per capita drops as household size increases.

Heating and cooling devices account for almost 40% of total energy, and water heating consumes a quarter of total household power. Other appliances, such as dishwashers, televisions and smaller items, make up 16% of energy consumption. Slightly less than half that amount (7%) is used for both refrigeration and lighting. Standby power comprises a remarkable 3% compared with stoves, ovens and other cooking equipment that expend only 4% of household energy.

The table shows that a single person's electricity usage is 5,000 to 6,500 kWh per annum, whereas two people use a similar amount or not much more. A three-person Australian household typically uses about the same as two people (6,000-8,000) or perhaps up to 10,000 kWh. Six people or more living in the same house have only double the consumption of a two-person household.

In summary, all forms of heating and cooling - air temperature, water, refrigeration and cooking - are major consumers of energy in Australian houses, and it is more economical to live in a larger household.

### Charts 4

The bar chart compares the average amount of rain over the year in two cities, San Francisco and Moscow. Overall, although the two cities have approximately the same annual rainfall, the distribution of this rain over the year is widely different.

In general, Moscow has a more even yearly rainfall than San Francisco. Rain averages about 50 mm in the months of January to March, dropping to an annual low of just under 40 mm in April. It then rises steadily to a high of about 90 mm in June, and slightly less in July and August, and from that point on it fluctuates, dropping at the end of the year to about 45 mm in December.

In contrast, San Francisco illustrates a different trend. It has a widely fluctuating rainfall, with significantly greater annual variation. December, January and February are by far the rainiest months, averaging just under 120 mm in each of these months. From March onwards, there is a dramatic drop to less than 10 mm in June, and effectively no rain falls in July or August. Rainfall then increases steadily and evenly to the December high of about 110 mm.

The charts show us that Moscow has the most rain in July and August, at a time when San Francisco is virtually dry.



**Charts 5**

The graph gives information about population growth in China and India from the year 2000 with predicted changes to 2050.

In 2000, China's population stood at 1.25 billion and this number rose steadily to where it is currently at around 1.35 billion. It is projected to peak at 1.45 billion in 2025, when the number will level off and start to decline. It is expected that by 2050 the population will have dropped slightly to 1.4 billion.

In contrast, although the population of India started at just one billion in 2000, it has increased rapidly to just under 1.25 billion today. The data indicate it will continue its upward surge, overtaking China in 2030 and reaching a peak of 1.6 billion by 2050.

Overall, the major difference between the two population trends is that the number of people in China is forecast to start falling after 2030 whereas the population of India will continue to soar.

**Charts 6**

The bar chart shows the proportion of men and women who taught in seven different faculties of a particular university in 2012.

There was a large gender disparity in some faculties: engineering was dominated by male academics whereas education had the highest percentage of female academics. Notably, 85% of the engineering teachers were male and only 15% female. Three quarters of the academic staff in education were women, with just 25% males.

However, other faculties were more balanced in their composition. In medicine, gender representation was almost equal, while in arts subjects slightly more than half the academics were female (55%). It is interesting to note that business and science had the same proportions of men and women, with 65% male to 35% female academics in those faculties. Law had a slightly higher percentage of women at 40%.

Although the faculties of engineering, business, science and law were still primarily male-dominated in 2012, women made up half the faculty of medicine and were predominant in education and arts.



# IELTS Speaking Test



# What To Expect

## Format

- The Speaking module lasts for 11 – 14 minutes, and consists of an introduction section plus three parts.
- The Speaking module is the same for both the Academic and General Training versions of the test.
- The linguistic challenge of the test increases with each part.

## Định dạng

- Phần thi Nói kéo dài 11-14 phút, và bao gồm một phần giới thiệu cộng với ba phần.
- Phần thi Nói giống nhau đối với cả hai phiên bản Academic và General Training của bài thi IELTS.
- Độ khó về ngôn ngữ tăng lên trong mỗi phần.

PART	TIMING	CONTENT
INTRODUCTION Giới thiệu	30 secs 30 giây	Name, nationality, ID check Họ tên, quốc tịch, số thẻ
PART 1 INTERVIEW Phỏng vấn	3.5 – 4.5 mins 3,5 – 4,5 phút	2 or 3 unrelated, short, simple conversations about your personal preferences or experience 2 hoặc 3 đoạn hội thoại rời, ngắn, đơn giản về cá nhân thí sinh hoặc trải nghiệm
PART 2 LONG TURN Phần nói dài	3 - 4 mins 3-4 phút	1 minute of preparation time 1 – 2 minute talk on a topic which draws on your personal experience There may be one or two follow-up questions 1 phút chuẩn bị 1-2 phút nói về một chủ đề liên quan tới trải nghiệm cá nhân của thí sinh Có thể có một, hai câu hỏi kèm theo
PART 3 DISCUSSION Thảo luận	4 - 5 mins 4-5 phút	A discussion in more depth, related to the topic from the Part 2 long turn 2 long turn Thảo luận sâu và liên quan hơn tới chủ đề từ phần nói dài trước đó



## Marking

- You are marked on four criteria
  - fluency and coherence
  - lexical resource (vocabulary)
  - grammar
  - pronunciation.

## Chấm điểm

- Thí sinh sẽ được chấm điểm dựa trên bốn tiêu chí:
  - sự lưu loát và mạch lạc
  - nguồn từ vựng (vốn từ vựng)
  - ngữ pháp
  - phát âm.

### TIP - MẸO:

- Before the test starts, the examiner records a brief introduction, including the date, the location of the test, your name, and his / her name. Use this opportunity to relax and get used to the examiner's voice.
- Give brief replies to the introduction and ID check questions.
- Do not get upset or worried if the examiner stops you from making a long answer during the introduction section. This part is intended to be a brief settling down time, and it is not the time to give a long talk.
- Remember, this test is a conversation. It is acceptable to use an informal speaking style. You do not have to give formal, academic replies to every question.
- Trước khi bài thi bắt đầu, giám khảo ghi âm một đoạn giới thiệu ngắn gọn, bao gồm ngày, địa điểm thi, tên bạn, và tên giám khảo. Tận dụng cơ hội này để thư giãn và làm quen với giọng nói của giám khảo.
- Trả lời ngắn gọn trước yêu cầu giới thiệu và những câu hỏi kiểm tra nhân thân.
- Đừng thất vọng hay lo lắng nếu các giám khảo ngăn bạn trả lời dài trong phần giới thiệu. Phần này được xác định rất ngắn gọn và đó không phải là thời gian dành cho một cuộc nói chuyện dài.
- Ghi nhớ rằng, phần thi này là một cuộc trò chuyện. Lối nói thường nhật được chấp nhận. Bạn không cần trả lời mọi câu hỏi một cách trang trọng hoặc nặng tính học thuật.

**Advice for (Vietnamese) candidates:**

Despite what some people have suggested, your appearance, body language or handshake make no difference to your score. You are only judged on your communicative ability. So do not worry about those irrelevant factors and focus on the key area – communicative ability.

**Lời khuyên dành cho thí sinh:**

Diện mạo, ngôn ngữ cơ thể hoặc cái bắt tay của bạn không ảnh hưởng tới điểm số. Bạn chỉ được đánh giá dựa trên khả năng giao tiếp. Vì vậy, đừng lo lắng về những yếu tố không liên quan và tập trung vào phần trọng điểm - khả năng giao tiếp.



# Part 1

## What to expect

- In part 1 of the speaking test, you will have 2 or 3 short, simple conversations about everyday life.
- The topics of these conversations will not be related to each other.
- Trong phần 1 của bài kiểm tra nói, thí sinh sẽ có 2 hoặc 3 cuộc hội thoại ngắn, đơn giản về cuộc sống hàng ngày.
- Các chủ đề của những cuộc hội thoại này không liên quan đến nhau.

## Lưu ý

### Part 1 Speaking: Topics And Question Types

#### Topics

Typical **topics** are:

- your house, street or city
- your job or study
- your daily routines; shopping, sleeping, work.....
- things you did when you were a child; school, leisure, helping in the house...
- things you own; car, bicycle, cell phone, computer....
- things you do; gardening, sport, reading....

#### TIP - MẸO:

- Expect the examiner to change the topic two or three times during Part 1 of the test. Listen carefully for each topic. You **can** ask the examiner to repeat a question if you did not hear clearly.
- Luôn trước giám khảo thay đổi chủ đề hai hoặc ba lần trong Phần 1 của bài kiểm tra. Lắng nghe mỗi chủ đề. Thí sinh **có thể** yêu cầu giám khảo lặp lại câu hỏi nếu không nghe rõ.

**Advice for Candidates:**

The list of possible topics IELTS might cover is potentially endless – so do not worry about covering everything. These are all everyday topics, and you are not expected to demonstrate expert knowledge these. If you practice naturally discussing – not memorizing answers – about a broad range of topics, developing your skills in fluency & coherence, you will have confidence and flexibility to adapt to other topics.

**Lời khuyên dành cho thí sinh:**

Danh sách các chủ đề có thể xuất hiện trong bài thi IELTS là vô tận - vì vậy đừng lo lắng về việc phải nắm hết mọi thứ. Đây đều là những chủ đề hàng ngày, và thí sinh không cần chứng minh kiến thức chuyên sâu về chúng. Nếu tập thảo luận một cách tự nhiên - không học thuộc lòng câu trả lời - về một loạt chủ đề, phát triển kỹ năng nhằm toát lên sự lưu loát và mạch lạc, thí sinh sẽ đủ tự tin và linh hoạt để đáp ứng các chủ đề khác nữa.

**Question Types**

Typical question types are:

- have you ever....(ridden a bike, baked a cake, been to a sports match...)
- did you....(learn to play sport, watch TV, live in the country... ) when you were a child?
- which do you prefer? (tea or coffee, night-time or daytime, wet or dry weather)...
- do you like....(playing sport, sleeping, listening to music, shopping for clothes)
- do you think that.... (children should have a pet, the news is important,)
- when did you....( start learning English, go to your first movie...)



**TIP - MẸO:**

- Listen carefully to the questions and try to answer what you were asked.  
Don't worry if the examiner's next question does not follow your previous answer. In Part 1, the examiner must ask the questions written on the paper; he cannot change his questions according to your answers.
- If your answer is negative, for example you have never ridden a bike, or you don't like cooking, or you can't remember when you first started doing something, don't worry. This is a test of English conversation, not a test of your experiences and opinions! A negative answer is just as good as a positive one. In both cases, **give a reason** for your answer.
- In general, your answers in Part 1 should be 2 or 3 sentences. One or two-word answers are not sufficient, and equally the examiner may interrupt you if you give a very long answer. Aim for something in between.
- Lắng nghe các câu hỏi và cố gắng trả lời những gì bạn được hỏi.
- Đừng lo lắng nếu câu hỏi tiếp theo của người chấm thi không liên mạch với câu trả lời trước đó của bạn. Trong phần 1, người chấm thi phải hỏi những câu được viết trên giấy; người chấm thi không thể thay đổi câu hỏi dựa theo câu trả lời của thí sinh.
- Nếu câu trả lời của bạn là phủ định, ví dụ bạn chưa bao giờ đạp xe đạp, hoặc không thích nấu ăn, hoặc không thể nhớ lần đầu tiên bạn làm một điều gì đó, đừng lo lắng. Đây là bài thi hội thoại tiếng Anh, không phải bài kiểm tra về trải nghiệm và quan điểm của thí sinh! Câu trả lời phủ định cũng có giá trị như câu trả lời khẳng định. Trong cả hai trường hợp, nên đưa ra một lý do cho câu trả lời của bạn.
- Nhìn chung, câu trả lời của bạn trong phần 1 nên dài 2 hoặc 3 câu. Trả lời bằng một hoặc hai từ là không đủ, và người chấm thi cũng có thể ngắt lời nếu bạn trả lời quá dài. Nên nhắm tới một câu trả lời vừa phải.

Part 1 Speaking: Strategies For Improving Answers

Extending Answers

Activity 1

Match the questions and the answers. Look carefully to see how the speaker has extended his or her answers.

1	Have you ever cooked a meal for your family?	A	Well, I suppose we do, but I think it's OK as long as we make sure we get exercise as well. I think we're all probably too sedentary nowadays.
2	Which do you prefer; getting an email or a text message?	B	Oh yes, I LOVE it! It's my favourite free time activity. I think I spend far too much money, though, and I'd spend more if I had it!
3	When did you watch your first movie in a cinema?	C	Oh, I prefer emails, because I work in front of a computer all day so this is easy for me. I'm not very good at texting. I know I'm a bit old fashioned.
4	Do you like shopping for clothes?	D	Well, I haven't actually. My mum tends to do all the cooking in our house. But I did bake some biscuits once. They were terrible! No-one would eat them.
5	Do you think that we spend too much time sitting in front of computers?	E	I can't really remember; it was so long ago. But I <b>do</b> remember very clearly going to see "Teenage Mutant Ninja Turtles." I was so scared that my mum had to take me out of the movie.

Activity 2

Match each of the answers in activity 1 to a strategy from this list. Some answers may include more than one strategy.

1	Extending the answer by giving a reason or an example
2	Telling a story about a personal experience
3	Adding a personal opinion
4	Buying thinking time at the start of the answer
5	Adding emphasis to the answer
6	Telling a joke or a funny story

## Pronunciation

- 25% of your score for IELTS speaking is for pronunciation. It is very hard to change your first language phonemes (sounds), word stress and linking, but here are a few items to think about:
- 25% điểm số trong bài thi nói IELTS là dành cho phát âm. Rất khó để thay đổi cách phát âm tiếng mẹ đẻ của thí sinh, trọng âm của từ và liên kết từ, nhưng đây là vài điều cần lưu tâm:

### TIP - MẸO:

- **Speed** – not too slow, BUT **not too fast!** You will be penalised if you speak too quickly, as well as if you speak too slowly. Try to speak naturally and at a steady pace.
- **Pausing and word stress** – Use pauses and stressed words to break up your speaking. You will not be penalised if you pause occasionally; in fact, you will be penalised if there are **no** pauses in your speaking
- **Intonation** (voice going up and down) try to **vary** your intonation. If you want to stress something, speak louder and use a rise / fall intonation. It was **lovely!**
- **Tốc độ** - không quá chậm, NHƯNG cũng đừng quá nhanh! Bạn sẽ bị phạt nếu nói quá nhanh, cũng như quá chậm. Nên cố gắng nói chuyện một cách tự nhiên và ở một tốc độ ổn định.
- **Quãng nghỉ và Trọng âm** - Sử dụng các quãng nghỉ và những từ được nhấn để ngắt bài nói của bạn. Thí sinh sẽ không bị trừ điểm nếu thi thoải mái tạm ngừng; trong thực tế, bạn sẽ bị trừ điểm nếu nói không ngừng nghỉ.
- **Ngữ điệu** (giọng lên, xuống) - Cố gắng thay đổi ngữ điệu. Nếu muốn nhấn mạnh một điều, nên nói to hơn và sử dụng một ngữ điệu bổng/ trầm. Điều đó thật thú vị!

### Activity 3

Listen to the recording of Part 1 of the speaking test. NB that the introduction and identification part is **not** included in this recording.

1. Listen the first time without reading the transcript. What questions did the examiner ask? How did the candidate extend his answers?
2. Listen a second time. Read the transcript this time if you wish to. Tick each of the strategies from the list above that the candidate has used to extend his answers. Mark those places on the transcript. Can you add any more strategies to the list in Activity 2?
3. Listen a third time, and read the transcript as you listen. On the transcript, mark some of the words that the speaker has **stressed**, and some of the places where he has **paused**.

**Transcript of Audio for Part 1 of the Sample Speaking Test**

Examiner: Now, first, tell me something about yourself. Tell me about where you live in your country. Is the place where you live large or small?

Candidate: I live in Hamilton, which is what I suppose you would call a small city. It's about 140,000 people, and it's a quiet little place which services the local farming community. We don't have any heavy industry in Hamilton, but there is a university.

Examiner: Is it a beautiful place?

Candidate: To me it is. There are some people who would say it's not beautiful, but I like it. There aren't any big mountains or anything, but it has lots of green trees and grass, and there's a beautiful big river running right through the centre of it... flowers everywhere, and lots of gardens. I think it's lovely.

Examiner: Is there anything you don't like about this city?

Candidate: Well, the fact that it's small, of course, means that you don't get a lot of the amenities that you'd find in a bigger city. If you're interested in art galleries, or the symphony, or opera, which I am, Hamilton is not exactly a good place to be. You have to jump in a car and drive for an hour or so to the big city for those things.

Examiner: Next we'll talk about numbers. Are any numbers considered to be lucky or unlucky in your culture?

Candidate: I would say there are an awful lot of individual people who consider that some numbers are lucky, or unlucky, But if you mean society-wide, sure, there are a few. The number 13, for example, is widely regarded as being unlucky, particularly if it refers to a date when something will happen, and especially if it's Friday the 13th.

Examiner: Do you think that some numbers are luckier or unluckier than others?

Candidate: No, I don't think any numbers are lucky or unlucky.

Examiner: Why not?

Candidate: Well, it's difficult to imagine any number having any influence at all on the physical world. But, I guess it could affect someone's emotional state if they thought a number was lucky or unlucky.

Examiner: Let's talk about motorbikes now. Have you ever owned a motorbike?

Candidate: Well, I haven't actually owned a motorcycle, but I did have possession of one at one time. When I was a younger man, I swapped my 2-seater sports car for my friend's motorbike. He had a girlfriend at the time and he really wanted to take her on a date, so I lent him my car and I had his bike for a while. That was a lot of fun.



Examiner: What are some of the advantages of motorbikes in the city?

Candidate: I think there are a lot of obvious advantages; fuel efficiency, easy parking, being able to get around in traffic easily and quickly, but they come with a number of drawbacks too, of course. You are vulnerable not only to the weather but to injury.

Examiner: Do you think motorbikes are a safe form of transport?

Candidate: Absolutely not! Not in the society we live in, where people love their cars, and have no respect for others on the roads.



# Part 2

## What To Expect

- In part 2 of the speaking test, you will be given 1 minute to prepare a 1 – 2 minute talk on a topic. This topic will be related to your personal experience, or your dreams for the future.
- After your long turn, the examiner will ask one or two rounding off questions.

## Lưu ý

- Trong phần 2 của bài kiểm tra nói, thí sinh sẽ có 1 phút chuẩn bị cho bài nói kéo dài 1 - 2 phút xoay quanh một chủ đề. Chủ đề này sẽ liên quan đến trải nghiệm cá nhân, hoặc ước mơ của thí sinh trong tương lai.
- Sau khi thí sinh nói xong, người chấm thi sẽ hỏi một, hai câu hỏi liên quan.

## Part 2 speaking: Topics and question types

### *Topics And Question Types*

Typical **topics** are:

- a book, movie TV programme ....you like / have watched
- a time when you... got some help from someone, worked very hard to achieve a goal, gave someone some advice ....
- a place / building you have visited / **would like to visit**
- a sports event, family occasion, happy day, ....
- a person who.... you like, admire, **would like to meet**, is important to you
- an object / thing.... you really like, you bought recently, you **would like to own**....

**TIP - MẸO:**

- Read your topic carefully: most topics ask you to talk about your past experience, but some of them ask you to talk about your future dreams or plans (see the bolded topics above). This will affect the verb tenses (time references) in your response.
- Đọc chủ đề một cách cẩn thận: hầu hết các chủ đề yêu cầu thí sinh nói về trải nghiệm đã qua của bạn, tuy nhiên cũng có thể yêu cầu bạn kể về những ước mơ, dự định (xem các chủ đề in đậm ở trên) trong tương lai. Điều này sẽ ảnh hưởng đến các thời của động từ (thời gian) trong phần trả lời.

**Advice for Candidates:**

There is a lot of focus on an examiner's facial expression and gestures to tell whether he/she likes what you're saying and will award a positive score. Do not be concerned with this. An examiner's apparent friendliness or detachment mean nothing about the score you will be given. Just focus on performing your best.

**Lời khuyên dành cho thí sinh:**

Nhiều người quan tâm tới biểu hiện khuôn mặt và cử chỉ của người chấm thi để đoán xem vị đó có thích những gì ta đang nói và sẽ dành cho ta một số điểm cao. Đừng chú tâm vào điều này. Thái độ thân thiện hay xa cách của người chấm thi không đồng nghĩa với số điểm thí sinh sẽ nhận được. Chỉ cần tập trung thể hiện tốt nhất khả năng của bạn.

**Part 2 Speaking: Strategies For Improving Answers**

**Using Your Planning Time**

- The topic card will include some cue questions to help you to plan your answer. These cue questions typically ask, 'wh' questions; when, where, why, etc. and then there will be a final, opinion cue question at the end.

**Example Topic Card: Achieving A Goal**

Talk about a time when you had to work very hard to achieve a goal.

You should say

- What the goal was
- When this happened
- What you did to achieve the goal

And talk about why the goal was important for you.

**TIP - MẸO:**

- If you don't understand a word on the topic card, or you want to check the task, ask immediately. The examiner will give you a brief answer to help you to understand. Don't waste time wondering what the topic means!
- The cue questions on the topic card are included to help you to prepare your answer. However, you will **not** be penalised if your talk does not follow all the cues on the card. It is more important to talk fluently and to keep going for 2 minutes than to cover all the points on the topic card.
- Remember, this is a test of speaking, not of your experience! Do not panic if you have no experience with the topic. For example, you can talk about someone else's experience instead of your own, or say that you can't remember a funny movie, but you do remember a sad one.
- Do not worry if the examiner stops you; you are allowed to speak for only 2 minutes.
- Nếu không hiểu một từ trên thẻ chủ đề, hoặc muốn kiểm tra các yêu cầu, bạn nên hỏi ngay. Người chấm thi sẽ trả lời ngắn gọn để giúp thí sinh hiểu. Đừng lãng phí thời gian đoán xem chủ đề đó có nghĩa gì!
- Các câu hỏi gợi ý trên thẻ chủ đề giúp thí sinh chuẩn bị câu trả lời. Tuy nhiên, bạn sẽ không bị trừ điểm nếu phần nói của bạn không dựa theo tất cả những gợi ý trên thẻ. Việc nói lưu loát và liên mạch trong vòng 2 phút quan trọng hơn là cố gom hết các gợi ý trên thẻ chủ đề.
- Nhớ rằng, đây là một bài thi nói, không phải bài kiểm tra trải nghiệm cá nhân! Đừng mất bình tĩnh nếu bạn không có trải nghiệm tương ứng với chủ đề. Ví dụ, bạn có thể nói về trải nghiệm của người khác thay vì của bản thân, hoặc nói rằng bạn không thể nhớ một bộ phim hài, nhưng vẫn nhớ một bộ phim bi.
- Đừng lo lắng nếu người chấm thi ngắt lời bạn; thí sinh chỉ được phép nói trong 2 phút.



### Activity 4

1. Look at the sample topic cards at the end of this booklet, and for each one, think about the following questions:
  - a. Is this topic asking me about:
    - i. my past experience or a past event
    - ii. what I do every day, or facts about someone
    - iii. my future dreams or plans
  - b. What verb tenses or time references should I use?
  - c. What stories or events in my life relate to this topic?
2. Then spend 1 minute (time yourself!) planning each topic. Write down a few key words to help you remember your plan.

### Extending Answers

- Some candidates struggle to speak for 2 minutes, while others have so much to say that they have barely begun when the time is up! Part of this is your personality; some people like talking more than others. However, everyone should try to speak for 2 minutes in the IELTS Speaking test.
- Một số thí sinh tỏ ra chật vật nói trong 2 phút, còn một số thí sinh khác lại có quá nhiều điều để nói vì thế họ mới chỉ bắt đầu thì thời gian đã hết! Đó phần nào là bởi cá tính của từng thí sinh; một số người thích nói nhiều hơn những người khác. Tuy nhiên, mọi thí sinh đều nên cố gắng nói 2 phút trong bài thi nói IELTS.

#### TIPS - MẸO:

- The best way to expand your answer in Part 2 is to give more **details** or **extra stories** about each part of the topic.
- Remember that you do NOT have to cover all of the points on the topic card, so if you run out of time before you cover everything, or you miss something out, you will not be penalised for this.
- Cách tốt nhất để mở rộng câu trả lời của bạn trong phần 2 là cung cấp thêm những chi tiết hoặc những câu chuyện bên lề về từng phần của chủ đề.
- Hãy nhớ rằng thí sinh không phải trả lời hết các gợi ý trên thẻ chủ đề, vì vậy nếu không kịp nói hết mọi thứ, hoặc bỏ lỡ một gợi ý nào đó, bạn sẽ không bị trừ điểm.

**Activity 5**

Look again at the topic card about achieving a goal. Here is an example of some notes that someone made for that topic:

**Candidate Notes: Achieving A Goal**

Goal:

- What - a 4 day walk in the mountains
- When - last year - March
- What I did - walked every day, swam, took long walks sometimes, increased the speed and distance
- Why - great holiday with my husband, wanted to enjoy it, personal achievement

Now look at the 2 monologues, which are both based on the notes above about a personal goal. In response B, mark all the places where the speaker has extended their answers, and notice how they did this.

**Response A**

One of my recent goals was to go on a 4-day walk in the mountains in the South Island. This happened in March of last year. To prepare for this goal, I did a lot of exercise. I walked every day, and I gradually increased the speed and the distance I was walking. Some days we did quite long walks. I also went swimming three times a week.

This was an important goal for me because I wanted to have a great holiday with my husband, and I wanted to enjoy the walk and not be too tired. It was also a personal achievement for me.

**Response B**

One of my recent goals was to go on a 4-day walk in the mountains in the South Island. This is one of the famous walks in our country, and it is a very beautiful walk round some bays by the ocean. We planned to stay in hotels each night, so it was going to be a great holiday for my husband and me, but I needed to get fit enough to enjoy it first!

I did lots of exercise and training to prepare for this goal. When I started I was reasonably fit, but I knew I needed to get a lot fitter, so I did a lot of walking. At first, the 8km circle route near my house was really hard for me, and it took about 2 hours, but by the end I

could do it easily in a much shorter time. On the weekends I went for longer walks with my husband. We used to walk to the Botanical Gardens, which was a long way, but we got to have lunch in a café when we got there, so that was fun! In fact, preparing for the goal was generally a lot of fun, and I found that I had much more energy as I got fitter, too. My feet and legs started to hurt with all the exercise, so I went to swimming classes three times a week. I had to get up at 6am for this! but it was worth it. It really improved my balance and stamina, and it helped those sore muscles, too.

This goal was important because I really wanted to go on this holiday with my husband. Reaching it also gave me a great sense of personal achievement. I was very proud of myself! and of course I was a lot fitter by the end of the training. I resolved to keep up my level of fitness, but unfortunately, I haven't managed to do that. Still, at least I know that I can do it again if I want to, now.

### Activity 6

1. Read the topic card below, and the notes that the candidate took about the topic.
2. Listen to the recording of Part 2 of the speaking test.
3. As you listen, think about the ways that the speaker has extended their notes to make a full answer.
4. Now, listen again, and mark:
  - a. Some of the places where the candidate used **pauses** to make a natural break in the story
  - b. Some of the places where the candidate **varied his intonation** (his voice went up or down).  
What is the effect of this?

#### Topic Card: Movie

Describe a movie that you watched that you really enjoyed.

You should say

- What the movie was called
- When and where you saw the movie
- Who you saw it with

And talk about why you enjoyed it so much.

**Candidate Notes: Movie**

- Avatar
- watched twice - 2D and 3D
- with my kids
- story - blue people, humans try to take over the planet
- production - visual effects - plants, floating islands
- story - the message - people living with nature vs greedy humans

**Transcript of Audio for Part 2 of the Sample Speaking Test.**

There are a host of movies I could talk about, but one that comes to mind straight away as a movie I really enjoyed was actually Avatar. I went to see it a couple of times, in fact. You know, the movie was released in 2D and 3D. I'm not a big fan of 3D technology, so I went the first time in 2D, and then my kids said, let's go and see it in 3D, so we did. I thought it was a wonderful movie-going experience.

I'm sure you know the plot; it was that movie about the big blue people on another planet, and then the humans arrive and try to take over their world so they can mine the precious ores under the surface. It was called Avatar because the humans used avatars to make contact with the natives. There were so many interesting things that I loved in that movie, especially in the production. The visual imagery of the planet was spectacular; there were all those bioluminescent plants that would light up, and animals that had glowing parts. Then there was the miraculous technology of bringing those giant people to life, with their glowing, cat like eyes, and their tails, and the wonderful dragon creatures that they rode on after they made that perilous journey up the floating islands to the very top of the world. So, it was such a great spectacle to look at.

And then, layered on top of that, was the story, and the message. I'm sure you remember that. You had the contrast between the people living in harmony with nature in their primitive way, as part of the environment; neither taking anything away nor destroying their ecology, and then the greedy humans, with their mentality of cutting down the trees and destroying everything to make money. I liked that contrast; it was a very satisfying story. And, of course, when you set a story like that on another planet you can make all sorts of comments about our own world and our own political systems and beliefs.



## Using Appropriate and Idiomatic Vocabulary

- 25% of your score for IELTS speaking is for vocabulary. Extending your vocabulary will help you to get a better score in the speaking test.

### Sử dụng từ vựng thích hợp và mang tính thành ngữ

- 25% điểm số thí sinh đạt được trong bài thi nói IELTS là dành cho từ vựng. Mở rộng vốn từ vựng sẽ giúp bạn giành được một điểm số tốt hơn trong bài kiểm tra nói.

#### TIPS - MẸO:

- Having a larger vocabulary will help you to express your ideas more clearly and accurately, and this will also improve your score for fluency and coherence.
- However, you should not try to sound like a dictionary! Remember, this is a test of conversation, and your vocabulary needs to be **appropriate** as well as extended.
- It is better to record & learn vocabulary by topic or theme, as opposed to long random lists. Try to regularly brainstorm vocabulary on specific topics, perhaps you can use mind-maps to do this.
- **Idiomatic language** is more appropriate than formal, written language. This is a useful website for idiomatic expressions: [www.bbc.co.uk/worldservice/learningenglish/language/theenglishwespeak/](http://www.bbc.co.uk/worldservice/learningenglish/language/theenglishwespeak/) The best way to expand your answer in Part 2 is to give more **details** or **extra stories** about each part of the topic.
- Remember that you do NOT have to cover all of the points on the topic card, so if you run out of time before you cover everything, or you miss something out, you will not be penalised for this.
- Vốn từ vựng rộng hơn sẽ giúp thí sinh thể hiện ý tưởng của mình rõ ràng và chính xác hơn, điều này cũng sẽ cải thiện điểm số của bạn nhờ sự lưu loát, mạch lạc.
- Tuy nhiên, thí sinh không nên cố trở nên giống một cuốn từ điển! Hãy nhớ rằng, đây là một bài thi hội thoại, và từ vựng của bạn cần phải thích hợp cũng như cần đa dạng.
- Tốt hơn hết là ghi lại và học từ vựng theo chủ đề hoặc chủ điểm, thay vì dựa theo một danh sách ngẫu nhiên dài. Cố gắng thường xuyên "nhào xối" từ vựng liên quan đến các chủ đề cụ thể, có lẽ bạn nên sử dụng bản đồ tư duy (mind-map) để hỗ trợ.
- Những cụm thành ngữ sẽ thích hợp hơn so với lối diễn đạt trình trọng, ngôn ngữ viết. Dưới đây là một trang web hữu ích về các cụm thành ngữ: [www.bbc.co.uk/worldservice/learningenglish/language/theenglishwespeak/](http://www.bbc.co.uk/worldservice/learningenglish/language/theenglishwespeak/)

**Advice for Candidates:**

Many students have been told to use advanced high-level words, or profound vocabulary – this is misleading advice. Most students who follow this advice usually use these words in an inappropriate way. Focus instead on precise meaning. For example, think about the difference in these 2 sentences:

- David is a good teacher. I have learnt a lot from him.
- David is a good mentor. I have learnt a lot from him.

Which sentence provides a better impression of the relationship with David?

**Lời khuyên dành cho thí sinh:**

Nhiều học viên được dẫn nên sử dụng các từ nâng cao, hoặc từ vựng chuyên sâu - đó là lời khuyên chệch hướng. Hầu hết các học viên làm theo lời khuyên này thường dùng từ theo cách không thích hợp. Thay vào đó, ta nên tập trung vào ý nghĩa chính xác. Ví dụ, hãy cân nhắc sự khác biệt trong 2 câu dưới đây:

- David is a good teacher. I have learnt a lot from him.
- David is a good mentor. I have learnt a lot from him.

Câu nào cung cấp một ấn tượng tốt hơn về mối quan hệ với David?

**Activity 7****1. Choose the better of the following responses.****Response A**

A. I would like to visit Rome for three reasons. Firstly, it is a prestigious city because of its ancient architecture and its cultural significance as the centre of the Roman Catholic religion. Secondly, the city is prominent because of its alluring art works including the majestic Sistine Chapel. Finally, it enjoys distinction for its cuisine and its wine. ...

**Response B**

B. A city I'd like to visit is Rome. I've always wanted to go there, mainly because of the architecture. I'd really like to see the Coliseum. The idea of those ancient gladiators fighting in the arena really captures my imagination. And, of course, like everyone else, I'd want to visit the famous art works, especially the Sistine Chapel. The photos I've seen of that are awe - inspiring, and the food and the wine are a big drawcard, too. I'd have to try...

**2. Read the two answers again, and underline the idiomatic language that the speaker uses in answer B.****3. Listen to and read the transcript of the sample Part 2 speaking test again (pp12-13), and underline the idiomatic language that the candidate uses in this Part 2 talk.**

# Part 3

## What To Expect

- In part 3 of the speaking test, you will have a conversation related to the Part 2 topic.
- Part 3 of the speaking test is the most challenging, and it is here that higher-level candidates have the opportunity to use more complex ideas, language structures and vocabulary to express general, rather than personal, ideas.

## Lưu ý

- Trong phần 3 của bài kiểm tra nói, thí sinh sẽ có một cuộc hội thoại liên quan đến chủ đề Phần 2.
- Phần 3 của bài kiểm tra nói là khó nhất, đây là phần mà những thí sinh có trình độ cao hơn được dịp sử dụng những ý tưởng, cấu trúc ngôn ngữ và từ vựng phức tạp hơn để diễn đạt ý chung, chứ không phải mang tính cá nhân.

### TIP - MEO:

- If you are aiming for a higher-level score above a band 6, you need to focus much of your preparation time on managing the challenges in Part 3 of the test.
- Nếu đang hướng tới một điểm số cao hơn 6.0, thí sinh cần dồn nhiều thời gian vào việc xoay xở với phần 3 của bài thi.

## Part 3 Speaking: Topics And Question Types

### Topics

- The topic in part 3 will be related to the topic of your long turn (part 2). The long turn is a personal story, and in part 3, you will be asked to have a general discussion on a related topic.
- Chủ đề trong phần 3 sẽ liên quan đến chủ đề ở phần nói dài của thí sinh (phần 2). Bài nói dài là một câu chuyện cá nhân, và trong phần 3, thí sinh sẽ được yêu cầu thảo luận chung về một chủ đề liên quan.



Activity 8

Match each long turn topic with the part 3 discussion topics.

1	A movie you enjoyed	A	education styles; changes in education
2	Your ideal job	B	fashion and the fashion industry
3	A time when you learned something new	C	the place of movies in our lives, changes in movie watching
4	A person you admire	D	employment and careers, planning for a career
5	A piece of clothing that you enjoy wearing	E	personal qualities that others admire, personal reputation

TIP - Mẹo:

- After you finish your long turn, the examiner will introduce part 3. Spend this time anticipating the general topic of the discussion.
- However, it is important to listen carefully to the question that the examiner uses to open the discussion, and to answer that question.
- Sau khi thí sinh hoàn thành phần nói dài của mình, người chấm thi sẽ giới thiệu phần 3. Tận dụng thời gian này để dự đoán chủ đề chung của phần thảo luận.
- Tuy nhiên, điều quan trọng là lắng nghe câu hỏi mà người chấm thi đưa ra để bắt đầu thảo luận, và để trả lời câu hỏi đó.

Question Types

Questions in part 3 may ask you to:

- List items – this is often the opening question
- Compare – older vs young people, men vs women, the past vs the present...
- Speculate about future changes – in technology, in communication...
- Give your opinion - some people think that.... do you agree with this?
- Give reasons for your opinion....



**Advice for Candidates:**

Students are sometimes worried about expressing an opinion in the IELTS writing or speaking that the examiner might not agree with, and as a result give them a lower score. Do not worry about this. Examiners are only interested in your language, your ability to communicate. That is all they are assessing. Express your opinions, talk about your interests and give examples from your experience.

**Lời khuyên dành cho thí sinh:**

Đôi khi, học viên lo lắng về việc đưa ra ý kiến trong bài thi viết IELTS, hoặc bày tỏ rằng biết đâu người chấm thi lại không tán thành quan điểm ấy, và kết quả là họ nhận một số điểm thấp hơn. Đừng lo lắng. Người chấm chỉ quan tâm đến khả năng ngôn ngữ và giao tiếp của thí sinh. Đó là tất cả những gì họ đánh giá. Hãy bày tỏ ý kiến, nói về những mối quan tâm của bạn và nêu ví dụ dựa trên kinh nghiệm bản thân.

**TIPS - MẸO:**

- The examiner will listen to your responses, and will guide the discussion according to what you say. He or she may say something like 'You've talked about ... Can you give another example?' OR 'Why do you think this?'  
These guiding questions can be very useful in helping you to think of other ideas.
- Người chấm thi sẽ lắng nghe câu trả lời của thí sinh, và dẫn dắt cuộc thảo luận theo những gì bạn nói. Vị này có thể hỏi vài câu đại loại như: "Bạn đã nói về... Bạn có thể cho một ví dụ khác không?" hoặc "Bạn nghĩ sao?"
- Những câu hỏi dẫn dắt này có thể rất hữu ích trong việc giúp thí sinh nảy ra ý tưởng khác.

**Activity 9**

- Here are some of the language functions that are tested in Part 3 of the test:
  - i. List
  - ii. Compare
  - iii. Speculate
  - iv. Give opinions
  - v. Talk about changes
  - vi. Give reasons

**Advice for Candidates:**

In part 3 of the speaking test it is especially important to try to extend your answers:

- Answer the question directly
- Ask yourself why or how (and explain in detail)
- Give an example
- Perhaps mention an alternative or opposite answer

**Lời khuyên dành cho thí sinh:**

Trong phần 3 của bài kiểm tra nói, điều đặc biệt quan trọng là nỗ lực mở rộng các câu trả lời:

- Trả lời các câu hỏi một cách trực tiếp
- Hãy tự đặt câu hỏi tại sao, như thế nào (và giải thích chi tiết)
- Hãy cho một ví dụ
- Có lẽ nên đề cập đến một phương án thay thế hoặc câu trả lời đối lập

*For example:*

Examiner: Who do you think should take responsibility for helping homeless people in China?

Candidate: That's a big question, and a big responsibility. There are various groups involved already, like charities, and obviously government agencies. The government is perhaps best placed to do this. They might do more to arrange temporary housing options.

1. Read the excerpt from a Part 3 discussion below.

- Use the numbers above to indicate the examiners questions – what is the candidate being **asked to do**?
- Think about **language** – what language is the candidate using to compare, give opinions, qualify his ideas and speculate?
- Think about **vocabulary** – what useful words or expressions can you find in this sample? Look for **idiomatic** expressions. Remember that idioms in English are often very short and simple; e.g **put someone else first**, or **look up to someone**

2. Now read the transcript again, and notice how the examiner has guided the candidate to give more details or to extend his answers. Notice how the candidate's language has become more complex towards the end of the test.

*Excerpt from Part 3*

Examiner: We've been talking about a person who you admire, and now we're going to have a more general discussion about this. Let's think about personal qualities. What qualities make a person admirable?

Candidate: Oh, well, um...first of all, I think honesty is a very important quality that most people admire, oh, and also, kindness. My friend was very kind to me, and I think that being kind is one of the most admirable qualities in a friend, or in anyone, really. Sometimes it's very hard to put other people first, especially if it is inconvenient, and people who are prepared to do that are very rare and special people.

Examiner: I see. Can you think of any other qualities that are considered admirable?

Candidate: Well, I suppose that competence is always admirable.

Examiner: Yes, can you tell me any more about that

Candidate: Most people look up to those who do things well. Successful people are usually admired, aren't they? It doesn't really matter what they have succeeded in. OH, and I suppose that hard work is part of that, so being hardworking can make you an admirable person.

Examiner: Do you think that men and women tend to respect different qualities?

Candidate: Oh, I'm not sure. I think that men probably admire competence more than women do, and maybe women prefer personal qualities, such as kindness.

Examiner: Why do think that is?

Candidate: Well I suppose it's because of their traditional roles. You know, women traditionally looked after the children and men worked to earn the money, so they grew to admire different qualities. Oh, and I think women are more prepared to acknowledge their feelings, so maybe that's why they admire those qualities. But I also think this is changing and that men and women are becoming more similar in their work and attitudes.

Examiner: Right, let's move on to think about the media and admirable people. Do you think that the media has a big influence on the qualities that people admire?

Candidate: Oh, yes I do. I think it has a huge influence, especially with people like sports stars and movie actors.

Examiner: Why is that?

Candidate: Well, we see them all the time, and we read about them on Twitter and Facebook, and so we're all encouraged to admire the same people, in fact to think the same way.

Examiner: OK, and do you think this will continue to change in the future?

Candidate: Yes, I'm sure it will. With the growth of social media websites, I think it's going to become harder and harder to be an individual, and to have your own opinions, unless you cut yourself off altogether of course. I think it could become quite a serious problem, if the media is able to control and influence global opinions and attitudes.

### Activity 8

03 Now listen to the recording of Part 3 of a sample speaking test.

1. Listen the first time, without the transcript, and notice:
  - i. The link in topic between Part 2 and Part 3
  - ii. The language functions that the examiner is testing – use the list from Activity 9 to help you.
  - iii. How the examiner guides and extends the candidate's responses.
2. Now, listen again, and read the transcript as you do so. Underline or highlight:
  - The examiner's questions – what is the candidate being asked to do?
  - Language – the language the candidate is using to compare, give opinions, qualify his ideas and speculate.
  - Useful vocabulary and idiomatic expressions
  - The places where the examiner has guided the candidate

### Transcript of Audio for Part 3 of the Sample Speaking Test.

Examiner: Now we're going to have a more general discussion about movies. Tell me about some of the types of movies that are popular in your culture.

Candidate: In my country, there are several sorts of movies, we call them genres, that are really popular. The ones I can think of are action movies, with Hollywood superstars like Sylvester Stallone or Claude Van Damme. Those are very popular. Then there are romantic comedies, you know boy meets girl in a funny situation and there are some problems with their relationship...

Examiner: And you talked about Avatar. Is that genre popular too?

Candidate: Oh, absolutely. There's definitely a large percentage of the population that enjoys that kind of science fiction, and also fantasy, which is a related genre.

Examiner: Do you think that men and women enjoy different kinds of movies?



- Candidate: Yes, yes and no. There are certainly a lot of movies that both men and women enjoy equally. My wife enjoyed Avatar, and so did I, but then there are other movies that she likes a lot and I don't much like, and vice versa. I quite like action thrillers and crime...
- Examiner: (interrupting) and do you think most men like those kind of movies?
- Candidate: I don't know about most men, but a lot of men do. But, my wife can't stand them at all...
- Examiner: (interrupting) So, what kind of movies do women like?
- Candidate: Well I don't like to overgeneralise, but if I was pushed, I might say that they do enjoy a romantic comedy. They do enjoy the humour involved when men and women are trying to form a relationship, more than most men do.
- Examiner: Some people say that movies are becoming very violent and that has a bad influence on young people in particular. Do you agree with that?
- Candidate: Not really, no. When I was a child we used to go downtown to the cinema and pay 20c to watch Godzilla crushing Tokyo. I mean, violence has always been a part of movies. I suppose that what has changed is the realism of the movies and this does make for a stronger emotional connection between the action on the screen and the audience. And for the movie makers, that's part of the creative process. They're experimenting with different ways to portray these violent actions in a more and more realistic way.
- Examiner: And do you think that this level of realism is more disturbing for young people?
- Candidate: It might very well be. I suppose many young people don't have enough life experience to understand a lot of the violence they see.
- Examiner: Now, let's talk modern technology and movie watching. How do you think that modern technology has influenced people's access to movies?
- Candidate: I'm sorry, could you repeat that question?
- Examiner: Well, there are many ways to rent or obtain movies nowadays, aren't there?
- Candidate: Oh, yes, there's Blu ray and online delivery, like downloading from different websites. Oh yes, I really think this has had an influence on how people watch their movies. There's much more choice and flexibility for the viewer.
- Examiner: And how do you think that might affect the movie making industry in the future?
- Candidate: Well, I don't know. So far they're still managing to make enough money to keep producing movies. I mean the idea of copying a movie without paying for it must have been round at least since the 80's, so making a pirated copy is nothing new in itself. It must be hurting them, though. But, I think people still love the whole experience of going out to a special place to watch a movie on a big screen, and hopefully that won't change.

**Advice for Candidates:**

If the examiner asks you to discuss a topic you are not familiar with, do not be afraid to say this is a topic you have not thought about before. Do this and then try to think through the topic from different perspectives – what are the causes, the effects, the possible solutions etc. IELTS is not a test of your knowledge, it is a test of your communicative ability. The test isn't necessarily assessing what you say (though it must be relevant to the question), but how you say it.

**Lời khuyên dành cho thí sinh:**

Nếu người chấm thi yêu cầu bạn thảo luận về một chủ đề mà bạn không nắm rõ, đừng ngại nói rằng đây là một chủ đề bạn chưa từng nghĩ tới trước đó. Nhận chủ đề và sau đó cố gắng suy nghĩ về nó từ nhiều góc độ khác nhau - những nguyên nhân, tác động, các giải pháp khả dĩ, vv. IELTS không phải một bài kiểm tra kiến thức, đó là bài thi về khả năng giao tiếp. Bởi vậy nó không nhất thiết đánh giá những gì bạn nói (mặc dù điều thí sinh đáp phải liên quan đến câu hỏi), mà đánh giá bạn nói ra sao.

*Again, consider this example:*

**Examiner:** Some people choose to have a guide when they go to an unfamiliar place. Do you think this improves the quality of the experience?

**Candidate:** I have not travelled much so do not have any experience of a guide. I guess it will be useful as guides generally have more knowledge of a specific region, and the special places within that area. But I have heard that sometimes guides can take visitors to specific shops or hotels that they can earn money from, this can create a negative impression of a place so you have to find reliable people to do this.

**Activity 11**

04 Listen again to the recording of the entire speaking test and consider these questions:

1. What are my best skills in speaking?
2. What parts of this test will I find easier?
3. Which area is my weakest?
  - a. fluency and coherence
  - b. grammar
  - c. vocabulary
  - d. pronunciation
4. What can I do to help myself to improve in this area?

**Advice for Candidates:**

Record yourself speaking. This will help you understand your strengths and weaknesses better. Practice answering some IELTS-related questions. Listen to the recording and transcribe it, word for word. Analyse what you said carefully, try to identify any errors, or ways in which you could improve. Ask someone else to check it if possible too.

**Lời khuyên dành cho thí sinh:**

Ghi âm chính mình. Việc này giúp bạn hiểu được điểm mạnh và điểm yếu của bản thân tốt hơn. Luyện tập trả lời một số câu hỏi liên quan đến kỳ thi IELTS. Nghe đoạn ghi âm đó và chép lại nội dung, từng từ một. Phân tích tỉ mỉ những gì bạn nói, cố gắng xác định bất kỳ lỗi nào mắc phải, hoặc cách mà bạn có thể cải thiện kỹ năng. Nhờ một số người kiểm tra giúp nếu có thể.



# IELTS Tapescript





# IELTS

## Listening Test

01

A-B-C-D-E-F-G-H-I-J-K-L-M-N-O-P-Q-R-S-T-U-V-W-X-Y-Z

02

A-E-I-O-U

G-H-I-J

D-T-P

B-V-W

03

1. My name? Oh, Suzanne, Suzanne Prentice, that's P-R-E-N-T-I-C-E.
2. I live at 139 Harrison Drive. H-A-R-R-I-S-O-N Drive.
3. That's in the town of Grantham. G-R-A-N-T-H-A-M.
4. I work at Quills Publishing House. I'll spell that for you: Q-U-I-L-L-S.
5. We are part of a larger company called Albatross Publishers. Their web address is: www.A-L-B-A-T-R-O-S-S.com.

04

1. And you leave on the first of June.
2. You are booked into room number 804.
3. The room costs a hundred and forty-six euros per night.
4. Breakfast is an extra eleven euros fifty per day.
5. You require a storage facility for a case weighing 23 kilogrammes.
6. And you have requested a late check-out time. That will be 2.30 pm.
7. You will also require a car park for your vehicle, registration number: YXW 6069 AK.

05

1. It's a fairly old car - a dark blue Ford Festiva.
2. I went into town in the morning and parked outside the library at ten o'clock. I was away for about two and a half hours and, when I came back at around twelve thirty, the car was gone.
3. First I went to the dry cleaner's and then the bakery; I saw the car was still there when I went into the library so it must have been taken while I was at the dentist.

06

MAN: Good morning. Can I help you?

WOMAN: Yes. I would like to join the library.

MAN: Has your membership expired or will you be a new member?

WOMAN: I'd be a new member. I've just recently moved here.

MAN: That's fine. Are you a permanent resident?

WOMAN: No, actually I'm only here for a year ... on an **exchange**.

MAN: In that case we'll need the visitor's application form. Ah, here we are. Okay. Firstly, can you tell me why you are here? Oh, you've already said, haven't you? You're on an exchange. Now, can I have your name please?

WOMAN: Sophia Sunderland.

MAN: So, Sunderland is your family name?

WOMAN: Yes. S-U-N-D-E-R-L-A-N-D.

MAN: And your first name is Sophia? Can you spell it for me, please?

WOMAN: Of course. It's **S-O-P-H-I-A**.

MAN: Where do you come from, Sophia?

WOMAN: I was born in Italy. I'm **Italian**.

MAN: Just let me write that down. Now, I need your address.

WOMAN: In Italy?

MAN: No, where you are living here.

WOMAN: Oh. **521 Ashdown** Road – that's A-S-H-D-O-W-N.

MAN: And that's in Winton, right?

WOMAN: Correct.

MAN: Have you got something with you that shows you live at that address? A utility bill, for example?

WOMAN: I've got a **bank statement**. Will that do?

MAN: Wonderful. What about a contact phone number? A mobile number perhaps?

WOMAN: Oh yes. Let's see, it's new, um... it's oh-4-oh-5 -4-9-2-4-5-1

MAN: Just a couple more questions ... How long are you here for? Sorry, you've told me that, what I really mean is when do you plan to leave?

WOMAN: I arrived on the first of January and I will be returning to Italy on **the thirtieth of December**.

MAN: Do you have any identification documents on you – your passport, for example...?

WOMAN: Yes, sure, here it is.

MAN: Thank you. I'll just make a note of the number. **DJG 1-2-zero-4-5-9.**

Now I can issue you with a borrower's card. You'll receive the proper card with your own barcode in the mail in a few days' time but I can give you a temporary card with your membership number on it now. Just present it at the desk if you want to borrow items today.

WOMAN: Thank you.

MAN: Now, let me explain something about our lending policies and charges. Resident members may check out up to 50 items at a time with their library card. For visitors, however, that number is reduced to **15** items at any time including a maximum of 10 DVDs.

WOMAN: I see.

MAN: Loan periods vary according to the type of materials. Books (both fiction and non-fiction), recorded books, CDs and periodicals may all be borrowed for 3 weeks; but recent releases – those are our new books – are limited to 2 weeks; and what we call our "hot books" – those on current best-seller lists – can only be borrowed for **one week**. DVDs are also lent out for a week at a time. All items are issued free of charge but a fully refundable deposit of **\$45** is required for wireless laptops which are for in-library use only. Oh, and there's a time restriction of 90 minutes on those.

WOMAN: Oh, I shouldn't think I'd ever need to borrow a laptop. With the other items you mentioned ... can the loan time be renewed?

MAN: Yes, unless it has been requested by another borrower, an item can be renewed but we recommend that you don't wait until the last minute before renewing.

WOMAN: How can I do that?

MAN: The easiest way is **online** or through the library's **automated telephone** renewal service. Otherwise, you can do it **in person** at the library or through the **self-service checkout**.

WOMAN: Well, that sounds easy enough. Thank you very much for your help.



07

Thank you for volunteering to help out at the athletics festival. For ease of identification and to divide up the duties I have assigned each of you to a colour coded squad or team. You will be given a coloured cap to wear. **Green** caps are in charge of communications so they will answer any enquiries from the public over the phone or in person. They will also be the team on the gate **taking entrance tickets** and handing out programmes. Those of you who will be stationed outside the stadium at the booths selling tickets will wear blue caps. The blue team is also responsible for directing traffic



in the car park. **Red** caps will be inside the stadium taking and **relaying messages** between officials. I hope those of you on the red team are very fit because I can guarantee that by the end of the day, you'll be very tired from all that running around. **Black** caps will be working behind the scenes. I have stationed you in the **food preparation area**. It's important that the black team remember to wear clean white shirts because you'll be working with food, helping to make sandwiches and pouring refreshments, that kind of thing.

08

1. If you aren't feeling well, it isn't always necessary to see a doctor. This is the season of coughs and sniffles – although the symptoms are unpleasant, sneezing and a runny nose do not merit medical attention. If you have a persistent pain behind the eyes, in the front of your head, go to an optician and get your eyesight assessed – it may be time for new prescription glasses. However, if you are suffering from nausea and vomiting, you should get checked out by your medical practitioner. It may not be a simple case of food poisoning but the first symptoms of a particularly severe gastric illness.
2. Jason, one of the participants in my research study, has been experiencing a lot of tension and anxiety at work recently. He has taken on extra work to cover for a sick colleague but he doesn't think this is the cause of the problem. He loves his job and, even with the additional duties, he can easily keep up. I wondered if he might have financial problems but apparently this is not the case either. It seems that the root of the problem is the fact that his company is restructuring and drastically cutting back on the number of employees so Jason is struggling with the idea of facing unemployment.
3. & 4. A senior student, Janice, came in for counselling yesterday. Apparently she is having trouble adjusting to some aspects of what lies ahead of her when she goes to the big city to start university in a couple of months' time. She's not at all worried about leaving her friends and family behind; in fact, she's looking forward to the excitement of the city and making new friends. But she is apprehensive about having to share classes with and relate to boys. She is an only child and has been at this all-girls' school for the last five years. Understandable, really. Her parents are well-off so funds are not an issue and I doubt whether she'll have to look for any evening or weekend work to supplement her finances. I think, however, she is troubled by the thought of how much harder university study will be and whether she will fall behind with the academic work.

09

Welcome to this talk on holidays in New Zealand. To start with, I'll run through six different types of holiday and then, after a show of hands, I'll provide a few more details on the type of tour that the majority of you show an interest in. Okay, first up is freedom walking. As a freedom walker, you have many well-maintained trails to choose from in New Zealand's beautiful wilderness

from coastal tracks along golden beaches, pristine rivers and lakes, through ancient native rainforest to snow-capped mountains. You will carry a fully-laden backpack but you can stop and rest whenever you like – **you don't have to keep up** with the fitter walkers up ahead.

On guided walks, you will have the benefit of expert guides to help you understand and enjoy the history and natural beauty of the landscape. These walks can range from one-day excursions to 21-day treks in remote wilderness areas. So, you see, there's **one to suit every budget**. You will carry a light-weight pack with just your daily essentials.

If you lead an active lifestyle and enjoy the outdoors but are not so fond of walking, a cycling tour is for you. All cycling is on the road. Safety is a priority with our guides who will keep you informed of road rules, weather conditions and the type of terrain ahead. The best thing to my mind is that you can **opt out at any time** whether through tiredness, injury or just plain laziness – all tours are accompanied by support vehicles which can uplift you (and your cycle) along the way and take you to the end of the stage.

If you would like to try kayaking, no experience is necessary – you will learn as you go and it's certainly not all hard work – imagine paddling through crystal-clear water and stunning scenery where you will see all manner of wildlife from forest and sea birds to dolphins and seals. At the end of the day, you'll come home to a private beachfront lodge where you will enjoy a **gourmet meal, with the finest seafood and freshest local ingredients**.

Sailing has a lot to offer for those of you who like the ocean but this kind of tour is open only to experienced sailors. The yachts that you hire are fully equipped for exploring the coastline and the beauty of this method of touring is that you will be able to moor off isolated beaches and off-shore islands that very few people ever visit because they are **unreachable** by other means.

If luxury is your thing, however, then consider a cruise. This is **by far the least strenuous option** but that is not to say you have to be inactive. Fishing and snorkel equipment are available and you'd be a fool not to give it a go. It doesn't matter whether you are a novice or a more experienced angler. During each journey, the crew is available to lend a hand with the fishing and share their knowledge of the ocean and local landscapes.

Now that you've heard a quick summary of the tours available, you can vote for the one you are most interested in.

.....

Ah, walking, always popular... There is a wide of variety of walking holidays to suit all levels of fitness on the three main islands that make up New Zealand. We offer **guided** treks over various terrains, from mountainous to flat, throughout the whole of the **South Island**. In the North Island, there are many different trails that you are welcome to walk on your own. There are also some delightful tracks being developed on Stewart Island which will need a guide when they are finished.

At the end of each guided walk, we have a celebration with a buffet meal and then a few days of

rest and relaxation before you move on to the next trail. Entertainment is laid on **nearly every night** with the tour guide on hand to arrange interesting talks or local knowledge quizzes and to respond to any special requests from guests.

During long treks you will stay overnight in very basic huts but between treks we have arranged for self-catering accommodation. Each of these units is equipped with a **fridge** and a small stove – gas not electric – but no dishwasher, I'm afraid. There is a television and a small radio but for access to the internet you'd have to find a local internet cafe. There are two beds per unit and all bedding is provided including **electric blankets** but there isn't any other form of heating in the unit – although the common room where the entertainment goes on does have a log fireplace.

10

A: Could you tell me the way to the station please?

B: Go straight on until you come to the roundabout. At the roundabout take the second exit into Rose Drive. Go past the hotel on your left and turn right into Iris Street. Then take the first on the left and keep going as far as the traffic lights. Then turn right into Daisy Avenue. At the next junction turn left. Then turn left again into Ivy Lane and take the second on the right. This is Station Road and the station is right at the end. You'll see the car park adjacent to it.

11

1. Which building is on the northwest corner of Oak Avenue and Second Street?
2. Which building is opposite the library?
3. Which building is located on a corner of Elm Avenue and Sixth Street?
4. Which street or avenue lies to the south of Potter Park?
5. In which direction would you walk to go from the shopping plaza to the high school?
6. Which building is almost two blocks east of the library?
7. If you walk out of the church, face west and turn right, then take the second left, what is the first building you come to?
8. If you walk out of the bus station, head east and take the third turning on the right, then turn right again, which building will you see on your right hand side?
9. If you step out of the shopping plaza on Oak Avenue and face east, turn left then right and go straight ahead for two blocks, at what intersection would you be?
10. If you get on the bus outside the high school, travel three blocks south, get off and walk west on Forest Avenue, which store is on your left?

## 12

- IVAN: How are you getting on at university this year, Maria? Is the **coursework** much harder?
- MARIA: Actually, Ivan, I don't find it much harder at all. I suppose now that I'm familiar with all the technical terms and special vocabulary, the **workload** isn't so great.
- IVAN: I guess the **content** is similar to what you've studied before in your country?
- MARIA: Yes, of course, that helps me a lot.

## 13

- GARY: Hi, Zoe. We need to get together to talk about our next assignment.
- ZOE: Hi, Gary. What about Saturday?
- GARY: Okay, but can you meet me at the public library in town. Say ... at two o'clock? I'll be in the reference section at the back on the ground floor.
- ZOE: I haven't used the public library before. How will I find you?
- GARY: I'll draw you a quick floor plan. Look, the information desk is just inside the entrance. Stand in front of the desk facing away from it. Then, follow the arrows. The first area you come to is the newspaper section on your left. They have a really good selection of all the national papers there. Anyway, as you continue, you'll pass the new book display on your right.
- ZOE: Mmm, I might stop there to browse the latest fiction books – another time, maybe.
- GARY: Yeah. Where was I? Ah, new books. Just pass between that display and **the multimediaroom** on your left. Actually, we might need to use that at some stage. Next to this room, just around the corner, set back a little bit, is the CD collection. You veer away from that and keep following the arrows around the second corner and you'll go by **juniorfiction** on your right. Carry on a bit further and you'll find me in the reference room – it's quite a big room – behind the **journals and magazines**. There are three catalogue computers alongside the reference room, which is very handy, because I think we'll be using them a lot. When we've finished for the day, we can sit back with a cup of coffee in the library **café**. This is it here, at the rear of the reference section. It's rather nice, too – it opens out onto a little enclosed garden.
- ZOE: Sounds like a nice way to round off the day; so, the reference section, is that where you'll be waiting?
- GARY: Yep.
- ZOE: See you there then. Two o'clock.



- GARY: Hi Zoe, glad you could make it. For this assignment on suspension bridges, have you come up with one that interests you?
- ZOE: Yes, it's a fairly old one, started in 1954 and completed in 1957. Have you heard of the Mackinac Bridge?
- GARY: It's in Michigan in the USA, isn't it? Across the Straits of Mackinac – it connects Michigan's upper and lower peninsulas.
- ZOE: Right. We might be able to find a simple diagram here in one of these reference books.
- GARY: Here we are. I've got it.
- ZOE: No, that's the Golden Gate in San Francisco Bay. This is the Mackinac, here. See, the main span, in the middle? It's not as long as the Golden Gate or some of the other famous suspension bridges.
- GARY: Well, how long is it?
- ZOE: The **main span** on the Mackinac is just 1,158 metres – still a considerable distance though, don't you think?
- GARY: Uh huh. That reminds me, I heard an amusing story about the bridge – perhaps we can use it in our presentation.
- ZOE: Well, go ahead – tell me.
- GARY: It happened during the construction of the bridge. Workers had to have a place to work while spinning the main cables; so, they suspended narrow catwalks between the **anchorages**, this one here on the far left and the other here on the far right. Those catwalks followed the same path that the cables do now – up to the top of one tower, curving down to the roadway, or **deck** as it's called, up to the other tower, and back down again. That's all there was – two thin strips of chain-link fence looping over both towers.
- ZOE: Those strips of chain-link are not still there, though, are they?
- GARY: No, this was just the preliminary work on the bridge, before the cables were strung. Anyway, when she saw this, one woman complained to the Bridge Authority demanding to know how they expected a car to climb the high, steep road they had built across the straits!
- ZOE: You know, I think we should use that anecdote. But, seriously now, what else can we say?
- GARY: Well, obviously we can give a whole lot of **facts and figures** to do with the construction of the bridge.
- ZOE: Well, maybe not too many, we don't want to overwhelm the audience, but certainly some of the most important ones.
- GARY: You know, in the past, there have been some spectacular collapses of suspension bridges, like the Tacoma Narrows Bridge in 1940.

- ZOE: Yes. At the time the Tacoma Bridge was designed and built, suspension bridge engineers and designers thought that lighter bridges with very flexible decks were functionally sound and aerodynamic forces were not well understood at all. A lot was learnt from that failure.
- GARY: So they made the Mackinac stiffer and heavier; and all suspension bridges built since 1940 have been designed to move to accommodate wind force, **change in temperature**, and weight of the traffic.
- ZOE: The roadway of the Mackinac, at the centre span, could move as much as 10 metres, east or west, but this would only happen under **extreme wind conditions**. And even then, it wouldn't really swing or sway but rather move slowly in one direction according to the force and direction of the wind. And then, after the wind subsides, the weight of the vehicles would slowly move it back into centre position.
- GARY: Okay, let's do a bit more research and then go and have that cup of coffee.
- ZOE: Good idea.

 14 

1. One interesting result of this was ...
2. For this reason ...
3. I'd like to start by ...
4. As a consequence ...
5. So far we've covered ...
6. Let's move on to discuss ...
7. Another noticeable feature is ...
8. Amongst these peculiar characters, one was ...
9. Last but not least ...
10. Take, for instance, ...
11. The root of the problem would seem to be ...
12. Let me wrap up today's lecture by saying ...

 15 

If you enjoy the hustle and bustle of the city, then sure, this is the place to be. This is where the action is – bars, nightclubs, cafés and restaurants – not to mention the **shopping!** There's everything from your favourite boutique to major department stores. If you're into arts and culture, you've got galleries, museums and theatres on your doorstep. If you work in the city, the best thing about urban living is the proximity to work – imagine a walk or a short bus ride to work instead of hours sitting in traffic jams or packed into trains.

However, if you can't stand the noise of people, traffic and the nightlife, then city living is not the right choice for you. Cities generally have higher rates of **crime** and traffic pollution, too. But one of the biggest arguments against urban living is the cost. If you want a large apartment, it's going to cost you much more than a suburban house.

Suburban living is for those of you who love peace and quiet. There is usually more greenery and more opportunities for children to play. Best of all, in the suburbs you can buy a home with **amenities** like a garage, pool or big back yard.

Suburban life is a long way from all that action in the city and, if you want to enjoy some of that city life, you have to factor in the expense of **transportation** – every excursion to the city adds up. And let's not even think about the wasted time and frustration, not to mention expense, of the daily commute to work.

16

In this country, the process of buying a house is straightforward. When you have found the place you want to buy, you put in a **written offer** – a verbal offer is not legally binding. Your offer is made in writing in the form of a Sales and Purchase Agreement. The offer may be conditional upon a builder's report or mortgage finance, for example. When all the terms of the sale have been agreed to by the buyer and the seller, a **contract** is signed. Once the Sales and Purchase Agreement has been signed and dated by both parties, the buyer is required to give a **deposit**. This is usually 10% of the purchase price. Once all conditions have been met, the sale then becomes unconditional and fully binding. At this point, the deposit is released to the owner and will not be refunded should you fail to settle. Should settlement be delayed for any reason, **interest** is charged on the outstanding amount, until settlement is made in full.

17

The Red Cross is a non-governmental organisation operating worldwide that aims to give service to those in need at any time and in any place. It plays a valuable role in wartime assisting soldiers in all kinds of ways – sometimes by delivering food parcels, clothing and first aid supplies or by transferring messages between soldiers and their families into and out of the war zone. It is operational in peacetime too, providing emergency relief to survivors in the case of sudden misfortune – sometimes in the aftermath of a serious accident or, more commonly, in the event of natural disasters. The Red Cross is quick to respond, often well before governments swing into action, providing medical care for the injured, delivering supplies of fresh water, and food and shelter for those who have been left homeless. The Red Cross also sponsors community programmes and ...

Good afternoon and welcome to the Zoology Department. We're going to consider the effect of introduced species in New Zealand. I'd like to start with a quick look at ancient history. New Zealand is a tiny fragment of the ancient continent of Gondwanaland. Our diverse flora comes from two sources: first, the ancient species present when this country was still part of Gondwanaland, and the second, species which arrived after separation. The vegetation developed without browsing mammals. However, since human settlement, there has been considerable destruction or alteration of the landscape through **fire** and the introduction of mammals and exotic plants ('exotic' here meaning foreign, non-native).

There were three major invasions by humans. First, were the Polynesians and they brought with them the 'kuri' **dog** and the 'kiore' rat. Much later, Captain Cook arrived followed by European sealers and whalers. European rats and **mice** came aboard their ships. Finally, European settlers started arriving from the 1840s onwards introducing all manner of birds, animals and plants into the still fairly pristine environment. Some species were introduced from Australia but most came from the British Isles and Europe.

Let's move on now to look at some of the introduced animals and the reasons for their introduction. The possum, a native of Australia, was introduced to establish a fur industry but is now the greatest wildlife pest of New Zealand. The second in the utility category is of particular interest because it became a pest almost as soon as it was liberated. The **rabbit** was much valued for its meat and fur but was soon out of control. Goats and pigs were brought in as a food supply and the Pacific or kiore rat was used both for food and for its pelt.

Moving on to sport now ... The hare was introduced for food and sport but unlike the rabbit has never become a significant pest. Wallabies were brought from Australia, six species became established and some of those populations are expanding. Both the Himalayan thar and chamois were introduced into the South Island as game animals. Finally, in this category, **red deer** –liberated for sport but responsible for considerable habitat destruction.

What about feral farm animals? Sheep, along with **cattle** and horses were brought by early settlers as domestic stock but, because of a lack of fencing, some escaped and became feral. Unfortunately, ordinary house cats went off into the wild as well and established feral populations.

This brings us to the next section – biological control. The humble **hedgehog** was introduced from England to control insects and other garden pests but the hedgehog also eats native frogs and bird eggs. The three mustelids – the ferret, stoat and weasel – were brought in as biological control for rabbits. Having failed at that, they are busy exterminating rare native birds.

Last, but not least, the stowaways ... The unintentional introduction of rodents has had a huge impact on native birds and reptiles, the black rat alone responsible for the extinction of nine bird species.



So far, we've looked at human impact on the New Zealand environment brought about by the introduction of various animals. I've focussed on some of the worst examples and why they were brought here. Now, let's consider the economic impact and methods of control.

The establishment of introduced mammals is of considerable **ecological** and economic importance. Rabbits, for example, compete with sheep, depleting pasture and causing soil erosion. A virus, myxomatosis, was introduced back in 1951 but it failed to spread. Red deer in the forests prevent the regeneration of native trees but hunting and shooting allows reasonable control. Possums have a devastating effect on all native flora but they also thrive in pine plantations, orchards, pasture and even urban gardens. They pose a particular threat to the **dairyindustry** as well because they infect cattle with tuberculosis. Despite enormous sums of money being spent on various means of eradication and control, from trapping to poisoning, the possum population is still unmanageable.

Do introduced species offer any financial benefits, you might ask? Surprisingly, yes. Possums are once again trapped for their fur; rabbit meat is back on the menu; the innovation of hunting deer and goats by helicopter has attracted tourist revenue; wild venison (deer meat) is sold in Europe and deer velvet is sold in Asia.

My concluding words are saved for feral farm animals – an interesting aspect of which is **geneticconservation**. Selective breeding programmes have narrowed the genetic base of domestic animals. However, some of the feral herds display advantageous characteristics that are now highly prized by animal breeders. Unfortunately, many feral herds have been successfully exterminated!

Thank you. Next week we'll look at bird life.



# IELTS

Answer

# Key

# IELTS

## LISTENING TEST

### Answers

04

1. Possible answers: 1st June/1 June/June 1st/June 1
2. 804
3. €146
4. €11.50
5. 23 kilogrammes/kilograms/kg
6. 2.30 pm
7. YXW 6069 AK

05

1. Dark blue
2. 10 am/10 o'clock
3. At the dentist

06

### Section 1 Questions 1–10

- 1 Sophia
- 2 Italian
- 3 521 Ashdown
- 4 bank statement
- 5 30(th) December /December 30(th)
- 6 DJG120459
- 7 15/fifteen
- 8 One week/1 week
- 9 \$45/\$45.00/45 dollars
- 10 Any one of the following: online; automated telephone; in person; self-service checkout

07

1. C
2. D
3. A

08

1. B
2. C
3. C
4. E
- in either order

09

Section 2 Questions 11–20

- 11 C
- 12 A
- 13 G
- 14 D
- 15 B
- 16 F
- 17 B (Did you underline the key words in the question “with a guide” and “currently”?)
- 18 C (Did you listen carefully? “nearly every night” = most nights, not every night)
- 19 D
- 20 E
- in either order

10

Answers in the tapescript

11

1. Fire station
2. Post Office
3. Shoe store
4. Elm Avenue
5. Northeast
6. Fire station
7. Library
8. Bank
9. Elm Avenue & Third Street
10. Pharmacy

12

1. coursework
2. workload
3. content

13

Section 3 Questions 21–30

- 21 H
- 22 F
- 23 E
- 24 A
- 25 E
- 26 A
- 27 D
- 28 facts and figures
- 29 change in temperature
- 30 extreme wind conditions



14

1. e - stating **effect**
2. d - stating **cause**
3. a - **introducing** the topic or a new phase of the talk
4. e - stating **effect**
5. f - concluding or **referring back**
6. a - **introducing** the topic or a new phase of the talk
7. b - **adding** information or developing the topic
8. c- giving an **example**
9. b - **adding** information or developing the topic
10. c - giving an **example**
11. d - stating **cause**
12. f - concluding or **referring back**

15

- |             |                   |
|-------------|-------------------|
| 1. shopping | 3. amenities      |
| 2. crime    | 4. transportation |

16

- |                  |             |
|------------------|-------------|
| 1. written offer | 3. deposit  |
| 2. contract      | 4. interest |

17

- |                              |              |            |
|------------------------------|--------------|------------|
| 1. organisation/organization | 3. emergency | 5. medical |
| 2. soldiers                  | 4. disasters | 6. shelter |

18

Section 4      Questions 31–40

- |           |               |                         |
|-----------|---------------|-------------------------|
| 31 fire   | 35 red deer   | 39 dairy industry       |
| 32 dog    | 36 cattle     | 40 genetic conservation |
| 33 mice   | 37 hedgehog   |                         |
| 34 rabbit | 38 ecological |                         |

# IELTS

## Reading test

### Practice Activity 1

- |                     |                       |                     |
|---------------------|-----------------------|---------------------|
| 1. four/4           | 3. 5.15 a.m.          | 5. the kitchenette  |
| 2. a menswear store | 4. the roof collapsed | 6. defective wiring |

### Practice Activity 2

1. TRUE (The meaning of the question matches the meaning in the text: "some people do work *faster and more efficiently under time pressure*")
2. FALSE (The meaning does not match: "*Most often*, though, procrastination turns out to be a *serious problem*")
3. TRUE (The meaning matches: "costing *big businesses* millions of dollars *every year*")
4. NOT GIVEN (The text says: "Doctors, too, are known for it" but there is no information about whether they procrastinate *more often* or not.)
5. FALSE (The meaning does not match: "When their superior, *or* subordinate, makes a request..." The question has not used exactly the same words but it can be understood that a "superior" is a boss and a "subordinate" (someone of lower rank) can be an assistant.)

### Practice Activity 3

15. FALSE – Compare the statement in the question: Bullies *seldom* lack confidence with the statement in the text: Bullies are *frequently* insecure people with low self-esteem. Although "lack confidence" matches the meaning of "insecure" and "low self-esteem", the adverbs mean the opposite.
16. TRUE – the statement in the question: Bullies generally focus their unwanted attention on capable, decent individuals matches the meaning of the statement in the text: Their targets are usually competent, honest and independent people
17. TRUE – the statement in the question: Bullies usually feel powerful when they frighten and upset others matches the meaning of the statement in the text Bullies are often most concerned with gaining power and exerting dominance over people by causing fear and distress
18. NOT GIVEN – Although you may think (or even know) that insomnia or disrupted sleep is a common symptom, it is not listed with the others in the text (stress, anxiety, excessive worry, loss of concentration, and irritability)

- 19. FALSE** – Compare the statement in the question: Bullying in the workplace always has a negative effect on the organisation with the statement in the text The company may suffer. The adverb ‘always’ does not match the meaning of the modal verb ‘may’
- 20. NOT GIVEN** – there is no information in the text that tells you whether the Human Rights Commission is obliged to act.

#### Practice Activity 4

- |                  |                   |                |
|------------------|-------------------|----------------|
| 1. 6,650         | 4. Atlantic Ocean | 7. 6,275       |
| 2. Lake Victoria | 5. Yangtze        | 8. Lake Itasca |
| 3. Amazon        | 6. Yellow Sea     |                |

#### Practice Activity 5

- |                                  |                       |                   |
|----------------------------------|-----------------------|-------------------|
| 28. inferior                     | 33. coffee            | 38. pump (button) |
| 29. (fundamentally) misconceived | 34. snooze/sleep      | 39. grouphead     |
| 30. (tight) deadline             | 35. fifteen/15        | 40. on/off switch |
| 31. (completely) eliminated      | 36. feeling refreshed |                   |
| 32. subconscious (mind)          | 37. temperature light |                   |

#### Practice Activity 6

1. C ('there is no additional burden on the respondents')
2. B ('the data may not be as precise')
3. A ('A census collects information about every unit in a population.')
4. C ('allows for trend analysis')
5. A ('very expensive to carry out' ... 'and it is a protracted procedure')

#### Practice Activity 7

1. This technique is much more effective than earlier methods of ... comparison
2. Although the population is rising, the birth rate is declining ... contrast
3. The increase in population is mainly due to immigration ... reason/cause
4. Birds like the kiwi are flightless ... example
5. This feature has led to their decline ... result
6. The decline in numbers can be attributed to predation by dogs ... reason/cause
7. Predators such as stoats and rats are unmanageable ... example
8. This has contributed to the loss of many native species of ... reason/cause

- 9. Biomedical engineering is the application of engineering principles and techniques to the medical field ... definition
- 10. In spite of their efforts to save the stranded whales, ... contrast
- 11. Deforestation refers to the cutting and clearing of rainforest ... definition
- 12. As a direct consequence of changes in microclimates ... result

Practice Activity 8

- 1. F (pursuit of perfection ... leads to constant dissatisfaction ...)
- 2. C (They might have different origins but they feel the same.)
- 3. B (current [=today] assumptions ... all generate [= cause] happiness)
- 4. A (Aristotle's theory of ... 'happiness', meant living well, ...)
- 5. D (For instance, think of an athlete ... ; in the case of the athlete ...)
- 6. B
- 7. C
- 8. D
- 9. A
- 10. C

Practice Activity 9

- |       |       |       |
|-------|-------|-------|
| 14. B | 17. C | 20. B |
| 15. A | 18. B | 21. E |
| 16. D | 19. E | 22. C |
- } in either order

Practice Activity 10

- A ii (although i and iii are mentioned, they are supporting ideas not the main theme)
- B ii
- C iii

Practice Activity 11

- 1. Erratic: inconsistent, unpredictable, irregular; often changing
- 2. Recidivism: the tendency to relapse into previous undesirable behaviour, especially crime
- 3. Affable: pleasant, good-natured, friendly
- 4. Permeate: to enter something and spread throughout it so that every part is affected (clue = entire)



- 5. Conduit: channel or pathway; pipe or tube; conveyor of information (clue = cord, messages)
- 6. Reimbursement: repayment, refund, return of money paid (clue = refunded)

Practice Activity 12

- |          |                        |                           |
|----------|------------------------|---------------------------|
| 27. iv   | 33. NO                 | 39. classicist            |
| 28. ii   | 34. YES                | 40. passionate young love |
| 29. viii | 35. NOT GIVEN          |                           |
| 30. i    | 36. YES                |                           |
| 31. v    | 37. NOT GIVEN          |                           |
| 32. NO   | 38. order (and) reason |                           |



# IELTS

## Writing Test

### Writing Task 1

#### Activity 1

Chart 1 - line graph (changes over time)

Charts 2 and 3 - pie and table

Chart 4 - bar graph (usually used for comparing 2 or more features)

Chart 5 - line graph

Chart 6 - bar graph

#### Activity 2

##### Part 1 - Topic

The line chart illustrates changes in four methods of travel in Metropolis from 1985 to 2010, measured in five yearly intervals.

##### Part 2 - Main trends

In general, there was an increase in travel over the period. The use of public transport markedly increased, while private car usage declined slightly. (main trends)

##### Part 3 - Details

Light rail and bus usage was approximately the same in 1985, at around 5 million trips, but in 1990 light rail saw a dramatic increase to reach approximately 7.8 million trips by 2000. By 2010, this was the most popular form of transport at just over 8 million trips. Usage of busses remained steady as trains grew in popularity, but in 2000, this also started to grow to a high of just over 7 million trips in 2010. (details, public transport)

In 1985, private cars were the most popular form of transport in New Stratford, at just over 6 million trips. However, there was a small but steady decline in car usage to just under 6 million in 2010. Motorbike usage fluctuated, but overall, there was a small increase from about 3.5 million trips in 1985 to just under 4 million in 2010. (details, private transport)

##### Part 4 - Conclusion

There is no conclusion, as this answer is already above length, but this is not needed because there is a main trend sentence at the beginning.

**Main trends:** In general, there was an increase in travel over the period. The use of public transport markedly increased, while private car usage declined slightly.

**Data points.** The writer cannot describe every change in each line. This is not possible in the word limit, and also it would not give a clear picture of the chart. Instead he has given data for the **first** and **last** points for each line and has described the **general shape** of each line. He has also given data for the **dramatic rise in light rail usage**, since this is a **significant feature**.

### Activity 3

1. **Topic** - Ways that residents of Australia used power in their houses, AND the amount of energy each household used per year.
2. **Units of measurement** percentages AND kWh( kilowatt hours)
3. **Time scale** fact - these charts both refer to every year, therefore use present tense.
4. **Main trends** – Heating and cooling of the air and the water are the biggest users. The more people there are in a house, the less electricity is used **per person**.
5. **Significant data points** – 38% heating and cooling, 25% water heating, the others are similar, 5,000 – 6,000 kWh per person in a one person house but only 2,000 – 3,000 kWh per person in a six person house

### Activity 4

1. The average amount of rainfall is similar, though not identical.
2. Options b and d express the main differences. Option a is not directly given in the chart, and option c is true but it is a detail, not a main idea.

### Activity 5

- A** This answer is true, but the writer has picked on only one detail from the chart to give an overall statement, rather than giving the main idea.
- B** This answer is true, but the writer has wasted a lot of time adding up approximate rainfall numbers when there is little difference in rainfall, and there are other, more important features to select.
- C** This answer is true and it gives a good overall picture of the chart.
- D** This answer is true and it also gives a good overall picture of the chart.

### Activity 6

- a)** This is the best option, because the lines have a clear shape with few fluctuations or high and low points. Therefore, start and finish points plus the crossover points are the most significant data points. The overall shape of each line is also significant.
- b)** This option and Option C would both result in a mechanical list of data points, which would not indicate the main features of the line graph.

- c) Both options b and c would result in a mechanical list of data points, which would not indicate the main features of the line graph.

### Activity 7

1.
  - a) This option would result in a mechanical list of data, and would not indicate trends.
  - b) Although this choice has 3 groups, these do not reflect the trends in the chart. This would result in a confusing and incoherent answer.
  - c) This choice groups the data according to those faculties which have more men, medicine, which is approximately equal, and those faculties which have more women. The writer would need to include more information within this grouping to emphasise the degrees of difference.
  - d) This choice describes the two faculties with the biggest differences, then those which have more men, then those which are equal or have more women. Choosing this option allows the writer to emphasise degrees of difference.
  - e) This choice is very similar to option b, but putting engineering on its own allows the writer to emphasise the degree of difference in this faculty.
2. The writer in the model answer chose option d. Any of options c, d or e above would be suitable. It is important to be aware of grouping data, and to structure your answer to give a clear picture of the data.

### Activity 8

1.

Well over half the total household energy is used for the two main purposes of heating and cooling, at 38%, and water heating, which consumes 25%. This is a compound / complex sentence, with a passive construction, and a relative clause (complex sentence). Some data has been included in commas.

The other uses are all much smaller. Simple sentence with a comparative construction. to qualify a noun (uses).

The next category is for fridges and freezers and for lighting, both of which account for 7% of the total. This sentence has a relative clause structure; it is a complex sentence

Cooking and stand-by power are responsible for 4% and 3% respectively, and then other appliances use 18% all together. Compound sentence

The table shows that energy is used more efficiently in larger households. Simple sentence with both adverbial and adjectival comparative constructions.



Whereas one person living alone uses 5,000 to 6,000 KWh per year, a 6 person household consumes only 2 to 3 times more than this, at 12,000 to 16,000 KWh.

Complex sentence which begins with a subordinating conjunction and which uses referencing to avoid repetition.

2.

is used for (passive construction)

consumes

other uses are... (noun)

category

account for

are responsible for

appliances use / a household uses (verb)

### Activity 9

The bar chart compares the average amount of rain over the year in two cities, San Francisco and Moscow. Overall, although the two cities have approximately the same annual rainfall, the distribution of this rain over the year is widely different.

In general, Moscow has a more even yearly rainfall than San Francisco. Rain averages about 50 mm in the months of January to March, dropping to an annual low of just under 40 mm in April. It then rises steadily to a high of about 90 mm in June, and slightly less in July and August, and from that point on it fluctuates, dropping at the end of the year to about 45 mm in December.

In contrast, San Francisco illustrates a different trend. It has a widely fluctuating rainfall, with significantly greater annual variation. December, January and February are by far the rainiest months, averaging just under 120 mm in each of these months. From March onwards, there is a dramatic drop to less than 10 mm in June, and effectively no rain falls in July or August. Rainfall then increases steadily and evenly to the December high of about 110 mm.

The charts show us that Moscow has the most rain in July and August, at a time when San Francisco is virtually dry.

## Writing Task 2

### Activity 10

1. Over the past twenty years there has been a **big rise** in **international tourism**. What are some of the **advantages** and **disadvantages** of this growth? (task 1)
2. Many people now **travel overseas** for their **holidays**, rather than staying in their own countries. What are some **reasons** for this change? What **problems** does the **rise in international tourism** cause? (tasks 2 and 3)

3. **Tourism** is becoming increasingly **popular**, and this can **affect** some beautiful **natural places**. **Why** does this happen? What can **we do** to **prevent further damage**? (tasks 2 and 4)
4. Some people say that holding **huge international events** is a great **advantage** for a country, while others say that this is a **costly mistake**. What is **your opinion** about these **two views**? (task 5)
5. It is often said that **exams** are a **poor way of evaluating students' ability**, and that they cause a great deal of **unnecessary stress**. **To what extent** do you **agree** with this opinion? (task 6)

## Activity 11

### Topic 1

In recent years, it has become harder for new graduates to find employment, and many young people struggle to join the workforce. Why do you think this situation has occurred? What can you suggest to solve this problem?

[topic = young qualified people having problems finding a first job]

task = suggest reasons and solutions

### Possible plan for essay 1

Para 1 - introduce topic and essay structure

Para 2 – Reasons –

- more tertiary institutions, so more graduates
- high, sometimes unrealistic, expectations of graduates
- ageing workforce and global recession, so few vacancies

Para 3 – Solutions –

- career guidance and counselling
- encourage young people into growing areas
- get some work experience and be prepared to start at the bottom

Para 4 - Conclusion

- difficult problem, economic and social causes, need to be realistic and reduce expectations, as the workforce retires the situation will ease.

### Topic 2

It is often said that exams are a poor way of evaluating students' ability, and that they cause a great deal of unnecessary stress. To what extent do you agree with this opinion?

[topic = exams are a good way of evaluating students]

task = agree or disagree

## Possible plan for essay 2

Para 1 - introduce topic and essay structure – I **partially agree**.

Para 2 – Bad assessment tool –

- one time test
- cause stress, may not show the true ability of the student
- can only test knowledge, not skills

## HOWEVER,

Para 3 – Good assessment tool –

- efficient, easy to administer and mark
- fair to all, not influenced by teachers
- the alternatives (internal assessment) - expensive and complex - may not be fair either

Para 4 - Conclusion

- Exams not perfect – cause stress, limited. However, the alternatives may be worse. Best solution – have exams and ALSO some internal assessment.

## Activity 12

1.

- a) Despite its disadvantages, international tourism has significant advantages, because of the money it brings to a country.

*This thesis statement gives the writer's opinion.*

- b) This essay will discuss the advantages and disadvantages of international tourism, and will give my opinion

*This thesis statement explains the structure of the essay, but does NOT give an opinion.*

- c) I will discuss the reasons why our ageing population is causing problems, and suggest some solutions for this.

*This thesis statement explains the structure of the essay, but does NOT give an opinion.*

- d) Our ageing population is causing problems for the health system and for the younger generation, and we need to spend more money on this problem

*This thesis statement gives the writer's ideas and opinion. We should spend more money.*

## 2. Brief Outlines

a)

- Introduction
- Disadvantages of international tourism – examples and details
- Advantages of international tourism – money - examples and details

- Conclusion – Int tourism has advantages

*This thesis statement may lead to repetition of ideas*

**b)**

- Introduction
- Advantages of international tourism – examples and details
- Disadvantages of international tourism – examples and details
- Conclusion – could be for advantages OR disadvantages OR balanced

*This thesis statement is more open, but it shows a clear structure.*

**c)**

- Introduction
- problems – 2 or 3,
- solutions – 1 or 2,
- Conclusion – summary of ideas plus writer's opinion

*This thesis statement is more open, but it shows a clear structure.*

**d)**

- Introduction
- problems - health care system, younger generation
- solutions – spend more money – develop facilities
- Conclusion – summarise ideas and restate – develop more facilities.

*This thesis statement may lead to repetition of ideas*

### Activity 13

#### Possible answers

Some say that young people today have many possessions and a lot of money, while others say that they have a harder life than ever before. Evaluate both these ideas and give your opinion.

- This essay will discuss the levels of affluence that many of our young people enjoy, and will also consider the difficulties posed by our modern lifestyle.
- Young people today are spoiled because of their affluence and their many toys, and their lives are generally easy and privileged.

Solar energy is becoming more and more popular as a source of household energy in many countries around the world. Why is this? What are the advantages and disadvantages of solar energy?

- I will consider the reasons why solar energy has become a common alternative form of energy, and describe its benefits and drawbacks.



- d) Solar energy has developed because of our need for alternatives to fossil fuels, and it is a clean and efficient, if somewhat unreliable, source of renewable energy.

### Activity 14

**Bold** = main topic

*Italic* = new idea

[ ] = extension of that idea

The **main advantage of solar energy** is that after the initial installation it is entirely *free and renewable*, so there [are no extra costs involved in producing the energy]. Solar energy is *silent and environmentally friendly* as well - [it does not destroy or poison the eco-system. This is because the raw material (sunshine) does not need to be extracted or refined, so there are no pollutants or toxic residue produced.] *Another major advantage is that it is produced where it is needed* [so there is no energy wasted on transport. This decentralisation of the power source not only leads to savings on transmission, but also to more self-reliant communities – the ability to produce their own power is a significant advantage for remote populations.] *There are also employment opportunities* in the [design and development, manufacture, installation and maintenance of the new technology for solar panels, which are consequently becoming less expensive, more available and much more efficient.]

### Paragraph Plan

Para 2 – Advantages of solar energy

- free and renewable – no extra costs
- silent and environmentally friendly - no poison for eco system, because no extracting or refining
- produced where needed – no transport costs – self reliant communities
- employment opportunities – design, manufacture, maintenance of solar panels - cheaper and more efficient

### Activity 15

1.

In recent years, it has become harder for new graduates to find employment, and many young people struggle to join the workforce. Why do you think this situation has occurred? What can you suggest to solve this problem?

One of the main reasons that young people have difficulty finding jobs is that, with the growth of tertiary institutions, more and more young people are completing this level of education, and consequently, there is simply a larger pool of graduates available to fill every position. In addition, we no longer have the number of vacancies that there were in the past, due to the global recession and the consequent reduction in new companies and positions. This factor is

worsened by the large number of people in their 40s and 50s who are not yet at retirement age. Compounding this problem is the high, often unrealistic expectations of many graduates, who expect to step straight out of training into high-level positions, without having accumulated any practical work experience.

There are no easy solutions to these problems, but there are some things young people, their schools and families can do to help. Firstly, school leavers should be encouraged to take career counselling, to identify areas where there may be a growth in employment opportunities and to consider training in those areas. There is not much point in undertaking expensive tertiary education to produce yet another expert in a field with few employment opportunities. Secondly, graduates may need to reduce their expectations and to accept that they have to start their working careers at the bottom, irrespective of their paper qualifications.

2.

It is often said that exams are a poor way of evaluating students' ability, and that they cause a great deal of unnecessary stress. To what extent do you agree with this opinion?

Some people think that exams are a poor assessment tool, because they are a one time test of a long-term period of study.

### Activity 16

1. The adverbial expressions and conjunctions that you are familiar with: as a result, because, so, however, while, whereas, on the other hand, in addition....
2. Referencing expressions, because of this, These ideas,
3. Repetition of words or the use of synonyms (words with similar meanings) to link ideas together (NB that not all of these have been marked – there too may do so.)
4. Sentences or phrases to link the paragraphs to the thesis statement and the conclusion.

Globalisation is here to stay, driven by advances in information technology and resulting in scientific, technological and economic progress and increased international trade and investment. It has had wide-ranging positive and negative effects on employment and economic development, scientific research, language and culture, global health and the environment.

One positive result of globalisation is the global distribution of labour. It is now much easier to move to other countries to find work, and this leads to better employment prospects for individuals and to more diverse workplaces. In addition, capital and industrial resources have migrated to developing countries, thus providing local jobs and boosting local economies. It has also resulted in greater contact between different cultures, as travel has become relatively safer and less expensive than it used to be. Ease of communication has encouraged an unprecedented level of global scientific research and cooperation, and a subsequent explosion of knowledge and information.

A downside of this global economy is that when a catastrophe occurs, as (NB Example, NOT reason) in the recent global financial crisis that started in the USA, this affects the whole world. Similarly, when a virus emerges in one region of the world, it spreads rapidly, threatening worldwide health. Globalisation affects culture and language, too; minority languages are dying out because of the necessity of learning English for international business, and indigenous cultures are being rejected in favour of a dominant, often USA-based, culture. Finally, levels of pollution are rising as (NB reason, not example) countries strive for economic growth and a competitive edge in the global market.

In conclusion, globalisation is a double-edged sword that has created jobs and promoted international cooperation but has led to cultural losses, more environmental damage, increased health risks and exposure to economic crises. However, our world will continue to shrink as technology expands, and we need to accept globalisation as a fact of life in the 21st century.

### Activity 17

In many countries throughout the world, young people are pushed into careers that they have no aptitude for, or do not want to do, and there are two main reasons for this situation.

The first reason is lack of tertiary study options. In some countries, such as China, there are limited places available for tertiary study, and those who do not manage to earn a place at the institution of their choice often find themselves studying a subject which does not interest them, or which is a poor match for their skills and aptitudes. The other main reason, which is closely aligned to the former point, is parental aspirations. Many parents push their children into a limited set of career options because these choices represent social success, security and money in later life. In many cases, the skills and needs of the children are ignored, as their parents encourage them to earn places in prestigious, if inappropriate, institutions and to study subjects that are acceptable to their friends and extended family.

Some of those children who do manage to jump through all the required hoops find that they are trapped in a career which does not suit their needs or abilities, and that they can see no escape from the life sentence imposed by well-meaning family. This can have both personal and social consequences. Firstly, unsatisfied workers can suffer from job stress, which drains human potential and may lead to physical and psychological illness. Dissatisfaction and distress also impacts on their chosen profession and on society as a whole, as unhappy and disaffected workers tend not to give their best, and this affects the quality of their work.

### Activity 18

- A. In short, I wholeheartedly disagree with the statement that arts subjects should not be taught. I suggest that every student should have instruction in philosophy, history or other arts subjects, even if they elect to major in the sciences, because learning critical thinking skills, and developing a wide background knowledge, will benefit them enormously in later

life. In addition to this general training, we need specialist graduates in arts subjects to make their contribution to a well-rounded society.

In this conclusion the writer has expressed a strong opinion, (see blue text) and this as also stated in the essay.

- B.** In conclusion, a person who is pushed into uncongenial work because of social constraints or family pressure is not likely to be a productive and happy member of society. We need to ensure that individual talents and skills are recognised and catered for if we are to have a harmonious and well-developed society.

The second sentence in this conclusion expresses the writer's opinion.

- C.** In my view, the government needs to take immediate and drastic action to improve public well-being by legislating against the proliferation of fast food businesses, raising taxes on fast food, removing tax from fruit and vegetables and banning all advertising of food with no or low nutritional value. Appropriately resourced PE and fitness programmes must also be compulsory in all schools. A multifaceted approach, which combines schools and public initiatives, is the best way to improve public health.

This conclusion combines a summary of ideas and the writer's opinion. The phrase 'multifaceted approach' indicates a balanced conclusion, where both schools and governments should support child health.



# IELTS

## Speaking Test

### Activity 1

1 D

2 C

3 E

4 B

5 A

### Activity 2

Extending the answer by giving a reason or an example	c ( because..) a (I think...)
Telling a story about a personal experience	d, e,
Adding a personal opinion	a, b,
Buying thinking time at the start of the answer.	e
Adding emphasis to the answer.	b, e
Telling a joke or a funny story	b, e

### Activity 3

**Extra strategy:** Giving extra information that was not specifically requested.

**Bold** = stressed words

EXAMINER: Now, first, tell me something about yourself. Tell me about where you live in your country. Is the place where you live large or small?

CANDIDATE: I live in **Hamilton**, which is what I **suppose** you would call a **small** city. It's about 140,000 people, and it's a quiet little place which services the local **farming community**. We don't have any **heavy industry** in Hamilton, but there is a **university**. (adding extra information)

EXAMINER: Is it a beautiful place?

CANDIDATE: To **me** it is. There are **some** people who would say it's not beautiful, but I like it. (giving an opinion) There aren't any big **mountains** or anything, but it has **lots of green trees** and **grass**, and there's a **beautiful big river** running right through the centre of it... **flowers** everywhere, and lots of gardens. (extending with examples) I think it's lovely. (adding emphasis)

EXAMINER: Is there anything you don't like about this city?

CANDIDATE: Well, the fact that it's **small**, of course, means that you don't get a lot of the amenities that you'd find in a **bigger city**. If you're interested in **art galleries**, or the **symphony**, or **opera**, which **I am**, Hamilton is **not exactly** a good place to be. (extending with examples) You have to jump in a car and drive for an hour or so to the big city for those things. (adding extra information)

EXAMINER: Next we'll talk about numbers. Are any numbers considered to be lucky or unlucky in your culture?

CANDIDATE: I would **say** there are an **awful lot** of **individual people** who consider that **some** numbers are **lucky**, or **unlucky**, (buying thinking time) but if you mean society-wide, **sure**, there are a few. The number **13**, for example, is **widely regarded** as being unlucky particularly if it refers to a **date** when something will happen, and **especially** if it's **Friday** the 13th. (extending with examples, adding emphasis)

EXAMINER: Do you think that some numbers are luckier or unluckier than others?

CANDIDATE: No, I don't think **any** numbers are **lucky** or **unlucky**.

EXAMINER: Why not?

CANDIDATE: Well, it's difficult to imagine any number having any **influence** at all on the **physical world**. (extending with a reason) But, I guess it could affect someone's **emotional state** if they **thought** a number was lucky or unlucky.

EXAMINER: Let's talk about motorbikes now. Have you ever owned a motorbike?

CANDIDATE: Well, I haven't actually **owned** a motorcycle, but I did **have possession** of one at one time. When I was a younger man, I swapped my 2-seater sports car for my **friend's motorbike**. He had a **girlfriend** at the time and he really wanted to take her on a **date**, so I lent him **my car** and I had his **bike** for a while. (telling a story) That was a lot of fun. (personal opinion)

EXAMINER: What are some of the advantages of motorbikes in the city?

CANDIDATE: I think there are a lot of **obvious advantages**; fuel efficiency, **easy parking**, being able to get around in **traffic** easily and quickly, (reasons but they come with a number of drawbacks too, of course. (adding extra information) You are **vulnerable** not only to the **weather** but to **injury**. (reasons)

EXAMINER: Do you think motorbikes are a safe form of transport?

CANDIDATE: **Absolutely not!** (strong personal opinion) Not in the society **we** live in, where people **love** their cars, and have **no** respect for others on the roads. (reason)

## Activity 4

### Topic Card 1:

- past experience
- past tense

### Topic Card 2:

- past event
- past tense

### Topic Card 3:

- future plan or dream
- would / would like to go with, would like to visit...

### Topic Card 4:

- facts about someone PLUS my experience with this person
- present tense for facts, and past tense for my stories

## Activity 5

- black = the basic answer to the points on the topic card
- *italic* = details about a place or a person
- underline = personal stories
- [ ] = the speaker's opinions or commentary about his / her story

One of my recent goals was to go on a 4-day walk in the mountains in the South Island. *This is one of the famous walks in our country, and it is a very beautiful walk round some bays by the ocean.* We planned to stay in hotels each night, so it was going to be a great holiday for my husband and me, [but I needed to get fit enough to enjoy it first!]

I did lots of exercise and training to prepare for this goal. [When I started I was reasonably fit, but I knew I needed to get a lot fitter, so I did a lot of walking.] At first, the 8km circle route near my house was really hard for me, and it took about 2 hours, but by the end I could do it easily and in a much shorter time. On the weekends I went for longer walks with my husband. We used to walk to the Botanical Gardens, which was a long way, but we got to have lunch in a café when we got there, so that was fun! [In fact, preparing for the goal was generally a lot of fun, and I found that I had much more energy as I got fitter, too.] My feet and legs started to hurt with all the exercise, so I went to swimming classes three times a week. I had to get up at 6am for this! but it was worth it. [It really improved my balance and stamina, and it helped those sore muscles, too.]

This goal was important because I really wanted to go on this holiday with my husband. Reaching it also it gave me a great sense of personal achievement. [I was very proud of myself! and of course I was a lot fitter by the end of the training. I resolved to keep up my level of fitness, but unfortunately, I haven't managed to do that. Still, at least I know that I can do it again if I want to, now.]

## Activity 6

4.

a & b Pausing and intonation (**bold** = important stressed words)

(NOTE: the changes in intonation are often in the same places as the pauses)

There are a host of movies I could talk about (down), but one that comes to mind straight away (down) as a movie I really enjoyed was actually Avatar (up down). (pause) I went to see it a couple (up) of times, in fact. (pause) You know, the movie was released in 2D (down) and 3D (down). I'm not a big fan of 3D technology, so I went the first time in 2D, (pause) and then my kids said, let's go and see it in 3D, (up) so we did (down). I thought it was a wonderful (up down) movie-going experience. (pause)

I'm sure you know the plot; (down, pause) it was that movie about the big blue people (up) on another planet (up), and then the humans arrive and try to take over their world so they can mine the precious ores under the surface (up, pause). It was called (pause) Avatar because the humans used avatars to make contact with the natives. There were so many interesting things (down) that I loved in that movie (down), especially (up down) in the production. (pause) The visual imagery of the planet was spectacular (up down); there were all those bioluminescent plants that would light up (up), and animals that had glowing parts (down). Then there was the miraculous technology of bringing those giant people to life, with their glowing, cat like eyes, and their tails, and the wonderful dragon creatures that they rode on after they (pause) made that perilous journey up the floating islands to the very top of the world (up). So, it was such a great spectacle (down) to look at (down).

And then, layered on top of that, was the story, and the message (down). I'm sure you remember that (down). You had the contrast between the (pause) people living in harmony with nature in their primitive way, as part of the environment; (pause) neither taking anything away nor destroying their ecology, and then (pause) the greedy humans, with their mentality of cutting down the trees and destroying everything to make money. I liked that contrast (pause); it was a very satisfying story. (pause) And, of course, when you set a story like that on another planet you can make all sorts of comments about our own world and our own political systems and beliefs.

## Activity 7

1. Answer B is better.

It is more natural and idiomatic. Although the speaker in answer A has an extensive vocabulary, some of the words he uses are inappropriate; for example a prestigious city, alluring paintings. His style is more suitable for a written, academic essay than for speaking.

2. Idiomatic language:

A city I'd like to visit is Rome. I've always wanted to go there, mainly because of the architecture. I'd really like to see the Coliseum. The idea of those ancient gladiators fighting in the arena really captures my imagination. And, of course, like everyone else, I'd want to visit the famous art works,



especially the Sistine Chapel. The photos I've seen of that are awe –inspiring, and the food and the wine are a big drawcard, too. I'd have to try....

3. Idiomatic language:

There are a host of movies I could talk about, but one that comes to mind straight away as a movie I really enjoyed was actually Avatar. I went to see it a couple of times, in fact. You know, the movie was released in 2D and 3D. I'm not a big fan of 3D technology, so I went the first time in 2D, and then my kids said, let's go and see it in 3D, so we did. I thought it was a wonderful movie-going experience.

I'm sure you know the plot; it was that movie about the big blue people on another planet, and then the humans arrive and try to take over their world so they can mine the precious ores under the surface. It was called Avatar because the humans used avatars to make contact with the natives. There were so many interesting things that I loved in that movie, especially in the production. The visual imagery of the planet was spectacular, there were all those bioluminescent plants that would light up, and animals that had glowing parts. Then there was the miraculous technology of bringing those giant people to life, with their glowing, cat like eyes, and their tails, and the wonderful dragon creatures that they rode on after they made that perilous journey up the floating islands to the very top of the world. So, it was such a great spectacle to look at.

And then, layered on top of that, was the story, and the message. I'm sure you remember that. You had the contrast between the people living in harmony with nature in their primitive way, as part of the environment; neither taking anything away nor destroying their ecology, and then the greedy humans, with their mentality of cutting down the trees and destroying everything to make money. I liked that contrast; it was a very satisfying story. And, of course, when you set a story like that on another planet you can make all sorts of comments about our own world and our own political systems and beliefs.

Activity 8

1 C,

2 E,

3 A,

4 E,

5 B

Activity 9

- *italic = useful structures*
- [ ] = useful expressions and language
- **Bold & underline** = what candidate is asked to do

EXAMINER: We've been talking about a person who you admire, and now we're going to have a more general discussion about this. Let's think about personal qualities. What qualities make a person admirable? (list)

CANDIDATE: Oh, well, um... first of all, I think honesty is a [very important quality] *that most people admire (relative clause)*, oh, and also, kindness. My friend was very kind to me, and I think

that *being kind* (noun phrase) is one of the most admirable qualities (comparative structure) in a friend, or in anyone, really. Sometimes [it's very hard to put other people first,] especially if it is [inconvenient], and people *who are prepared to do that* (relative clause, referencing) are very [rare and special people.]

EXAMINER: I see. Can you think of any other qualities that are considered admirable? (extend the answer)

CANDIDATE: Well, *I suppose that* [competence is always admirable.]

EXAMINER: Yes, can you tell me any more about that? (give more details)

CANDIDATE: Most people [look up to those] *who do things well* (relative clause, use of adverb - well. Successful people are usually admired, aren't they? [It doesn't really matter] what they have succeeded in. Oh, and I suppose that hard work is part of that, so being *hardworking* (noun phrase) can [make you] an admirable person.

EXAMINER: Do you think that men and women tend to respect different qualities? (compare)

CANDIDATE: Oh, I'm not sure. I think that some men probably *admire competence more than women do*, (comparative structure) and *may be* (qualifying language) women prefer personal qualities, such as *kindness and helpfulness*. (noun forms)

EXAMINER: Why do think that is? (give a reason)

CANDIDATE: Well I suppose it's because of their [traditional roles]. You know, women [traditionally looked after the children] whereas men worked to earn the money, so they [grew to admire] different qualities. Oh, and I think women are *more prepared to* (comparative structure) [acknowledge their feelings,] so *may be* (qualifying) that's why they admire *those qualities* (referencing). But I also think *this is changing* (referencing) and that men and women are *becoming more similar* (comparing) in their work and [attitudes.]

EXAMINER: Right, let's move on to think about the media and admirable people. Do you think that the media has a big influence on the qualities that people admire? (give an opinion)

CANDIDATE: Oh, yes I do. I think it has a [huge influence, especially with people like] sports stars and movie actors.

EXAMINER: Why is that? (give a reason)

CANDIDATE: Well, we see them [all the time,] and we read about them on Twitter and Facebook, and so we are all [encouraged] to admire *the same people* (comparative language), [in fact to think the same way.]

EXAMINER: OK, and do you think this will continue to change in the future? (speculate about the future)

CANDIDATE: Yes, [I'm sure it will.] With [the growth of social media websites,] I think *it's going to become* (future structure) *harder and harder* (comparative structure) [to be an individual,] and to [have your own opinions,] unless you [cut yourself off altogether] of course. I think *it could become* (qualified future reference) [quite a serious problem,] *if the media is able to* (future conditional) [control and influence global opinions and attitudes.]

## Activity 10

- *italic = useful structures*
- [ ] = useful expressions and language

EXAMINER: Now we're going to have a more general discussion about movies. Tell me about some of the types of movies that are popular in your culture. **(list)**

CANDIDATE: In my country, there are *several sorts of movies*, we call them [genres,] *that are really popular*. (relative clause) *The ones I can think of* (referencing) are [action movies,] with [Hollywood superstar] *like* (example) Sylvester Stallone or Claude Van Damme. *Those* (referencing) are very popular. *Then there are* (listing) romantic comedies, [you know boy meets girl] in a [funny situation] and there are some problems with their relationships...

EXAMINER: And you talked about Avatar. Is that genre popular too? **(asking the candidate to extend his answer)**

CANDIDATE: [Oh, absolutely. (strong agreement)] There's [definitely a large percentage of the population] that enjoys [that kind of] science fiction, and also fantasy, which is a [related genre.]

EXAMINER: Do you think that men and women enjoy different kinds of movies? **(comparing)**

CANDIDATE: [Yes, yes and no. (buying time to think)] There are certainly a lot of movies that both men and women *enjoy equally*. (comparing) My wife enjoyed Avatar, and *so did I*, (ellipsis) but *then* there are other movies that *she likes a lot and I don't much like*, (comparing) and [vice versa.] I [quite like action thrillers and crime...]

EXAMINER (interrupting) and do you think most men like those kind of movies? **(getting back to general topics, not personal information)**

CANDIDATE: I [don't know about] most men, but a lot of men do. But, my wife [can't stand them] at all...

EXAMINER (interrupting) So, what kind of movies do women like? **(getting back to general topics, not personal information)**

CANDIDATE: Well [I don't like to overgeneralise,] but [if I was pushed,] *I might say that* (qualifying language) they *do enjoy* (emphasis) a romantic comedy. They *do enjoy* (emphasis) the humour *involved* (reduced relative clause) when men and women are trying [to form a relationship,] *more than most men do* (comparing, and ellipsis).

EXAMINER: Some people say that movies are becoming very violent and that has a bad influence on young people in particular. Do you agree with that? **(asking for an opinion)**

CANDIDATE: [Not really, no. (polite disagreement)] When I was a child we used to [go downtown] to the cinema and pay 20c to watch Godzilla crushing Tokyo. [I mean, violence] *has always been* a part of movies. [I suppose (qualifying)] *that what has changed* (relative clause) is the [realism] of the movies and this does [make for a] *stronger* (comparative) emotional connection [between] the action on the screen [and] the audience. And for the movie

makers, that's part of the [creative process.] They're [experimenting with] different ways to [portray] these [violent actions] in a more and *more realistic way (comparing)*.

EXAMINER: And do you think that this level of realism is more disturbing for young people? **(asking for more details)**

CANDIDATE: It [might very well be. (qualified agreement)] I suppose [qualifying]] many young people [don't have enough] life experience [to] understand a lot of the violence they see.

EXAMINER: Now, let's talk about the modern technology and movie watching. How do you think that modern technology has influenced people's access to movies? **(asking for examples)**

CANDIDATE: I'm sorry, could you repeat that question? **(asking for clarification)**

EXAMINER: Well, there are many ways to rent or obtain movies nowadays, aren't there? **(clarifying by breaking the question down)**

CANDIDATE: Oh, yes, there's Blu ray and online delivery, [like] downloading from different websites. Oh yes, [I really think] *this (referencing)* has [had an influence on] how people watch their movies. There's much more [choice and flexibility] for [the viewer.]

EXAMINER: And how do you think that might affect the movie making industry in the future? **(asking the candidate to speculate)**

CANDIDATE: Well, I don't know. [So far] they're still [managing to make enough money] to keep producing movies. I mean the idea of copying a movie without paying for it [must have been round] at least since the 80's, so making a [pirated copy] is [nothing new in itself.] It *must be* [hurting them,] though. But, I think people still love the whole experience of going out to a special place to watch a movie on a big screen, and *hopefully that won't change. (speculating)*

## Activity 11

Personal answers



## Sample Topic Cards: Part 2 Speaking

### Example Topic Card 1:

Talk about a time when you had to work very hard to achieve a goal.

You should say

- What the goal was
- When this happened
- What you did to achieve the goal

and talk about why the goal was important for you.

### Example Topic Card 2:

Talk about a story in the news that made a big impression on you.

You should say

- where you read or heard this story
- what the story was about
- when the story happened

and talk about why the story made such an impression on you.

**Example Topic Card 3:**

Talk about a city you would like to visit one day.

You should say

- which city this is
- who you would like to go with
- what you would like to do there

and talk about why you would choose this city to visit

**Example Topic Card 4:**

Talk about a person you know who you admire very much

You should say:

- who this person is
- what they work at, or study
- when and where you met them

and talk about why you admire them so much

# Phụ Lục

## 1. Thang điểm IELTS Task 1 Writing band descriptors (public version)

Nguồn: [http://takeielts.britishcouncil.org/sites/default/files/IELTS\\_task\\_1\\_Writing\\_band\\_descriptors.pdf](http://takeielts.britishcouncil.org/sites/default/files/IELTS_task_1_Writing_band_descriptors.pdf)

Band	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	<ul style="list-style-type: none"><li>- fully satisfies all the requirements of the task</li><li>- clearly presents a fully developed response</li></ul>	<ul style="list-style-type: none"><li>- uses cohesion in such a way that it attracts no attention</li><li>- skilfully manages paragraphing</li></ul>	<ul style="list-style-type: none"><li>- uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'</li></ul>	<ul style="list-style-type: none"><li>- uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'</li></ul>
8	<ul style="list-style-type: none"><li>- covers all requirements of the tasks sufficiently</li><li>- presents, highlights and illustrates key features/ bullet points clearly and appropriately</li></ul>	<ul style="list-style-type: none"><li>- sequences information and ideas logically</li><li>- manages all aspects of cohesion well</li><li>- uses paragraphing sufficiently and appropriately</li></ul>	<ul style="list-style-type: none"><li>- uses a wide range of vocabulary fluently and flexibly to convey precise meanings</li><li>- skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</li><li>- produces rare errors in spelling and /or word formation</li></ul>	<ul style="list-style-type: none"><li>- uses a wide range of structures</li><li>- the majority of sentences are error-free</li><li>- makes only very occasional errors or inappropriacies</li></ul>
7	<ul style="list-style-type: none"><li>- covers the requirements of the task</li><li>- (Academic) presents a clear overview of main trends, differences or stages</li><li>- (General Training) presents a clear purpose, with the tone consistent and appropriate</li><li>- clearly presents and highlights key features/</li></ul>	<ul style="list-style-type: none"><li>- logically organises information and ideas; there is clear progression throughout</li><li>- uses a range of cohesive devices appropriately although there may</li></ul>	<ul style="list-style-type: none"><li>- uses a sufficient range of vocabulary to allow some flexibility and precision</li><li>- uses less common lexical items with some awareness of style and collocation</li><li>- may produce occasional errors in</li></ul>	<ul style="list-style-type: none"><li>- uses a variety of complex structures</li><li>- produces frequent error-free sentences</li><li>- has good control of grammar and punctuation but</li></ul>

7	bullet points but could be more fully extended	be some under-/over-use	word choice, spelling and/or word formation	may make a few errors
6	<ul style="list-style-type: none"> <li>- addresses the requirements of the task</li> <li>- (Academic) presents an overview with information appropriately selected</li> <li>- (General Training) presents a purpose that is generally clear; there may be inconsistencies in tone</li> <li>- presents and adequately highlights key features/bullet points but details may be irrelevant, inappropriate or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>- arranges information and ideas coherently and there is a clear overall progression</li> <li>- uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</li> <li>- may not always use referencing clearly or appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- uses an adequate range of vocabulary for the task</li> <li>- attempts to use less common vocabulary but with some inaccuracy</li> <li>- makes some errors in spelling and/or word formation, but they do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>- uses a mix of simple and complex sentence forms</li> <li>- makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>
5	<ul style="list-style-type: none"> <li>- generally addresses the task; the format may be inappropriate in places</li> <li>- (Academic) recounts detail mechanically with no clear overview; there may be no data to support the description</li> <li>- (General Training) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate</li> <li>- presents, but inadequately covers, key features/bullet points; there may be a tendency to focus on detail</li> </ul>	<ul style="list-style-type: none"> <li>- presents information with some organisation but there may be a lack of overall progression</li> <li>- makes inadequate, inaccurate or over-use of cohesive devices</li> <li>- may be repetitive because of lack of referencing and substitution</li> </ul>	<ul style="list-style-type: none"> <li>- uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>- may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>- uses only a limited range of structures</li> <li>- attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>- may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>
6	<ul style="list-style-type: none"> <li>- attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate</li> <li>- (General Training) fails to clearly explain the purpose</li> </ul>	<ul style="list-style-type: none"> <li>- presents information and ideas but these are not arranged coherently and there is no clear progression in the response</li> </ul>	<ul style="list-style-type: none"> <li>- uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</li> <li>- has limited control of</li> </ul>	<ul style="list-style-type: none"> <li>- uses only a very limited range of structures with only rare use of subordinate clauses</li> <li>- some structures are accurate</li> </ul>



4	of the letter; the tone may be inappropriate <ul style="list-style-type: none"> <li>- may confuse key features/ bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>- uses some basic cohesive devices but these may be inaccurate or repetitive</li> </ul>	word formation and/ or spelling; errors may cause strain for the reader	but errors predominate, and punctuation is often faulty
3	<ul style="list-style-type: none"> <li>- fails to address the task, which may have been completely misunderstood</li> <li>- presents limited ideas with may be largely irrelevant/ repetitive</li> </ul>	<ul style="list-style-type: none"> <li>- does not organise ideas logically</li> <li>- may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas</li> </ul>	<ul style="list-style-type: none"> <li>- uses only a very limited range of words and expressions with very limited control of word formation and/or spelling</li> <li>- errors may severely distort the message</li> </ul>	<ul style="list-style-type: none"> <li>- attempts sentences forms but errors in grammar and punctuation predominate and distort the meaning</li> </ul>
2	<ul style="list-style-type: none"> <li>- answer is barely related to the task</li> </ul>	<ul style="list-style-type: none"> <li>- has very little control of organisational features</li> </ul>	<ul style="list-style-type: none"> <li>- uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling</li> </ul>	<ul style="list-style-type: none"> <li>- cannot use sentence forms except in memorised phrases</li> </ul>
1	<ul style="list-style-type: none"> <li>- answer is completely unrelated to the task</li> </ul>	<ul style="list-style-type: none"> <li>- fails to communicate any message</li> </ul>	<ul style="list-style-type: none"> <li>- can only use a few isolated words</li> </ul>	<ul style="list-style-type: none"> <li>- cannot use sentence forms at all</li> </ul>
0	<ul style="list-style-type: none"> <li>- does not attend</li> <li>- does not attempt the task in any way</li> <li>- writes a totally memorised response</li> </ul>			

**Phương án chấm điểm thi Viết IELTS Task 1 Writing**  
**(bản công khai)**

Band	Hoàn thành bài/ trả lời câu hỏi	Liên kết và tính mạch lạc	Vốn từ vựng	Văn phạm và độ chính xác
9	<ul style="list-style-type: none"> <li>- hoàn toàn đáp ứng được tất cả các yêu cầu của đề thi</li> <li>- trình bày rõ ràng một câu trả lời được triển khai đầy đủ</li> </ul>	<ul style="list-style-type: none"> <li>- vận dụng liên kết một cách tự nhiên nhất</li> <li>- chia đoạn viết thành thạo</li> </ul>	<ul style="list-style-type: none"> <li>- sử dụng từ vựng đa dạng, kiểm soát tính năng từ vựng thành thạo và tự nhiên; một số lỗi nhỏ - rất hiếm</li> </ul>	<ul style="list-style-type: none"> <li>- sử dụng đa dạng các loại cấu trúc với sự linh hoạt và chính xác tuyệt đối; một số lỗi nhỏ - rất hiếm</li> </ul>
8	<ul style="list-style-type: none"> <li>- đáp ứng được tất cả các yêu cầu của đề thi</li> <li>- trình bày, nhấn mạnh và minh họa tất cả các ý hoặc điểm chính một cách rõ ràng, thích hợp</li> </ul>	<ul style="list-style-type: none"> <li>- sắp xếp ý tưởng và thông tin hợp lý</li> <li>- có thể vận dụng tốt tất cả các khía cạnh liên kết</li> <li>- chia đoạn viết thoả đáng và thích hợp</li> </ul>	<ul style="list-style-type: none"> <li>- sử dụng một loạt các từ vựng lưu loát và linh hoạt để truyền đạt chính xác ý - sử dụng thành thạo các từ vựng ít gặp nhưng có một số điểm thiếu chính xác trong việc chọn và ghép từ</li> <li>- có một số ít lỗi chính tả hoặc cấu tạo từ</li> </ul>	<ul style="list-style-type: none"> <li>- sử dụng đa dạng các loại cấu trúc</li> <li>- đa số câu đều không có lỗi</li> <li>- chỉ gặp một số ít lỗi hoặc sự không thích hợp</li> </ul>
7	<ul style="list-style-type: none"> <li>- đáp ứng được yêu cầu của đề thi</li> <li>- (Học thuật) trình bày rõ ràng những xu hướng chính, điểm khác nhau hoặc các giai đoạn</li> <li>- (Tổng quát) trình bày mục đích rõ ràng, lối diễn đạt nhất quán và phù hợp</li> <li>- trình bày và nhấn mạnh các ý hoặc điểm chính nhưng có thể được kéo dài hơn</li> </ul>	<ul style="list-style-type: none"> <li>- sắp xếp hợp lý ý tưởng và thông tin; có tiến triển rõ rệt xuyên suốt bài thi</li> <li>- sử dụng phù hợp các cụm từ- từ nối khác nhau dù có thể sử dụng quá nhiều hoặc ít</li> </ul>	<ul style="list-style-type: none"> <li>- sử dụng một vốn từ vựng thích đáng để có được tính linh hoạt và chính xác</li> <li>- sử dụng các tính năng từ vựng ít gặp và phần nào ý thức được về phong cách viết và cách ghép từ</li> <li>- có thể có vài lỗi khi chọn từ, lỗi chính tả hoặc cấu tạo từ</li> </ul>	<ul style="list-style-type: none"> <li>- sử dụng một số cấu trúc phức tạp</li> <li>- thường xuyên có các câu không mắc lỗi</li> <li>- kiểm soát ngữ pháp và chấm câu tốt nhưng có thể có vài lỗi</li> </ul>

6	<ul style="list-style-type: none"> <li>- có đề cập đến những yêu cầu của đề thi</li> <li>- (Academic) có trình bày khái quát thông tin được chọn một cách thích hợp</li> <li>- (General Training) trình bày mục đích khá rõ ràng; có thể thiếu tính đồng nhất trong lối diễn đạt</li> <li>- trình bày và nhấn mạnh/thích đáng những ý hoặc điểm chính nhưng các chi tiết có thể không liên quan, thiếu chính xác hoặc không thích hợp</li> </ul>	<ul style="list-style-type: none"> <li>- sắp xếp thông tin và ý tưởng mạch lạc, và xét về tổng thể thì có tiến triển rõ ràng</li> <li>- sử dụng hiệu quả các từ liên kết, nhưng sự mạch lạc trong và/hoặc giữa các câu có thể có thiếu sót hoặc thiếu tự nhiên</li> <li>- có thể không sử dụng kỹ thuật referencing một cách rõ ràng hay thích hợp</li> </ul>	<ul style="list-style-type: none"> <li>- dùng vừa đủ lượng từ vựng cho đề thi</li> <li>- cố gắng sử dụng những từ vựng ít gặp hơn nhưng có lúc thiếu chính xác</li> <li>- mắc một số lỗi chính tả và/hoặc cấu tạo từ, nhưng không làm ảnh hưởng đến nội dung truyền đạt</li> </ul>	<ul style="list-style-type: none"> <li>- sử dụng kết hợp giữa câu đơn giản và phức hợp</li> <li>- có một số lỗi văn phạm và chấm câu nhưng hiếm khi làm ảnh hưởng đến nội dung truyền đạt</li> </ul>
5	<ul style="list-style-type: none"> <li>- đề cập chung chung đến những yêu cầu của đề thi</li> <li>- (Academic) lặp lại máy móc những chi tiết thiếu tóm lược rõ ràng; có thể không sử dụng số liệu để chứng minh luận điểm</li> <li>- (General Training) có thể trình bày mục đích của lá thư nhưng đôi lúc thiếu rõ ràng; lối diễn đạt có thể thay đổi và đôi khi không thích hợp</li> <li>- trình bày nhưng không bao gồm đầy đủ những ý hoặc điểm chính; có xu hướng chú ý quá nhiều vào chi tiết</li> </ul>	<ul style="list-style-type: none"> <li>- có sắp xếp bố cục trình bày thông tin nhưng thiếu sự tiến triển tổng quát</li> <li>- sử dụng quá ít, thiếu chính xác hoặc quá nhiều cụm từ-từ nối</li> <li>- có thể lặp lại nhiều vì không sử dụng kỹ thuật referencing hoặc từ thay thế (substitution)</li> </ul>	<ul style="list-style-type: none"> <li>- sử dụng vốn từ vựng có hạn, nhưng đạt được yêu cầu tối thiểu để hoàn thành bài thi</li> <li>- mắc những sai lầm dễ nhận thấy trong chính tả và/hoặc cấu tạo từ, có thể gây khó cho người đọc</li> </ul>	<ul style="list-style-type: none"> <li>- chỉ sử dụng hạn chế những cấu trúc khác nhau</li> <li>- cố gắng sử dụng câu phức phợp nhưng thiếu chính xác so với các câu đơn giản</li> <li>- có thể thường xuyên mắc lỗi văn phạm và chấm câu thiếu chính xác; những lỗi có thể khiến người đọc thấy khó hiểu</li> </ul>

4	<ul style="list-style-type: none"> <li>- cố gắng hoàn thành đề thi nhưng không bao gồm tất cả các ý hoặc điểm chính; cấu trúc có thể không thích hợp</li> <li>- (General Training) không thể giải thích rõ ràng mục đích của lá thư; lối diễn đạt không phù hợp</li> <li>- có thể nhầm lẫn giữa các ý hoặc điểm chính với chi tiết; một số đoạn không rõ ràng, không liên quan, lặp lại hoặc thiếu chính xác</li> </ul>	<ul style="list-style-type: none"> <li>- trình bày thông tin và ý tưởng nhưng không được sắp xếp mạch lạc và không có tiến triển rõ ràng</li> <li>- sử dụng các cụm từ-từ nối cơ bản nhưng thiếu chính xác hoặc lặp lại</li> </ul>	<ul style="list-style-type: none"> <li>- chỉ sử dụng từ vựng căn bản và bị lặp lại nhiều hoặc không phù hợp</li> <li>- kiểm soát hạn chế cấu tạo từ và/hoặc chính tả; các lỗi có thể gây khó chịu cho người đọc</li> </ul>	<ul style="list-style-type: none"> <li>- chỉ sử dụng các cấu trúc rất hạn chế và hiếm khi sử dụng mệnh đề phụ</li> <li>- một số cấu trúc là chính xác nhưng số lượng lỗi lại trội hơn, và chấm câu thường sai</li> </ul>
3	<ul style="list-style-type: none"> <li>- không đề cập đến những yêu cầu của đề thi, có thể hoàn toàn hiểu sai yêu cầu</li> <li>- trình bày các ý hạn chế, đa số không liên quan hoặc lặp đi lặp lại</li> </ul>	<ul style="list-style-type: none"> <li>- không sắp xếp được các ý</li> <li>- sử dụng một số từ-cụm từ nối rất hạn chế, những từ được sử dụng không cho thấy một sự liên kết hợp lý giữa các ý</li> </ul>	<ul style="list-style-type: none"> <li>- chỉ sử dụng một vốn từ vựng rất hạn chế và kiểm soát hạn chế cấu tạo từ và/hoặc chính tả</li> <li>- lỗi có thể gây ảnh hưởng nặng nề đến thông điệp và ý cần truyền đạt</li> </ul>	<ul style="list-style-type: none"> <li>- cố gắng sử dụng các cấu trúc từ nhưng lỗi văn phạm và chấm câu đã lấn át và bóp méo ý nghĩa</li> </ul>
2	<ul style="list-style-type: none"> <li>- câu trả lời hầu như không liên quan đến yêu cầu của đề thi</li> </ul>	<ul style="list-style-type: none"> <li>- hầu như không kiểm soát được cách sắp xếp các ý</li> </ul>	<ul style="list-style-type: none"> <li>- sử dụng vốn từ vựng cực kì nghèo nàn; hầu như không kiểm soát được cấu tạo từ và/hoặc chính tả</li> </ul>	<ul style="list-style-type: none"> <li>- không thể sử dụng câu hoàn chỉnh ngoài những cụm từ đã được học thuộc trước</li> </ul>
1	<ul style="list-style-type: none"> <li>- câu trả lời hoàn toàn không liên quan đến yêu cầu của đề thi</li> </ul>	<ul style="list-style-type: none"> <li>- không thể truyền đạt bất kì thông điệp nào</li> </ul>	<ul style="list-style-type: none"> <li>- chỉ có thể sử dụng một vài từ rời rạc</li> </ul>	<ul style="list-style-type: none"> <li>- hoàn toàn không thể viết câu hoàn chỉnh</li> </ul>
0	<ul style="list-style-type: none"> <li>- không đến dự thi</li> <li>- không hoàn thành bài thi trên bất kì phương diện nào</li> <li>- câu trả lời là hoàn toàn học thuộc</li> </ul>			



## IELTS Task 2 Writing band descriptors (public version)

Nguồn: [http://takeielts.britishcouncil.org/sites/default/files/IELTS\\_task\\_2\\_Writing\\_band\\_descriptors.pdf](http://takeielts.britishcouncil.org/sites/default/files/IELTS_task_2_Writing_band_descriptors.pdf)

Band	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	<ul style="list-style-type: none"> <li>- fully addresses all parts of the task</li> <li>- presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>- uses cohesion in such a way that it attracts no attention</li> <li>- skilfully manages paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>- uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'</li> </ul>	<ul style="list-style-type: none"> <li>- uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'</li> </ul>
8	<ul style="list-style-type: none"> <li>- sufficiently addresses all parts of the task</li> <li>- presents a well-developed response to the question with relevant, extended and supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>- sequences information and ideas logically</li> <li>- manages all aspects of cohesion well</li> <li>- uses paragraphing sufficiently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- uses a wide range of vocabulary</li> <li>- fluently and flexibly to convey precise meanings</li> <li>- skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</li> <li>- produces rare errors in spelling and /or word formation</li> </ul>	<ul style="list-style-type: none"> <li>- uses a wide range of structures</li> <li>- the majority of sentences are error-free</li> <li>- makes only very occasional errors or inappropriacies</li> </ul>
7	<ul style="list-style-type: none"> <li>- addresses all parts of the task</li> <li>- presents a clear position throughout the response</li> <li>- presents, extends, and supports main ideas, but there may be a tendency to over-generalise and/or supporting ideas may lack focus</li> </ul>	<ul style="list-style-type: none"> <li>- logically organises information and ideas; there is clear progression throughout</li> <li>- uses a range of cohesive devices appropriately although there may be some under-/over-use</li> <li>- presents a clear central topic within each paragraph</li> </ul>	<ul style="list-style-type: none"> <li>- uses a sufficient range of vocabulary to allow some flexibility and precision</li> <li>- uses less common lexical items with some awareness of style and collocation</li> <li>- may produce occasional errors in word choice, spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>- uses a variety of complex structures</li> <li>- produces frequent error-free sentences</li> <li>- has good control of grammar and punctuation but may make a few errors</li> </ul>

6	<ul style="list-style-type: none"> <li>- addresses all parts of the task although some parts may be more fully covered than others</li> <li>- presents a relevant position although the conclusions may become unclear or repetitive</li> <li>- presents relevant main ideas but some may be inadequately developed/unclear</li> </ul>	<ul style="list-style-type: none"> <li>- arranges information and ideas coherently and there is a clear overall progression</li> <li>- uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</li> <li>- may not always use referencing clearly or appropriately</li> <li>- uses paragraphing, but not always logically</li> </ul>	<ul style="list-style-type: none"> <li>- uses an adequate range of vocabulary for the task</li> <li>- attempts to use less common vocabulary but with some inaccuracy</li> <li>- makes some errors in spelling and/or word formation, but they do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>- uses a mix of simple and complex sentence forms</li> <li>- makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>
5	<ul style="list-style-type: none"> <li>- addresses the task only partially; the formation may be inappropriate in places</li> <li>- expresses a position but the development is not always clear and there may be no conclusions drawn</li> <li>- presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant details</li> </ul>	<ul style="list-style-type: none"> <li>- presents information with some organisation but there may be a lack of overall progression</li> <li>- makes inadequate, inaccurate or over-use of cohesive devices</li> <li>- may be repetitive because of lack of referencing and substitution</li> <li>- may not write in paragraphs, or paragraphing may be inadequate</li> </ul>	<ul style="list-style-type: none"> <li>- uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>- may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>- uses only a limited range of structures</li> <li>- attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>- may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>
4	<ul style="list-style-type: none"> <li>- responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate</li> <li>- presents a position but this is unclear</li> </ul>	<ul style="list-style-type: none"> <li>- presents information and ideas but these are not arranged coherently and there is no clear progression in the response</li> </ul>	<ul style="list-style-type: none"> <li>- uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</li> </ul>	<ul style="list-style-type: none"> <li>- uses only a very limited range of structures with only rare use of subordinate clauses</li> </ul>

	<ul style="list-style-type: none"> <li>- presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported</li> </ul>	<ul style="list-style-type: none"> <li>- uses some basic cohesive devices but these may be inaccurate or repetitive</li> <li>- may not write in paragraphs or their use may be confusing</li> </ul>	<ul style="list-style-type: none"> <li>- has limited control of word formation and/ or spelling; errors may cause strain for the reader</li> </ul>	<ul style="list-style-type: none"> <li>- some structures are accurate but errors predominate, and punctuation is often faulty</li> </ul>
3	<ul style="list-style-type: none"> <li>- does not adequately address any part of the task</li> <li>- does not express a clear position</li> <li>- presents few ideas, which are largely undeveloped or irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>- does not organise ideas logically</li> <li>- may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas</li> </ul>	<ul style="list-style-type: none"> <li>- uses only a very limited range of words and expressions with very limited control of word formation and/ or spelling</li> <li>- errors may severely distort the message</li> </ul>	<ul style="list-style-type: none"> <li>- attempts sentences forms but errors in grammar and punctuation predominate and distort the meaning</li> </ul>
2	<ul style="list-style-type: none"> <li>- barely responds to the task</li> <li>- does not express a position</li> <li>- may attempt to present one or two ideas but there is no development</li> </ul>	<ul style="list-style-type: none"> <li>- has very little control of organisational features</li> </ul>	<ul style="list-style-type: none"> <li>- uses an extremely limited range of vocabulary; essentially no control of word formation and/ or spelling</li> </ul>	<ul style="list-style-type: none"> <li>- cannot use sentence forms except in memorised phrases</li> </ul>
1	<ul style="list-style-type: none"> <li>- answer is completely unrelated to the task</li> </ul>	<ul style="list-style-type: none"> <li>- fails to communicate any message</li> </ul>	<ul style="list-style-type: none"> <li>- can only use a few isolated words</li> </ul>	<ul style="list-style-type: none"> <li>- cannot use sentence forms at all</li> </ul>
0	<ul style="list-style-type: none"> <li>- does not attend</li> <li>- does not attempt the task in any way</li> <li>- writes a totally memorised response</li> </ul>			

Phương án cho điểm thi Viết IELTS Task 2 Writing  
(bản công khai)

Band	Hoàn thành bài thi/ trả lời câu hỏi	Tính liên kết và mạch lạc	Từ vựng	Văn phạm và độ chính xác
9	<ul style="list-style-type: none"> <li>- hoàn thành tất cả các phần của yêu cầu</li> <li>- trình bày một quan điểm/ý kiến được triển khai đầy đủ với những ý có liên quan, được mở rộng và hỗ trợ đầy đủ</li> </ul>	<ul style="list-style-type: none"> <li>- sử dụng rất tự nhiên mỗi liên kết</li> <li>- chia đoạn viết thành thạo</li> </ul>	<ul style="list-style-type: none"> <li>- sử dụng từ vựng đa dạng, kiểm soát tính năng từ vựng thành thạo và tự nhiên; mắc vài lỗi nhỏ - rất hiếm</li> </ul>	<ul style="list-style-type: none"> <li>- sử dụng đa dạng các loại cấu trúc với sự linh hoạt và chính xác tuyệt đối; mắc vài lỗi nhỏ - rất hiếm</li> </ul>
8	<ul style="list-style-type: none"> <li>- hoàn thành thích đáng tất cả các phần của yêu cầu</li> <li>- trình bày câu trả lời được triển khai tốt với những ý liên quan, được mở rộng và hỗ trợ đầy đủ</li> </ul>	<ul style="list-style-type: none"> <li>- sắp xếp ý và thông tin hợp lý</li> <li>- có thể sử dụng tốt tất cả các mối kết nối</li> <li>- chia đoạn viết thoả đáng và thích hợp</li> </ul>	<ul style="list-style-type: none"> <li>- sử dụng một loạt các từ vựng lưu loát và linh hoạt để truyền đạt ý chính xác</li> <li>- sử dụng thành thạo các tính năng từ vựng ít gặp nhưng có vài lỗi thiếu chính xác trong việc chọn và ghép từ</li> <li>- mắc vài lỗi chính tả và/hoặc cấu tạo từ</li> </ul>	<ul style="list-style-type: none"> <li>- sử dụng đa dạng các loại cấu trúc</li> <li>- đa số câu đều không mắc lỗi</li> <li>- mắc vài lỗi hoặc vài vận dụng chưa thích hợp</li> </ul>
7	<ul style="list-style-type: none"> <li>- đề cập đến tất cả các phần của đề thi</li> <li>- thể hiện một quan điểm/ý kiến rõ ràng xuyên suốt phần trả lời</li> <li>- biết cách trình bày, mở rộng và hỗ trợ các ý chính, nhưng những ý phụ có xu hướng quá bao quát và/hoặc thiếu tập trung vào yêu cầu của đề thi</li> </ul>	<ul style="list-style-type: none"> <li>- sắp xếp hợp lý các ý và thông tin; có sự tiến triển rõ rệt xuyên suốt bài làm</li> <li>- sử dụng các cụm từ- từ nối khác nhau một cách phù hợp, dù có thể sử dụng quá nhiều hoặc quá ít</li> <li>- thể hiện rõ một chủ đề trong mỗi đoạn viết</li> </ul>	<ul style="list-style-type: none"> <li>- sử dụng một vốn từ vựng thích đáng để bảo đảm tính linh hoạt và chính xác</li> <li>- sử dụng các tính năng từ vựng ít gặp và ý thức được một phần về phong cách viết và cách ghép từ</li> <li>- có thể mắc vài lỗi khi chọn từ, lỗi chính tả hoặc cấu tạo từ</li> </ul>	<ul style="list-style-type: none"> <li>- sử dụng một số cấu trúc phức tạp</li> <li>- bài làm hầu như không có các câu mắc lỗi</li> <li>- kiểm soát ngữ pháp và chấm câu tốt nhưng có thể mắc vài lỗi</li> </ul>



6	<ul style="list-style-type: none"> <li>- đề cập đến tất cả các phần của đề thi nhưng một số phần được đề cập nhiều hơn phần khác</li> <li>- trình bày một quan điểm/ý kiến phù hợp nhưng kết luận có thể thiếu rõ ràng hoặc lập ý</li> <li>- trình bày được những ý chính nhưng một số không được triển khai hoặc không rõ ràng</li> </ul>	<ul style="list-style-type: none"> <li>- sắp xếp thông tin và các ý mạch lạc, và xét về tổng thể thì có tiến triển rõ ràng</li> <li>- sử dụng hiệu quả các cụm từ-từ nối, nhưng tính kết nối trong và/hoặc giữa các câu có thể chưa hoàn chỉnh hoặc thiếu tự nhiên</li> <li>- có thể không sử dụng kỹ thuật referencing một cách rõ ràng hay thích hợp</li> <li>- sử dụng đoạn văn nhưng có lúc không hợp lý</li> </ul>	<ul style="list-style-type: none"> <li>- sử dụng số từ vựng vừa đủ cho đề thi</li> <li>- cố gắng sử dụng những từ vựng ít gặp hơn nhưng vẫn mắc lỗi thiếu chính xác</li> <li>- mắc một số lỗi chính tả và/hoặc cấu tạo từ, nhưng không làm ảnh hưởng đến chất lượng truyền đạt</li> </ul>	<ul style="list-style-type: none"> <li>- kết hợp được giữa câu đơn và câu phức</li> <li>- mắc một số lỗi văn phạm và chấm câu nhưng hiếm khi làm ảnh hưởng đến chất lượng truyền đạt</li> </ul>
5	<ul style="list-style-type: none"> <li>- chỉ hoàn thành một phần của đề thi; có thể không phù hợp ở vài chỗ</li> <li>- bày tỏ quan điểm/ý kiến nhưng sự triển khai có thể thiếu rõ ràng và không có một kết luận nhất định</li> <li>- trình bày một số ý chính nhưng còn hạn chế và không được mở rộng đầy đủ; có thể có những chi tiết không liên quan/lạc đề</li> </ul>	<ul style="list-style-type: none"> <li>- trình bày thông tin với một bố cục nhất định nhưng thiếu sự tiến triển toàn diện</li> <li>- sử dụng quá ít, thiếu chính xác hoặc quá nhiều cụm từ-từ nối</li> <li>- có thể lặp lại nhiều vì không sử dụng các kỹ thuật referencing hoặc thay thế (substitution)</li> <li>- có thể không chia đoạn, hoặc chia đoạn không đạt yêu cầu</li> </ul>	<ul style="list-style-type: none"> <li>- sử dụng vốn từ vựng có hạn, nhưng đạt được yêu cầu tối thiểu để hoàn thành bài thi</li> <li>- mắc những lỗi chính tả và/hoặc cấu tạo từ dễ nhận thấy và có thể gây khó cho người đọc</li> </ul>	<ul style="list-style-type: none"> <li>- chỉ sử dụng hạn chế những cấu trúc khác nhau</li> <li>- cố gắng sử dụng câu phức nhưng thiếu chính xác so với các câu đơn</li> <li>- có thể thường xuyên mắc lỗi văn phạm và chấm câu thiếu chính xác; những lỗi có thể khiến người đọc thấy khó hiểu</li> </ul>
4	<ul style="list-style-type: none"> <li>- hoàn thành yêu cầu đề thi một cách tối thiểu hoặc đưa ra câu trả lời lạc đề/sai hướng; cấu trúc bài làm không phù hợp</li> </ul>	<ul style="list-style-type: none"> <li>- trình bày thông tin và ý tưởng nhưng có thể không được sắp xếp mạch lạc và không có sự tiến triển rõ ràng</li> </ul>	<ul style="list-style-type: none"> <li>- chỉ sử dụng từ vựng căn bản và có thể bị lặp lại nhiều hoặc không phù hợp</li> </ul>	<ul style="list-style-type: none"> <li>- chỉ sử dụng các cấu trúc rất hạn chế và hiếm khi sử dụng mệnh đề phụ</li> </ul>

	<ul style="list-style-type: none"> <li>- bày tỏ quan điểm/ý kiến nhưng không rõ ràng</li> <li>- trình bày một số ý chính nhưng khó xác định và có thể lặp lại, thiếu liên quan hay không được hỗ trợ đầy đủ</li> </ul>	<ul style="list-style-type: none"> <li>- sử dụng các cụm từ-từ nối cơ bản nhưng có thể thiếu chính xác hoặc lặp lại</li> <li>- có thể không chia đoạn viết hoặc cách chia đoạn gây khó hiểu</li> </ul>	<ul style="list-style-type: none"> <li>- kiểm soát ở mức độ hạn chế cấu tạo từ và/hoặc chính tả; các lỗi có thể gây khó chịu cho người đọc</li> </ul>	<ul style="list-style-type: none"> <li>- một số cấu trúc là chính xác nhưng số lỗi lại trội hơn, và chấm câu thường sai</li> </ul>
3	<ul style="list-style-type: none"> <li>- không trả lời thích đáng bất kì phần nào của đề thi</li> <li>- không bày tỏ quan điểm/ý kiến rõ ràng</li> <li>- trình bày một số ý, nhưng đa số không được mở rộng hoặc không liên quan</li> </ul>	<ul style="list-style-type: none"> <li>- không sắp xếp hợp lý các ý</li> <li>- có thể sử dụng một số cụm từ-từ nối rất hạn chế, những từ được sử dụng không cho thấy một sự liên kết hợp lý giữa các ý</li> </ul>	<ul style="list-style-type: none"> <li>- chỉ sử dụng một vốn từ vựng rất hạn chế và kiểm soát ở mức độ hạn chế cấu tạo từ và/hoặc chính tả</li> <li>- lỗi có thể gây ảnh hưởng lớn đến thông điệp và ý cần truyền đạt</li> </ul>	<ul style="list-style-type: none"> <li>- cố gắng sử dụng các cấu trúc từ nhưng lỗi văn phạm và chấm câu đã lẫn lộn và bóp méo ý nghĩa</li> </ul>
2	<ul style="list-style-type: none"> <li>- hầu như không hề đáp ứng được đề thi</li> <li>- không bày tỏ bất kì ý kiến/quan điểm nào</li> <li>- có thể cố gắng trình bày một hoặc hai ý tưởng nhưng không có sự triển khai</li> </ul>	<ul style="list-style-type: none"> <li>- hầu như không sắp xếp được các ý</li> </ul>	<ul style="list-style-type: none"> <li>- sử dụng vốn từ vựng cực kì nghèo nàn; hầu như không kiểm soát được cấu tạo từ và/hoặc chính tả</li> </ul>	<ul style="list-style-type: none"> <li>- không thể sử dụng câu hoàn chỉnh ngoài những cụm từ đã được học thuộc trước</li> </ul>
1	<ul style="list-style-type: none"> <li>- bài làm hoàn toàn không liên quan đến yêu cầu của đề thi</li> </ul>	<ul style="list-style-type: none"> <li>- không thể truyền đạt bất kì thông điệp nào</li> </ul>	<ul style="list-style-type: none"> <li>- chỉ có thể sử dụng một vài từ rời rạc</li> </ul>	<ul style="list-style-type: none"> <li>- hoàn toàn không thể viết câu hoàn chỉnh</li> </ul>
0	<ul style="list-style-type: none"> <li>- không đến dự thi</li> <li>- không hoàn thành bài thi trên bất kì phương diện nào</li> <li>- câu trả lời là hoàn toàn học thuộc</li> </ul>			

IELTS Speaking band descriptors

(public version)

Nguồn: [http://takeielts.britishcouncil.org/sites/default/files/IELTS\\_Speaking\\_Assessment\\_Criteria\\_Public.pdf](http://takeielts.britishcouncil.org/sites/default/files/IELTS_Speaking_Assessment_Criteria_Public.pdf)

Band	Fluency and coherence	Lexical Resource	Grammatical Range and Accuracy	Pronunciation
9	<ul style="list-style-type: none"> <li>- speaks fluently with only rare repetition or self correction; any hesitation is content-related rather than to find words or grammar</li> <li>- speaks coherently with fully appropriate cohesive features</li> <li>- develops topics fully and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- uses vocabulary with full flexibility and precision in all topics</li> <li>- uses idiomatic language naturally and accurately</li> </ul>	<ul style="list-style-type: none"> <li>- uses a full range of structures naturally and appropriately</li> <li>- produces consistently accurate structures apart from 'slips' characteristic of native speaker speech</li> </ul>	<ul style="list-style-type: none"> <li>- uses a full range of pronunciation features with precision and subtlety</li> <li>- sustains flexible use of features throughout</li> <li>- is effortless to understand</li> </ul>
8	<ul style="list-style-type: none"> <li>-speaks fluently with only occasional repetition or self-correction; hesitation is usually content related and only rarely to search for language</li> <li>- develops topics coherently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- uses a wide vocabulary resource readily and flexibly to convey precise meaning</li> <li>- uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies</li> <li>- uses paraphrase effectively as required</li> </ul>	<ul style="list-style-type: none"> <li>- uses a wide range of structures flexibly</li> <li>- produces a majority of error-free sentences with only very occasional inappropriateness or basic/unsystematic errors</li> </ul>	<ul style="list-style-type: none"> <li>- uses a wide range of pronunciation features</li> <li>- sustains flexible use of features, with only occasional lapses</li> <li>- is easy to understand throughout; 1 accent has minimal effect on intelligibility</li> </ul>
7	<ul style="list-style-type: none"> <li>- speaks at length without noticeable effort or loss of coherence</li> <li>- may demonstrate language-related hesitation at times, or some repetition and/or self-correction</li> <li>- uses a range of connectives and discourse markers with some flexibility</li> </ul>	<ul style="list-style-type: none"> <li>- uses vocabulary resources flexibly to discuss a variety of topics</li> <li>- uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices</li> <li>- uses paraphrase correctly</li> </ul>	<ul style="list-style-type: none"> <li>- uses a range of complex structures with some flexibility</li> <li>- frequently produces error-free sentences, though some grammatical mistakes persist</li> </ul>	<ul style="list-style-type: none"> <li>- shows all the positive features of band 6 and some, but not all, of the positive features of band 8</li> </ul>

6	<ul style="list-style-type: none"> <li>- is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation</li> <li>- uses a range of connectives and discourse markers but not always appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriateness</li> <li>- generally paraphrases successfully</li> </ul>	<ul style="list-style-type: none"> <li>- uses a mix of simple and complex structures, but with limited flexibility</li> <li>- may make frequent mistakes with complex structures, though these rarely cause comprehension problem</li> </ul>	<ul style="list-style-type: none"> <li>- uses a range of pronunciation features with mixed control</li> <li>- shows some effective use of features but this is not sustained</li> <li>- can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times</li> </ul>
5	<ul style="list-style-type: none"> <li>- usually maintains a flow of speech but uses repetition, self-correction and/or slow speech to keep going</li> <li>- may over-use certain connectives and discourse markers</li> <li>- produces simple speech fluently, but more complex communication causes fluency problems</li> </ul>	<ul style="list-style-type: none"> <li>- manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility</li> <li>- attempts to use paraphrase but with mixed success</li> </ul>	<ul style="list-style-type: none"> <li>- Produces basic sentence forms with reasonable accuracy</li> <li>- uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems</li> </ul>	<ul style="list-style-type: none"> <li>- shows all the positive features of band 4 and some, but not all, of the positive features of band 6</li> </ul>
4	<ul style="list-style-type: none"> <li>- cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction</li> <li>- links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence.....</li> </ul>	<ul style="list-style-type: none"> <li>- is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice</li> <li>- rarely attempts paraphrase</li> </ul>	<ul style="list-style-type: none"> <li>- produces basic sentence forms and some correct simple sentences but subordinate structures are rare</li> <li>- errors are frequent and may lead to misunderstanding</li> </ul>	<ul style="list-style-type: none"> <li>- uses a limited range of pronunciation features</li> <li>- attempts to control features but lapses are frequent</li> <li>- mispronunciations are frequent and cause some difficulty for the listener</li> </ul>



3	<ul style="list-style-type: none"><li>- speaks with long pauses</li><li>- has limited ability to link simple sentences</li><li>- gives only simple responses and is frequently unable to convey basic message</li></ul>	<ul style="list-style-type: none"><li>- uses simple vocabulary to convey personal information</li><li>- has insufficient vocabulary for less familiar topics</li></ul>	<ul style="list-style-type: none"><li>- attempts basic sentence forms but with limited success, or relies on apparently memorised utterances</li><li>- makes numerous errors except in memorised expression</li></ul>	<ul style="list-style-type: none"><li>- shows some of the features of band 2 and some, but not all, of the positive features of band 4</li></ul>
2	<ul style="list-style-type: none"><li>- pause lengthily before most words</li><li>- little communication possible</li></ul>	<ul style="list-style-type: none"><li>- only produces isolated words or memorised utterances</li></ul>	<ul style="list-style-type: none"><li>- cannot produce basic sentence forms</li></ul>	<ul style="list-style-type: none"><li>- speech is often unintelligible</li></ul>
1	<ul style="list-style-type: none"><li>- no communication possible</li><li>- no rateable language</li></ul>			
0	<ul style="list-style-type: none"><li>- does not attend</li></ul>			

Phương án chấm điểm thi Nói IELTS  
(bản công khai)

Thang điểm	Lưu loát và mạch lạc	Vốn từ vựng	Phạm vi và độ chính xác của Ngữ Pháp	Phát âm
9	<ul style="list-style-type: none"><li>- nói trôi chảy và hiếm khi lặp lại, hoặc tự điều chỉnh; những lần do dự đều liên quan đến nội dung nói hơn là vì suy nghĩ về từ vựng hay ngữ pháp</li><li>- nói mạch lạc và toàn bộ từ vựng gắn kết phù hợp</li><li>- phát triển các chủ đề một cách đầy đủ và thích hợp</li></ul>	<ul style="list-style-type: none"><li>- sử dụng linh hoạt, chính xác từ ngữ trong tất cả các chủ đề</li><li>- sử dụng thành ngữ tự nhiên và chính xác</li></ul>	<ul style="list-style-type: none"><li>- sử dụng đa dạng các loại cấu trúc khác nhau một cách tự nhiên và thích hợp</li><li>- sử dụng chính xác và đều đặn các cấu trúc, trừ những "lỗi nhỏ" mà người bản xứ vẫn thường gặp</li></ul>	<ul style="list-style-type: none"><li>- sử dụng chính xác, tinh tế tất cả các đặc tính phát âm khác nhau</li><li>- sử dụng linh hoạt các đặc tính phát âm</li><li>- có thể hiểu mà không cần cố gắng</li></ul>
8	<ul style="list-style-type: none"><li>- nói trôi chảy, chỉ đôi khi lặp lại hoặc tự điều chỉnh; những lần do dự đều liên quan đến nội dung nói và hiếm khi là vì tìm ngôn từ</li><li>- phát triển các chủ đề mạch lạc và thích hợp</li></ul>	<ul style="list-style-type: none"><li>- sử dụng vốn từ vựng đa dạng và linh hoạt để truyền đạt một cách chính xác</li><li>- sử dụng thành thạo những thành ngữ ít gặp nhưng đôi khi thiếu chính xác</li><li>- diễn giải (paraphrase) hiệu quả như được yêu cầu</li></ul>	<ul style="list-style-type: none"><li>- sử dụng linh hoạt nhiều cấu trúc khác nhau- đa số các câu nói không mắc lỗi và chỉ mắc vài lỗi không phù hợp hoặc căn bản</li></ul>	<ul style="list-style-type: none"><li>- sử dụng đặc tính phát âm đa dạng</li><li>- giữ được sự linh hoạt với một số ít sai sót</li><li>- người nghe hiểu được trong suốt quá trình nói, ngữ điệu gây ảnh hưởng tối thiểu</li></ul>
7	<ul style="list-style-type: none"><li>- có thể nói trong một thời gian dài mà không cần cố gắng quá nhiều hay để mất đi tính mạch lạc</li><li>- có thể có vài lần do dự để tìm từ ngữ, hoặc lặp lại và/hoặc tự điều chỉnh</li><li>- sử dụng đa dạng một số từ nối với đôi chút linh hoạt</li></ul>	<ul style="list-style-type: none"><li>- sử dụng linh hoạt từ vựng để thảo luận về một số chủ đề khác nhau</li><li>- sử dụng một số thành ngữ ít gặp và có ý thức về cách nói, ghép từ, với một số lựa chọn không thích hợp</li><li>- diễn giải (paraphrase) một cách chính xác</li></ul>	<ul style="list-style-type: none"><li>- sử dụng một vài cấu trúc phức tạp với đôi chút linh hoạt</li><li>- các câu hầu như chính xác nhưng lỗi ngữ pháp vẫn xuất hiện</li></ul>	<ul style="list-style-type: none"><li>- thí sinh thể hiện tất cả các tiêu chí tốt của khung 6, và một số tiêu chí tốt (nhưng không phải tất cả) của khung 8</li></ul>

6	<ul style="list-style-type: none"> <li>- thí sinh sẵn sàng nói trong một thời gian dài, nhưng có thể mất đi tính mạch lạc vì lặp ý, tự điều chỉnh hay do dự</li> <li>- sử dụng một loạt từ nối nhưng không phải luôn phù hợp</li> </ul>	<ul style="list-style-type: none"> <li>- vốn từ vựng đủ để thảo luận các chủ đề trong một thời gian nhất định và ý nghĩa vẫn rõ dù mắc một số sai sót</li> <li>- đa số diễn giải (paraphrase) đều chính xác</li> </ul>	<ul style="list-style-type: none"> <li>- sử dụng cả cấu trúc đơn giản lẫn phức tạp, nhưng tính linh hoạt bị hạn chế</li> <li>- có thể thường mắc lỗi khi sử dụng những cấu trúc phức tạp, nhưng hiếm khi làm người nghe thấy khó hiểu</li> </ul>	<ul style="list-style-type: none"> <li>- sử dụng một số đặc tính phát âm với kiểm soát hạn chế</li> <li>- cho thấy việc sử dụng hiệu quả nhưng không duy trì đều đặn</li> <li>- đa số những gì thí sinh nói đều có thể hiểu được, dù việc phát âm thiếu chính xác một số từ hoặc âm đôi khi làm giảm sự rõ ràng</li> </ul>
5	<ul style="list-style-type: none"> <li>- có thể giữ được một mạch nói tốt nhưng thường bị lặp lại, tự điều chỉnh và/hoặc giảm tốc độ nói để tiếp tục</li> <li>- lặp lại quá nhiều một số từ nối, liên từ nhất định</li> <li>- có thể nói mạch lạc những câu đơn giản nhưng gặp khó khăn khi nói những câu phức tạp hơn</li> </ul>	<ul style="list-style-type: none"> <li>- có thể nói về những chủ đề quen thuộc hoặc lạ nhưng từ vựng không linh hoạt</li> <li>- cố gắng diễn giải (paraphrase) nhưng không phải lúc nào cũng hiệu quả</li> </ul>	<ul style="list-style-type: none"> <li>- sử dụng dạng câu đơn giản với tính chính xác vừa phải</li> <li>- những cấu trúc phức tạp được sử dụng rất có giới hạn, nhưng thường thiếu chính xác và có thể khiến người nghe khó hiểu</li> </ul>	<ul style="list-style-type: none"> <li>- thí sinh thể hiện tất cả tiêu chí tốt của khung 4, và một số tiêu chí tốt (nhưng không phải tất cả) của khung 6</li> </ul>
4	<ul style="list-style-type: none"> <li>- trả lời nhưng ngắt nghỉ nhiều, có thể nói rất chậm và thường xuyên lặp ý hoặc tự sửa</li> <li>- nói những câu căn bản nhưng luôn lặp những từ nối đơn giản, và đôi khi mất tính mạch lạc</li> </ul>	<ul style="list-style-type: none"> <li>- có thể nói về những chủ đề quen thuộc nhưng chỉ có thể diễn đạt những ý căn bản đối với những chủ đề lạ</li> <li>- hiếm khi sử dụng diễn giải (paraphrase)</li> </ul>	<ul style="list-style-type: none"> <li>- sử dụng những dạng câu đơn giản, một số câu đơn chính xác, nhưng hiếm khi sử dụng về phụ</li> <li>- thường xuyên mắc lỗi và có thể dẫn đến sự hiểu nhầm</li> </ul>	<ul style="list-style-type: none"> <li>- sử dụng đặc tính phát âm hạn chế</li> <li>- cố gắng kiểm soát nhưng vẫn thường xuyên mắc lỗi</li> <li>- thường xuyên phát âm sai và tạo một số khó khăn cho người nghe</li> </ul>

3	<ul style="list-style-type: none"><li>- dùng nhiều và dài khi nói</li><li>- khả năng nối các câu đơn giản rất hạn chế</li><li>- chỉ trả lời một cách đơn giản và thường xuyên không thể diễn đạt những ý căn bản</li></ul>	<ul style="list-style-type: none"><li>- sử dụng từ vựng đơn giản để diễn đạt thông tin cá nhân</li><li>- thiếu từ vựng dành cho những chủ đề ít quen thuộc hơn</li></ul>	<ul style="list-style-type: none"><li>- cố gắng sử dụng những loại câu đơn giản nhưng vẫn mắc lỗi, hoặc dựa vào những câu đã được học thuộc trước</li><li>- ngoài những vế câu đã học thuộc sẵn thì mắc khá nhiều lỗi</li></ul>	<ul style="list-style-type: none"><li>- thí sinh có một số điểm của khung 2, và một số điểm (nhưng không phải tất cả) của khung 4</li></ul>
2	<ul style="list-style-type: none"><li>- luôn dùng dài trước mỗi từ</li><li>- ít có sự trao đổi cụ thể</li></ul>	<ul style="list-style-type: none"><li>- chỉ nói vài từ riêng biệt hoặc những cụm từ đã học thuộc</li></ul>	<ul style="list-style-type: none"><li>- không thể nói thành câu</li></ul>	<ul style="list-style-type: none"><li>- thường xuyên gây khó hiểu khi nói</li></ul>
1	<ul style="list-style-type: none"><li>- không có bất kì sự trao đổi nào</li><li>- không có cơ sở ngôn ngữ có thể đánh giá</li></ul>			
0	<ul style="list-style-type: none"><li>- thí sinh không dự thi</li></ul>			



## 2. Thuật ngữ IELTS thường gặp

Đây là danh sách những thuật ngữ IELTS thường gặp và nghĩa của chúng, được lấy từ cuốn **British Council IELTS Study Guide**. Tất cả nội dung được cung cấp bởi Trung tâm Giảng dạy Hội đồng Anh Việt Nam.

Thuật ngữ	Nghĩa
<b>Accuracy</b>	<p>This refers to how correct your language is in terms of vocabulary use, grammar rules and pronunciation. In the speaking and writing tests, a candidate with high accuracy will have a low number of these mistakes</p> <p>Độ chính xác về mặt ngôn ngữ thông qua cách sử dụng từ vựng, văn phạm và phát âm của thí sinh. Trong phần thi Viết và Nói, một thí sinh bảo đảm độ chính xác cao sẽ mắc ít những lỗi này.</p>
<b>Chunking</b>	<p>When we speak we pause at certain points after short chunks of language. Your pausing needs to be in natural places, not in the middle of a sentence.</p> <p>Khi nói, chúng ta sẽ có những khoảng ngừng sau mỗi đoạn. Khoảng ngừng này cần tự nhiên, chứ không phải ở giữa một câu.</p>
<b>Coherence</b>	<p>This concerns the way that spoken or written information is organised so that it is clear and it relates to what has already been stated by the speaker or writer.</p> <p>Đây là cách sắp xếp thông tin khi nói hoặc viết sao cho thật rõ ràng và có tính liên kết với những gì đã được nói hoặc viết trước đó.</p>
<b>Cohesion</b>	<p>The way that sentences are linked together in spoken or written language. Cohesive devices could be simple ones like 'and' or 'however', or more complex ones involving examples of reference or longer expressions.</p> <p>Đây là cách nối những câu trong một bài viết hoặc nói với nhau. Những cụm từ-từ nối có thể đơn giản như "và" hay "tuy nhiên", hoặc có thể phức tạp hơn, trong những ví dụ tương quan hoặc những cụm từ dài hơn.</p>
<b>Collocation</b>	<p>Words that commonly go together, or can't go together. For example we can say 'I was absolutely delighted' but we can't say 'I was absolutely interested.' There are usually no set rules for this, but when reading texts look for common idioms and common collocations.</p> <p>Những từ thường đi cùng nhau, hoặc không thể đi cùng nhau. Ví dụ ta có thể nói: "I was absolutely delighted" nhưng không thể nói "I was absolutely interested". Không có quy luật nhất định nhưng khi đọc tiếng Anh các bạn nên lưu ý những thành ngữ và cụm từ phổ biến.</p>

Connected speech	<p>Connected speech analyses sounds above word level and looks at what happens when words are connected together in speaking. Connected speech looks at sentence stress, intonation, rhythm and chunking, and sound changes.</p> <p>Phân tích các âm ở cấp độ câu và xem hiện tượng gì xảy ra khi các từ được nối lại với nhau khi nói. Nối âm chú trọng vào cách nhấn trong câu, âm điệu, âm tiết và thay đổi âm thanh.</p>
Connectives	<p>Also called ‘linking words or expressions’. These are items such as ‘therefore’, ‘on the other hand’, or ‘secondly’ that are necessary for cohesion.</p> <p>Còn được gọi là những từ hoặc cụm từ nối. Đây là những từ như “therefore”, “on the other hand”, hoặc “secondly”. Chúng đóng vai trò cần thiết bảo đảm tính gắn kết. (xem “cohesion”)</p>
Consonant clusters	<p>A combination of two or more consonants. Certain English consonant clusters can be difficult for speakers of different languages to pronounce. For Vietnamese speakers clusters like the <i>th</i> and <i>r</i> in <i>three</i>, and the <i>sts</i> in <i>artists</i>, can be difficult.</p> <p>Sự kết hợp của hai phụ âm hoặc hơn. Có một số phụ âm kép trong tiếng Anh gây khó cho người nước ngoài. Với người Việt Nam, những phụ âm kép như th và r trong từ “three”, hoặc sts trong từ “artists” là rất khó.</p>
Fluency	<p>Whether a candidate can keep talking with ease and without many hesitations.</p> <p>Liệu một thí sinh có thể nói liên tục một cách thoải mái và không do dự nhiều không.</p>
Intonation	<p>The way that the voice rises and falls when speaking.</p> <p>Cách giọng nói lên bổng và xuống trầm.</p>
Lexis	<p>Another word for ‘vocabulary’.</p> <p>Một cách khác để chỉ “từ vựng”.</p>
Overview	<p>In the IELTS Academic Writing Part One, there needs to be one or two sentences that summarise the overall key trend or trends in the information.</p> <p>Trong phần I của đề thi Academic Writing IELTS, thí sinh cần viết một hoặc hai câu tóm tắt nội dung chính của phần thông tin trong câu hỏi.</p>
Paraphrasing	<p>To say the same thing in a different way.</p> <p>Biểu đạt một điều gì đó theo một cách khác.</p>
Phoneme	<p>A single unit of sound in pronunciation.</p> <p>Đơn âm trong phát âm.</p>
Reference	<p>Using pronouns or expressions that refer back or forwards to other parts of the text.</p> <p>Dùng những đại từ hay cách diễn đạt để ám chỉ đến một phần khác trong bài.</p>

Scanning	<p>This is when we read quickly in trying to find specific information such as names of people, products, places, dates, quantities, numbers, etc.</p> <p>Đọc nhanh để tìm những thông tin chi tiết như tên người, sản phẩm, địa điểm, ngày tháng, số lượng, vv.</p>
Sentence stress	<p>The syllables in a sentence that are emphasised or stressed in pronunciation. To make your English sound natural, don't stress every syllable in a sentence equally. You need to listen for sentence stress and try to copy it.</p> <p>Những âm tiết trong câu được nhấn vào khi phát âm. Để có thể nói tiếng Anh tự nhiên hơn, không nên nhấn từng âm tiết đều nhau. Nên nghe và chú ý vào cách nhấn câu và cố gắng học theo.</p>
Skimming	<p>This is when we read quickly for general meaning and understanding of the text.</p> <p>Đọc nhanh để nắm ý chung và hiểu nội dung.</p>
Strong form	<p>Some words sound different when they're stressed or unstressed in a sentence. For example the strong form of 'to' is /tu:/, but the weak form is /tə/.</p> <p>Một số từ nghe rất khác khi được nhấn hoặc không nhấn. Ví dụ: dạng nhấn của từ 'to' là /tu:/, nhưng khi không nhấn là /tə/.</p>
Subordinate clause	<p>In a more complex sentence the subordinate clause is usually a part between two commas. E.g. 'One reason why cinema is popular, although I'm not saying it's always the main reason, is that some films just look better on the big screen.'</p> <p>Trong một câu phức thì vế phụ là vế nằm giữa hai dấu phẩy. Ví dụ: 'One reason why cinema is popular, although I'm not saying it's always the main reason, is that some films just look better on the big screen.'</p>
Substitution	<p>Related to reference. Using a different expression for something mentioned earlier.</p> <p>Liên quan đến "reference". Nghĩa là dùng một cách biểu đạt khác cho điều đã được nói trước đó.</p>
Topic sentence	<p>A sentence that says what the rest of the paragraph is about. It's usually the first sentence in a paragraph.</p> <p>Câu nêu ý chính của cả đoạn. Nó thường là câu đầu tiên trong đoạn đó.</p>
Weak form	<p>Some words sound different when they're stressed or unstressed in a sentence. See example for 'Strong form'.</p> <p>Một vài từ nghe khác đi khi được nhấn hoặc không nhấn trong một câu. Xem 'Strong form'.</p>

<b>Word boundaries</b>	<p>To understand spoken English you need to be able to hear where one word ends and where it joins the next word. For example in a question like 'do you know any of the British Council's staff?' the words 'do' and 'you' run together as /dje/ and 'council's' and 'staff' are also strongly connected.</p> <p>Khi nghe tiếng Anh, để có thể hiểu, các bạn cần phải nghe xem một từ kết thúc ở đâu, và nó được kết nối với từ tiếp theo ra sao. Ví dụ trong câu hỏi "do you know any of the British Council's staff?" những từ "do" và "you" sẽ được nối thành /dje/ và từ "council's" và "staff" cũng sẽ được nối chặt với nhau.</p>
<b>Word stress</b>	<p>The syllable in a word that is emphasised.</p> <p>Những âm tiết được nhấn trong một từ.</p>





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*Chịu trách nhiệm xuất bản:*  
Giám đốc - Tổng biên tập  
**KHÚC THỊ HOA PHƯỢNG**

*Biên tập:* Lê Thị Thu Ngọc  
*Bìa:* Ngô Xuân Khôi  
*Trình bày:* Lam Hạnh  
*Sửa bản in:* Đỗ Quyên

**NHÀ XUẤT BẢN PHỤ NỮ**

39 Hàng Chuối - Hà Nội.  
ĐT: (04) 39717979 - 39717980 - 39710717 - 39716727 - 39712832.  
FAX: (04) 39712830  
E-mail: [nxbphunu@vnn.vn](mailto:nxbphunu@vnn.vn)  
Website: [www.nxbphunu.com.vn](http://www.nxbphunu.com.vn)

Chi nhánh:  
16 Alexandre de Rhodes - Q. I - TP Hồ Chí Minh. ĐT: (08) 38234806

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