IELTS | Intermediate

EWS-IELTS-L2-01 | Guided learning and practice

Choose the test and understand the four skills

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IELTS Academic assesses Listening, Reading, Writing and Speaking. Listening and Speaking use the same format in the Academic and General Training tests; Reading and Writing differ. Select your test from the requirements of the organisation receiving your result. Do not choose a version merely because a friend says it is easier. This EWS course explains skills and question families; it does not predict live questions or replace official practice tests.

Make a starting record for each skill. For Listening and Reading, record the task, the evidence you missed and the cause: language, attention, spelling or timing. For Writing and Speaking, keep the actual response so that feedback refers to your words. Set a process goal, such as checking every plural ending, alongside any score target. A useful study cycle is attempt, inspect evidence, learn a precise point and try a different task. Improvement needs repeated performance, not memorised model answers.

Worked examples

Useful error note: I heard the corrected price but kept my first answer.

Useful writing goal: Every main paragraph will explain one relevant reason.

Try it yourself: language control

1. Choose: The number of visitors (has / have) increased.

2. Choose the linker that contrasts the trends without claiming a cause: Fewer people travelled by car, (although / because) bus use rose.

3. Choose the comparison: 60 is (twice / double than) 30.

4. Rewrite without changing meaning: The service is free.

5. Choose: The report describes changes (between / among) two years.

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Part 1: follow a booking conversation

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In a two-person everyday conversation, one speaker usually asks for information and the other supplies or checks it. Follow the exchange as a sequence of decisions. A room, ticket or appointment may be discussed in several versions before the speakers agree. Read the question labels first so that you know whether to capture the requested day, the confirmed time or the amount to pay. Do not treat every mentioned detail as an answer.

The EWS recording below is a short lesson demonstration of the social-conversation context, not a full ten-question Part 1. Listen with the transcript closed. First identify the purpose, then track the final arrangement. If two rooms are compared, connect each time with the correct room. Review only after an attempt: locate the spoken evidence and explain why the rejected detail was tempting. This kind of review builds attention to meaning, while repeated copying of the script mainly practises reading.

Worked examples

The smaller room is free at two, but the group books the larger room at three thirty.

Payment on arrival describes when to pay; it does not mean the room is free.

Library opening trial

Hill Library tested a later closing time on Tuesdays and Thursdays for eight weeks. During the trial it stayed open until eight instead of six. Staff recorded the number of visitors each evening and asked users why they came. Many visitors wanted a quiet study space after work, while some used the computers. The trial required two staff members to remain on duty. A local group contributed towards the extra staffing cost, but the library paid for electricity. The manager said that visitor numbers alone would not decide the future timetable: the running cost and the needs of daytime users would also be considered.

Find evidence in the text

1. For how many weeks did the trial run?

2. At what time did the library close during the trial?

3. Give one reason visitors came in the evening.

4. Who paid for electricity?

5. True, False or Not Given: Visitor numbers were the only decision factor.

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Part 3: track opinions and group decisions

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Educational discussions often involve students evaluating a project, a task or feedback. The important information may be an opinion, a reason or an agreed next step. Track who says what, because a tutor's comment and a student's interpretation are not necessarily identical. Pronouns such as it and that can refer to earlier ideas; follow the reference before deciding which option fits.

In the EWS project discussion, the students accept one weakness, consider a change and divide responsibilities. Listen for the reason behind a decision as well as the decision itself. A small sample affects how confidently a result can be generalised, while a clear topic is a different issue. When speakers partially agree, identify the point of agreement and the reservation. After attempting the short demonstration, annotate the transcript with names beside claims, decisions and tasks. This makes speaker relationships visible without relying on remembered keywords.

Worked examples

"Keep the survey and add interviews" does not mean replace the survey.

"I will revise the methods" identifies a responsibility, not a completed action.

Apply the skill

1. Academic route: Library visitors were 120 in 2022 and 180 in 2025. Write an overview and one comparison.

2. General Training route: Plan a letter asking a college about an evening course. Include your reason, timetable question and fee question.

3. Speak for one minute: Describe a helpful piece of advice and explain its effect.

Use separate paper or a device recording for longer responses. Keep your attempt for feedback. This is EWS skill practice, not an official score.

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