

Cambridge English

IELTS TRAINER

**SIX PRACTICE TESTS
WITH ANSWERS**

with MP3 CD



Louise Hashemi and Barbara Thomas

Official Cambridge preparation material for IELTS

••• Louise Hashemi and Barbara Thomas

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WITH ANSWERS**



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What is IELTS?

The International English Language Testing System (IELTS) is widely recognised as a test of language ability of candidates who need to study or work where English is the language of communication.

There are two types of IELTS test: the Academic Module (taken for entry to undergraduate or postgraduate studies or for professional reasons) and the General Training Module (taken for entry to vocational or training programmes not at degree level, for admission to secondary schools and for immigration purposes). Both modules are made up of four parts – Listening, Reading, Writing and Speaking. The Listening and Speaking tests are the same for both Academic and General Training but the Reading and Writing tests are different.

Who is *IELTS Trainer* for?

This book is suitable for anyone who is preparing to take the International English Language Testing System (IELTS) Academic Module. *IELTS Trainer* can be used in class with a teacher, or – in the case of the with-answers edition of the book – by students working on their own at home. It is aimed at candidates who would like to achieve a Band Score of 6 or higher. (See section on Scoring below.)

What is *IELTS Trainer*?

This book contains six practice tests for IELTS, each covering the Listening, Reading, Writing and Speaking papers. The practice tests in Guided Tests 1 and 2 are also accompanied by training and advice. All six tests are at the level of the exam.

In Test 1 each part of each paper consists of a training section and an exam practice section:

- The training sections have information and exercises to help you prepare for each part of the paper. In the Listening, Writing and Speaking papers, Test 1

presents and practises grammar, vocabulary and functional language relevant to those papers. This is supported by work on correcting common errors made by IELTS candidates in the exam, as shown by the Cambridge Learner Corpus (see below). In Writing, there are extracts from the scripts of IELTS candidates as well as model answers.

- The exam practice sections consist of the test itself accompanied by step-by-step guidance for each task with tips on strategy and advice linked to the questions. There is a wide range of tasks in the IELTS Listening and Reading papers and the same task may not always appear in the same part of the exam every time. The practice tests reflect this variety and training is given in Tests 1 and 2 in all the major task types which you will come across.


Test 2 contains training for the exam focusing on the task types not covered in Test 1, in addition to a review of information in Test 1. The training sections are shorter in Test 2 than in Test 1. Test 2 also contains an exam practice section with tips and advice on how to deal with the practice test itself.

Tests 3–6 are complete practice tests without advice or training. They contain variations of the task types in Tests 1 and 2 and cover a wide range of topics and text types. They give you the opportunity to practise the strategies and skills you have acquired while working through Tests 1 and 2.

There is an Explanatory answer key (see below) for each test.

How to use *IELTS Trainer*

Test 1 Training

- For each part of the paper (e.g. Listening Section 1, page 10), first read the overview **What is ...?**, describing the type(s) of task which that part may contain. For some parts there is also a section called **What does it test?** which describes, for example, the kind of skills that part of the exam tests (e.g. identifying key facts, understanding speakers' opinions).
- Read through the **Task information** which describes in detail the particular task type that follows.
- Look at the information marked **Tip!** which gives general advice on exam strategy and language.
- Work through **Useful language** exercises in the Listening, Writing and Speaking sections before tackling the exam tasks on the practice pages. These training exercises help to develop the necessary skills and offer practice directly relevant to the exam tasks in Test 1. Answers to the exercises are in the **Explanatory answer key** (see below). Many exercises involve focusing on and correcting common language mistakes made by actual IELTS candidates, as shown by the **Cambridge Learner Corpus** (see below).
- Check the boxes marked **Advice**. These give practical help with individual questions.
- In **Listening**, use one of the numbered **CDs**, e.g. . A CD player (or a computer that plays CDs) is required.
- In Test 1 **Writing**, many exercises are based on language used in IELTS essays in the **Cambridge Learner Corpus** and sample answers written by actual IELTS candidates, as well as model answers which show what is expected of the best candidates. The **Explanatory answer key** contains answers to the exercises. These training exercises build up to an exam task at the end which is similar to, but not the same as, those in the training exercises.
- In **Speaking**, there are exercises which build into a bank of personalised, useful language for the first part of the test and other exercises which practise the language necessary for the prepared talk and discussion which follow in Parts 2 and 3. These can be used with a partner, or working alone, for timed practice.

Test 1 Exam practice

- Read the **Action plan** for each task in the Listening, Reading and Writing papers immediately before working through the exam practice task. There are many different task types and the Action plans show how to approach each type in the best way to achieve good marks and avoid wasting time.
- Work through the task, carefully following the steps of the Action plan and making use of the help in the **Tip!** information and **Advice** boxes.
- Answers to all items are in the **Explanatory answer key**, which explains why the correct answers are right and others are wrong. For Listening, the parts of the **Transcripts** which give the correct answers are underlined.

Test 2 Training

- Answer the questions in the **Review** section to remind yourself about each part of the test. If you need to, use the cross-reference to Test 1 to check your answers.
- Work through the exercises in the Writing and Speaking sections. The Speaking section extends the strategies and skills introduced in Test 1 and adds to the topics which you might be asked about. The Writing section revises the strategies covered in Test 1 and offers further targeted language training exercises. Many of the exercises are based on IELTS candidates' answers from the Cambridge Learner Corpus.

Test 2 Exam practice

- Answer the questions in each **Action plan reminder**. These ask you about strategies which were introduced in Test 1. Use the cross-reference to refer back to Test 1 if you need to.
- Read through the **Action plans** for the new task types which weren't in Test 1. Use the **Tip!** information and **Advice** boxes to help you do the tasks and the **Explanatory answer key** to check your answers.

Tests 3–6 Exam practice

- Try to do the exam tasks under exam conditions where possible, applying the skills and language learnt in Guided Tests 1 and 2.


- For the Speaking paper, it is better to work with a partner so that you can ask each other the questions. If that is not possible, follow the instructions and do all three parts alone. Use a watch and keep to the correct time. Recording the test and listening to it can help you identify language areas which need more practice.

You can do Tests 3–6 in any order, but you should always try to keep to the time recommended for each paper.




The Cambridge Learner Corpus (CLC)

The Cambridge Learner Corpus (CLC) is a large collection of exam scripts written by students taking Cambridge ESOL English exams around the world. It currently contains over 85,000 scripts and is growing all the time. It forms part of the Cambridge International Corpus (CIC) and it has been built up by Cambridge University Press and Cambridge ESOL. The CLC currently contains scripts from over:

- 85,000 students
- 100 different first languages
- 180 different countries

Exercises and extracts from candidates' answers from Writing in *IELTS Trainer* which are based on the CLC are indicated by this icon: 

Other components of *IELTS Trainer*

- The **Explanatory answer key** on pages 173–231 of the with-answers edition gives the correct answers, and explains them where necessary (especially in Tests 1 and 2). In some cases, such as multiple-choice questions, it also explains why the other possible answers are wrong.
- The full **Transcripts** for the Listening paper are given in the with-answers edition, with the parts of the transcript that give the correct answers underlined.
- **Answer sheets** for the Reading and Listening papers are at the back of the book. Before you take the exam, you should study these so that you know how to mark or write your answers correctly. In Writing, the question paper has plenty of lined space for you to write your answers.
- **3 audio CDs** contain recordings for the Listening papers of the six IELTS tests. The listening material is indicated by a different icon in *IELTS Trainer* for each of the CDs:   

International English Language Testing System (IELTS)

Level of IELTS

You do not pass or fail IELTS. You get a Band Score between 1 and 9. Candidates scoring 9 have fluent, accurate English, with wide-ranging vocabulary, making very few errors and will be capable of performing in English in professional and academic contexts. Candidates scoring 7 can understand and communicate effectively in English, using some complex language, and although there may be errors, these do not impede communication. A score of 5 or lower means that the candidate has a limited range of language and that errors in grammar, pronunciation, etc. lead to misunderstandings.

Different organisations and institutions publish the Band Score they require for entry.

Scoring

The **Listening Test** contains 40 items and each correct item is given one mark.

The **Reading Test** contains 40 items and each correct item is given one mark. The Academic and General Training Reading Tests are graded to the same level. However, because the texts in the Academic Reading Test are more challenging overall than those in the General Training Test, more questions need to be answered correctly on a General Training Test to receive the same grade.

The **Writing Test** (both Academic and General Training) is marked on the following areas: Task Achievement (for Task 1), Task Response (for Task 2), Coherence and Cohesion, Lexical Resource, Grammatical Range and Accuracy. Examiners give a Band Score for each of these criteria, which are equally weighted.

For the **Speaking Test**, a Band Score is given for each of the following which are equally weighted: Fluency and Coherence, Lexical Resource, Grammatical Range and Pronunciation.

Candidates receive scores on a Band Scale from 1 to 9 for each skill tested (Listening, Reading, Writing and Speaking). They are of equal importance. These four scores are then averaged and rounded to produce an Overall Band Score. Each candidate receives a Test Report Form setting out their Overall Band Score and

their scores for each test. The scores are reported in whole bands or half bands according to the nine-band score given below.

If you do the practice tests in *IELTS Trainer* under exam conditions, you need to score approximately 20 marks on both the Reading and Listening Test for a Band Score of around 5.5. To achieve a Band Score of 7, you need approximately 30 marks on Reading and Listening.

IELTS Band Scores

9 Expert user – Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

8 Very good user – 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.

7 Good user – Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.

6 Competent user – Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

5 Modest user – 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.

4 Limited user – Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.

3 Extremely limited user – Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.

2 Intermittent user – 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.

1 Non-user – Essentially has no ability to use the language beyond possibly a few isolated words.

0 Did not attempt the test – No assessable information provided.

For more information on grading and results, go to the Cambridge ESOL website (see below).

Content of IELTS

IELTS has four papers, each consisting of 2, 3 or 4 parts. For details on each part, see the tables below.

Paper 1 Listening about 30 minutes, with 10 minutes to transfer answers to the answer sheet at the end

- This paper is common to both the Academic and General Training Modules.
- The topics in Parts 1 and 2 are based around social situations but the topics in Parts 3 and 4 are all in an educational or training context.
- The **level of difficulty** increases from Section 1 to Section 4.
- Each section is heard **once only**.
- The **instructions** for each task are on the question paper.
- There is a short **pause** before each section which can be used to look at the task and questions. Where there is more than one task in a section, there is also a short pause before the part of the recording which relates to the next task.
- A brief introductory explanation of the **context** is heard before each section, but is **not** printed on the question paper.
- **At the end** of the Listening test there are ten minutes to copy answers onto the answer sheet.
- Correct **spelling** is essential on the answer sheet.

	No. of questions	Text type	Task types <i>Each section has one or more of these tasks.</i>	Task information
1	10	a conversation or interview between two speakers, giving and exchanging information about an everyday topic	completing notes completing a form completing a table	pages 10, 67 page 61 pages 21, 62
2	10	a monologue (sometimes introduced by another speaker) giving information on an everyday topic, e.g. a radio programme or talk from a guide	completing sentences completing a flow-chart	page 68 page 17
3	10	a conversation between two, three or four speakers in an educational or training context	labelling a map labelling a diagram	page 64 page 17
4	10	a monologue in an academic setting, e.g. a lecture or presentation	matching multiple choice	pages 14, 66 pages 14, 63, 65

Paper 2 Academic Reading 1 hour

- This paper is only taken in the Academic Module. There is a different paper for candidates taking the General Training Module (see Cambridge ESOL website). Both papers follow the same format but the kinds of texts on the two modules differ in terms of topic, genre, complexity of language and style.
- There are approximately 2,750 words in total in the three passages.

Passage	No. of questions	Text types	Task types <i>Each section has one or more of these tasks.</i>	Task information
1	13 (two or three tasks)	Texts may be from books, journals, magazines, newspapers or websites. They are suitable for reading by undergraduate or postgraduate students but are of general interest, not only for subject specialists.	multiple choice matching	pages 34, 76, 80 pages 28, 34, 73, 82
2	13 (three tasks)		choosing True/False/Not given	pages 23, 71
3	14 (three tasks)		choosing Yes/No/Not given locating information completing notes, a table, or a flow-chart completing a summary or sentences labelling a diagram	pages 34, 81 page 28 pages 23, 72 pages 28, 77 page 23

Paper 3 Academic Writing 1 hour

This paper is only taken in the Academic Module. There is a different paper for candidates taking the General Training Module (see Cambridge ESOL website).

Task	Suggested time and marks	Task text type and no. of words	Task information
1	20 minutes one-third of the marks for the paper	a summary of information given in a graph, chart, table or diagram 150 words minimum	pages 40, 87
2	40 minutes two-thirds of the marks for the paper	a discussion essay in response to a statement of opinion or ideas 250 words minimum	pages 48, 90

Paper 4 Speaking 11–14 minutes

This paper is common to both the Academic and General Training Modules.

It is a face-to-face interview with an examiner and it is recorded.

Part	Time	Task type	Task information
1	4–5 minutes	giving personal information and discussing everyday subjects	pages 55, 91
2	1 minute preparation 2 minutes talk	giving a prepared talk on a subject given by the examiner and answering one or two follow-up questions	pages 57, 92
3	4–5 minutes	a discussion with the examiner arising from the topic of Part 2, offering the opportunity to discuss more abstract issues and ideas	pages 59, 94

Further information

The information about IELTS contained in *IELTS Trainer* is designed to be an overview of the exam. For a full description of IELTS, including information about task types, testing focus and preparation for the exam, please see the *IELTS Handbook*, which can be obtained from Cambridge ESOL at the address below or from the website at: www.CambridgeESOL.org.

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What is Listening Section 1?


- a conversation between two people, either face to face or on the phone
- the subject is a topic of general interest (e.g. booking a holiday or course of study)
- one or two tasks (e.g. note completion)
- an example and 10 questions

What does it test?


- understanding specific information (e.g. dates, everyday objects, places, etc.)
- spelling

Useful language: spelling

If you are asked to write the name of a street, person, company, etc., it will be spelt for you. You need to be very familiar with the names of the letters of the alphabet as you only hear them once.

 **02** 1 Listen and repeat the names of these letters.


A E I S

 **03** 2 Now listen to these letters and put them in the correct column according to how we pronounce their names.

C F G H J K L N O R T U V W X Y

Four of the letters don't fit in any of the columns. Which are they?

A	E	I	S
	C		

 **04** 3 Listen to some words being spelt out and write down what you hear. Read the word you have written. Can you say it? If not, maybe you missed a vowel!

- 1 Address: 23 Road
- 2 Name of company: Limited
- 3 Name: Anna
- 4 Meeting place: School
- 5 Name of village:
- 6 Website address: www.com

Task information: Note completion


This task requires you to fill the gaps in the notes someone makes during a conversation. The notes are in the same order as the information you hear. There are other similar completion tasks that you will see: tables (e.g. Test 1 Section 4), sentences (e.g. Test 3 Section 4) and forms (e.g. Test 2 Section 1).

You have to:

- listen to a conversation – you hear it once only.
- write one/two/three words or a number or date in each gap in the notes.
- write the exact words you hear.
- spell everything correctly.
- transfer your answers to the answer sheet after all four listening sections.

Tip! When a letter is repeated, we say 'double', e.g. EE is 'double E'.

Useful language: numbers

 **05** Listen to these sentences and write the number you hear in the gaps.

- 1 King Street
- 2 Family ticket costs \$
- 3 Mobile phone number:
- 4 Theatre opened in
- 5 Secretary is in Room
- 6 Cost of flight: £

Tip! The numbers you write in the exam will be a year, a price, a phone number or part of an address, etc.

Advice

3 When we say a phone number, we can pronounce 0 as 'oh', or say 'zero'.

6 When we talk about money we say, for example 'four pound(s)/dollar(s)/euro(s) fifty' (£4.50 / \$4.50 / €4.50).

Useful language: dates

 **06** Listen to these sentences and write the dates you hear in the gaps.


- 1 The course begins on
- 2 Date of birth:
- 3 Date of appointment:
- 4 The wedding will take place on
- 5 Date of arrival in New York:
- 6 Date of interview:

Advice

2 We say dates like 1985 or 2014 as 'nineteen eighty-five' and 'twenty fourteen'. For years between 2000 and 2010, we can say, for example, 'two thousand and one'.

Tip! You can write a date in different ways to get a mark (e.g. 3rd March, March 3 or 3 March). This fits the 'one word and/or a number' in the instruction.

Useful language: measurements

 **07** Listen to these sentences and write the measurement you hear in the gaps.

- 1 Mount Everest is high.
- 2 Distance from Wellington to Auckland:
- 3 John's height:
- 4 Add flour to sugar.
- 5 Weight:
- 6 Width of desk:

Tip! You can write the whole measurement or an abbreviation (e.g. 25 metres or 25m, 19 kilometres/kilometers or 19km).

Useful language: deciding what to write in the gaps

Tip! Predicting what type of word will go into each gap helps you to be ready to hear it during the recording.

Look at the sample exam task below and complete this table.

Which gaps need ...		What tells you this?
a date?	1	
a distance?		
only numbers?		
a price?		
a website address?		
nouns:		
• a meal or kind of food?		
• a place?		
• a facility?		
• clothes or a piece of equipment?		
• an event?		

Pony-trekking holiday

Example

Answer

Holiday lasts

.....8..... days.

Holiday starts on 1.....

Children must be over 2..... years.

Group rides 3..... each day on average.

Hats provided but not 4.....

Holiday costs 5 £..... per person

All food included except 6.....

Camp site has a 7.....

Find more information at www. 8..... .com

At least one day is spent riding in the 9.....

A 10..... will take place one evening.

Action plan for Note completion

- 1 Look at the instructions to find out how many words you can write.
- 2 Look at the heading and read through the notes. There is time to do this before you listen.
- 3 Look at the gaps and think about what kinds of word or number are needed (e.g. a date, a distance, an address, a noun).
- 4 Listen to the introduction, which tells you what the recording is about.
- 5 Listen carefully to the conversation and focus on each question in turn. As soon as you've written the answer to one question, listen for the answer to the next.

Tip! Write an answer in every gap even if you aren't sure about it. A guess might get a mark but an empty space can't!

08 Questions 1–10

Complete the notes below.

Write no more than **TWO WORDS AND/OR A NUMBER** for each answer.

Cycling holiday in Austria

Example	Answer
Most suitable holiday lasts10..... days.

- Holiday begins on **1**
- No more than **2** people in cycling group.
- Each day, group cycles **3** on average.
- Some of the hotels have a **4**
- Holiday costs **5** £ per person without flights.
- All food included except **6**
- Essential to bring a **7**
- Discount possible on equipment at www. **8**com
- Possible that the **9** may change.
- Guided tour of a **10** is arranged.

Tip! Remember you only hear the recording once.

Tip! If one of your answers is more than two words and a number, it is wrong!

Advice

The words you hear are usually different from the words in the notes, except for the word(s) you have to write.

- 1 Make sure you write the whole date.
- 2 What question does the woman ask which tells you the answer is coming? Which words in the man's answer mean 'no more than'?
- 3 Which word tells you the answer is coming? Which words do you hear that mean 'on average'?
- 6 If the word you hear is plural, don't forget to write the 's'.
- 7 Which words do you hear which tell you that you will soon hear the answer?
- 8 Write only the missing word(s). There's no need to write www. and .com on the answer sheet.
- 10 You must spell everything correctly but both American and British English spelling are acceptable here. Check your spelling when you transfer your answers.

What is Listening Section 2?

- a talk / speech / announcement / recorded message / radio excerpt given by one person, sometimes with an introduction by another person
- the subject is a topic of general interest (e.g. what's on, a place of interest)
- usually two tasks (e.g. multiple choice, matching, completing a flow-chart)
- ten questions - there is a brief pause in the recording before the start of the next task

What does it test?

- understanding specific factual information
- selecting relevant information from what you hear

Task information: *Multiple choice (three options)*

Multiple-choice questions usually focus on the details. They follow the order of the recording.

You have to:

- listen to the recording - you hear it ONCE only.
- choose from options A, B or C to answer a question or complete a statement so that it means the same as the recording.
- transfer your answers to the answer sheet after all four listening sections.

There is another kind of multiple-choice task - see Test 2 Listening Section 2.

Task information: *Matching information*

Matching information requires you to listen to detailed information and relate it to a number of places, people, etc.

You have to:

- listen to part of the recording - you hear it ONCE only.
- match one piece of information from the box to each question.
- transfer your answers to the answer sheet after all four listening sections.

There are other kinds of matching task (e.g. Test 2 Listening Section 3, Test 4 Listening Section 3).

Useful language: paraphrasing

In many IELTS tasks, you have to choose a correct answer from a number of options. The options express ideas using different words from the recording.

Match these phrases (1-10) to ones with similar meanings (a-j).

- | | |
|-------------------|-------------------------|
| 1 a wide variety | a a convenient location |
| 2 recently | b a special occasion |
| 3 easy to get to | c not long ago |
| 4 no more than | d looks out over |
| 5 a peaceful spot | e a huge range |
| 6 birthday | f has changed |
| 7 has a view of | g the maximum number |
| 8 is different | h kitchen equipment |
| 9 upmarket | i a quiet place |
| 10 saucepans | j luxury |

Action plan for *Multiple choice (three options)*

- 1 Read the questions. They give you an idea of what the recording will be about and what information you should listen for.
- 2 Listen to the introduction. It tells you what the recording is about.
- 3 Follow the recording by listening for the answer to each question.

Tip! Listen out for key words, so that you know which question to answer.

- 4 As soon as you've chosen the answer to a question, listen for the answer to the next one.
- 5 Check your answers and then transfer them to the answer sheet at the end of the Listening test.

09 Questions 11–14

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

- 11 The market is now situated
 - A under a car park.
 - B beside the cathedral.
 - C near the river.
- 12 On only one day a week the market sells
 - A antique furniture.
 - B local produce.
 - C hand-made items.
- 13 The area is well known for
 - A ice cream.
 - B a cake.
 - C a fish dish.
- 14 What change has taken place in the harbour area?
 - A Fish can now be bought from the fishermen.
 - B The restaurants have moved to a different part.
 - C There are fewer restaurants than there used to be.

Advice

11 The prepositions on the recording are different from the ones here. Check that the answer you choose means the same as what you hear.

12 Think about the kinds of word you might hear before you listen (e.g. what is 'local produce?').

13 Although the questions follow the order of the recording, each set of options (A, B, C) may not.

14 Read the question carefully. You need to listen for what has **changed**.

Action plan for *Matching information*

1 Read the options in the box. Think about words you might hear that have a similar meaning.

Tip! At the end of the first task there is a pause. Use this time to read the questions for the next task.

2 Listen to the instructions for the task (if this is the first task).

3 Look at the names of places, people or things that you need to match to the options.

4 Look at the options in the box while you listen to the recording. Choose one answer to each question.

Tip! If you can't choose between two answers for one question, write them both down for now. One might be the answer to a later question, then you will know you can't choose it twice.

5 Check your answers and then transfer them to the answer sheet at the end of the Listening test. Make sure you transfer the answers for both tasks!

09 Questions 15–20

Which advantage is mentioned for each of the following restaurants?

Choose **SIX** answers from the box and write the correct letter, **A–H**, next to questions 15–20.

Advantages	
A	the decoration
B	easy parking
C	entertainment
D	excellent service
E	good value
F	good views
G	quiet location
H	wide menu

- 15 Merrivales
- 16 The Lobster Pot
- 17 Elliots
- 18 The Cabin
- 19 The Olive Tree
- 20 The Old School Restaurant

Tip! You can only choose each option (Advantages A–H) once, so two of the options aren't needed.

Tip! The options are in alphabetical order, not in the order you hear them.

Advice

B For some restaurants you will hear information about parking but it might not be 'easy'.

D You will hear information about service but it might not be 'excellent'. The answer is only correct if the meaning matches exactly what you hear.

Tip! The restaurants (15–20) are in the order you hear them so listen for each one in turn.

What is Listening Section 3?

- a discussion between two to four speakers (e.g. between one or more students and/or a university teacher)
- the subject is some aspect of academic life (e.g. a past or future project)
- up to three tasks (e.g. flow-chart, multiple choice, labelling a diagram)
- 10 questions – there is a brief pause in the discussion between the parts that relate to each of the tasks

What does it test?

- identifying key facts and ideas and how they relate to each other
- identifying speakers' attitudes and opinions

Task information: *Flow-chart completion*

Flow-chart completion requires you to follow the development of a discussion. The steps in the flow-chart are in the same order as what you hear.

You have to:

- listen to part of the discussion – you hear it **once** only.
- choose one option (**A, B, C**, etc.) from the box to complete each space in the flow-chart according to what you hear.
- transfer your answers to the answer sheet after all four listening sections.

There is another kind of *flow-chart completion* task – see Test 5 Listening Section 4.

Task information: *Diagram labelling*

Diagram labelling requires you to transfer the information you hear to a simple picture or plan. You need to follow language expressing where things are.

You have to:

- listen to part of the discussion – you hear it **once** only.
- choose the correct words from a list to label the diagram.
- write **A, B, C**, etc. in the spaces on the diagram. There are always more words in the box than you need.
- transfer your answers to the answer sheet after all four listening sections.

There are other kinds of *diagram-labelling* task (e.g. Test 2 Listening Section 2, Test 5 Listening Section 3).

Action plan for *Flow-chart completion*

- 1 Read the instructions and check how many gaps there are in the flow-chart.
- 2 Look at the heading of the flow-chart to find out the topic of the discussion.
- 3 Look at the flow-chart and try to predict what the discussion will be about.
- 4 Read the list of options in the box.

Tip! Look at each line of the flow-chart in turn. Think about which of the words in the box might fit each space.

- 5 Listen carefully to the conversation, using the flow-chart to help you follow it.

Tip! The words you hear before the missing word may be synonyms of the words in the flow-chart.

- 6 Transfer your answers to the answer sheet at the end of the Listening test. Make sure you transfer the answers for both tasks!

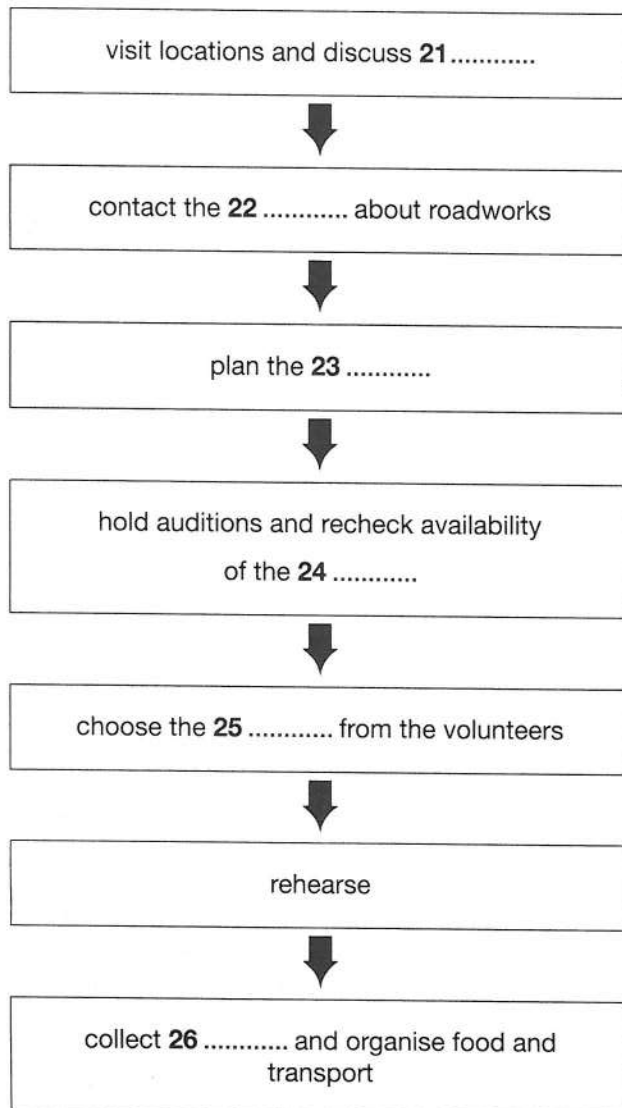
CP 10 Questions 21–26

Complete the flow-chart below.

Choose **SIX** answers from the box and write the correct letter, **A–I**, next to questions 21–26.

- A actors
- B furniture
- C background noise
- D costumes
- E local council
- F equipment
- G shooting schedule
- H understudies
- I shopowners

FILM PROJECT



Tip! Look at the list in the box and the flow-chart before you begin.

Advice

A–I These items may be mentioned in any order.

Three of them will not be needed.

Tip! Focus on each question in turn. As soon as you have answered one question, look at the next line.

Advice

21 The answer must be something they plan to talk about when they go somewhere.

22 Probably a person or organisation.

24 The answer comes after they have talked about auditions. Listen out for words which mean 'recheck' and 'availability'.

25 This answer is likely to be A, H or I because they are people.

26 The answer will come after they have talked about rehearsals.

Tip! As soon as the first part ends, look at the next task.

Action plan for *Diagram labelling*

- 1 Look at the instructions and check how many parts of the diagram you have to label.
- 2 Look at the heading of the diagram to find out the topic of the discussion.
- 3 Look at the diagram and read the labels.

Tip! You hear the information you need in the same order as the numbering of the diagram.

- 4 Read the list in the box. Think about what you might hear.

Tip! There are always more items in the box than you need.

- 5 Transfer your answers to the answer sheet at the end of the test. Make sure you transfer the answers for both tasks!

10 Questions 27–30

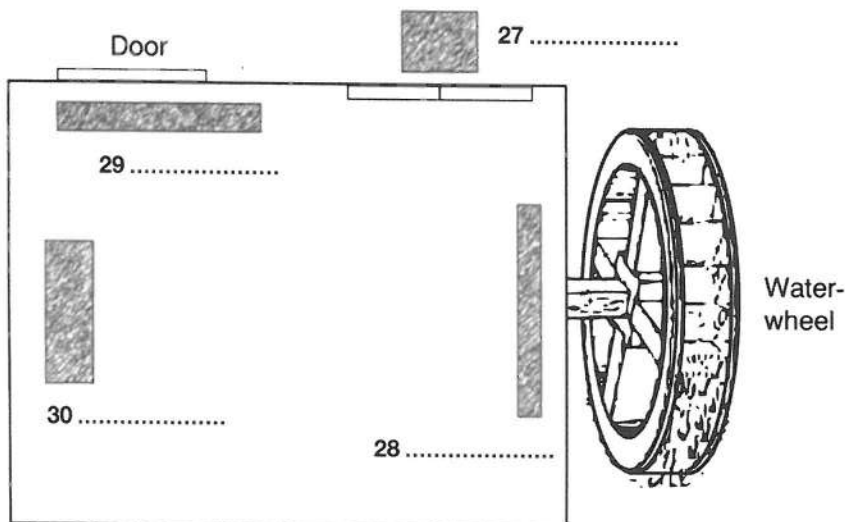
Choose four answers from the box and write the correct letter, A–G, next to questions 27–30.

- A lights
- B fixed camera
- C mirror
- D torches
- E wooden screen
- F bike
- G large box

Tip! The words in the list may be mentioned in any order.

Tip! Three of these items will not be needed. They may refer to things which are not in the diagram, or things which you do not have to label.

Old water-mill



Advice

27 Where is the first object you have to label – inside or outside the mill?

28 This is near a labelled object. What is the object?

What is Listening Section 4?

- a lecture, talk or presentation, usually in front of an audience
- the subject is a topic of academic interest (e.g. a scientific or historical subject)
- up to three tasks (e.g. completing notes, a table or flow-chart)
- 10 questions

What does it test?

- understanding and distinguishing between ideas: reasons, causes, effects, consequences, etc.
- following the way the ideas are organised (e.g. main ideas, specific information, attitude) and the speaker's opinion
- accurate spelling

Useful language: following the speaker

When completing a table (or notes, flow-chart, etc.), it is important to listen for verbal signals that show when the speaker is moving from one aspect of the topic to another. This helps you to be in the right place for each answer.

Here are four kinds of verbal signal you can listen for:

- A** Introducing a new aspect of the topic
- B** Developing the topic further
- C** Introducing an example
- D** Referring back

Read these expressions and mark each one A, B, C or D to show what kind of verbal signal it could be. For some expressions, you can use more than one letter.

- | | |
|--|---|
| 1 The reason for this was ... | 11 So I want to start by ... |
| 2 Now I want to explain a little about ... | 12 Before I talk to you in detail about ... |
| 3 Among these well-established trades, one was ... | 13 I'm going to describe for you ... |
| 4 Next there's the problem of ... | 14 The first one concerns ... |
| 5 Another experiment demonstrates ... | 15 Another way of doing this was ... |
| 6 I've been asked to talk to you about ... | 16 Another interesting result ... |
| 7 It's important to recognise ... | 17 So, we've looked briefly at ... |
| 8 Now I'd like to talk about ... | 18 Lastly, but this is really important ... |
| 9 Anyway, for all these reasons ... | 19 Another variation is ... |
| 10 And another thing was ... | 20 I'll now tell you how ... |

Task information: Table completion

Table completion requires you to follow a talk, step by step, and complete a table which gives a record of the information and ideas that you hear.

You have to:

- listen to a lecture or talk – you hear it once only.
- write one, two or three words in each gap in the table.
- write the exact words you hear. Remember to write only the missing word(s).
- spell your answers correctly on the answer sheet.
- transfer your answers to the answer sheet after all four listening sections.

Action plan for Table completion

- 1 Look at the instructions and check how many words you must write in each gap.
- 2 Look at the heading of the table which tells you what the recording is about.
- 3 Read the column headings.
- 4 Look at each row of the table in turn and think about the kind of word(s) you need to complete it.

Tip! The question numbers run horizontally across each row.

- 5 Listen and complete each gap.
- 6 Move on to the next row each time the speaker talks about something new.

Tip! Keep up with the speaker. If you miss an answer, forget it and move on to the next. Fill any gaps at the end with a guess.

- 7 Transfer your answers to the answer sheet at the end of the test.

11 Questions 31–40

Complete the table below.

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

Tip! The answers are words which are not in the table.

Tip! You will hear the exact word you need to write, but its context may be worded differently from the table.

EXOTIC PESTS			
Origin	Name	New habitat	Notes
Australia	red-backed spider	New Zealand and Japan	even on island in middle of 31
England	rabbit	Australia	800 years ago: imported into England to be used for 32
America	fire ants	33 in Brisbane	imported by chance
Australia	34	Scotland	deliberately introduced in order to improve 35 (not effective)
New Zealand	flatworm	36 Europe	accidental introduction inside imported 37
Japan	38	Australian coastal waters	some advantages
Australia	budgerigar	urban areas of south-east 39	smaller flocks because of arrival of 40 in recent years

Tip! Focus on each row in turn as you listen.

Advice

31 You know the answer is coming when you hear about New Zealand and Japan.

32 Listen for information about 800 years ago.

33 You know the answer is coming when you hear this place or these animals.

38 The extra information between answers is sometimes quite long, sometimes quite short.

What is Reading Passage 1?

- a text of up to 900 words, usually factual or descriptive
- two or three tasks, with a total of 13 questions (e.g. True/False/Not given, short-answer questions, diagram labelling)
- usually slightly easier than Passages 2 and 3

What does it test?

- understanding texts which could be included in an academic course
- the ability to follow an argument and opinions
- a range of reading skills including reading for main ideas and detail as well as understanding the structure of a text at sentence and paragraph level

Task information: *True/False/Not given*

True/False/Not given requires you to compare the information given in a series of statements with information given in the text and decide if they are the same.

You have to:

- read statements which are in the same order as the information in the text.
- scan the text to find the information you need.
- decide if the idea given in each statement agrees with the text (True), or contradicts the text (False), or if there is no information about it in the text (Not given).

Task information: *Diagram labelling*

Diagram labelling requires you to understand a detailed description, and relate it to information in a diagram. This task is often found where the text is concerned with a process or a description of something.

You have to:

- scan the text to find specific information.
- find one, two or three words or a number in the text which complete each sentence or notes and copy them into the gaps. If you spell the word(s) wrongly, you will lose marks.

Task information: *Flow-chart completion*

Flow-chart completion requires you to understand a description of a process or sequence of events.

You have to:

- scan the text to find specific information, using the words in the flow-chart to help you locate the parts you need. This may be one or more parts of the text or the whole text. The information is not always in the same order as the flow-chart.
- find one, two or three words or a number in the text which answer each question and copy them into the gaps.

There is another kind of completion task – see Test 2 Reading Passage 2.

NOW FOLLOW THE ACTION PLANS ON PAGES 25–27

You should spend about 20 minutes on **Questions 1–13**, which are based on Reading Passage 1 below.

Walking with dinosaurs

Peter L. Falkingham and his colleagues at Manchester University are developing techniques which look set to revolutionise our understanding of how dinosaurs and other extinct animals behaved.

The media image of palaeontologists who study prehistoric life is often of field workers camped in the desert in the hot sun, carefully picking away at the rock surrounding a large dinosaur bone. But Peter Falkingham has done little of that for a while now. Instead, he devotes himself to his computer. Not because he has become inundated with paperwork, but because he is a new kind of palaeontologist: a computational palaeontologist.

What few people may consider is that uncovering a skeleton, or discovering a new species, is where the research begins, not where it ends. What we really want to understand is how the extinct animals and plants behaved in their natural habitats. Drs Bill Sellers and Phil Manning from the University of Manchester use a 'genetic algorithm' – a kind of computer code that can change itself and 'evolve' – to explore how extinct animals like dinosaurs, and our own early ancestors, walked and stalked.

The fossilised bones of a complete dinosaur skeleton can tell scientists a lot about the animal, but they do not make up the complete picture and the computer can try to fill the gap. The computer model is given a digitised skeleton, and the locations of known muscles. The model then randomly activates the muscles. This, perhaps unsurprisingly, results almost without fail in the animal falling on its face. So the computer alters the activation pattern and tries again ... usually to similar effect. The modelled 'dinosaurs' quickly 'evolve'. If there is any improvement, the computer discards the old pattern and adopts the new one as the base for alteration. Eventually, the muscle activation pattern evolves a stable way of moving, the best possible solution is reached, and the dinosaur can walk, run, chase or graze. Assuming natural selection evolves the best possible solution too, the modelled animal should be moving in a manner similar to its now-extinct counterpart. And indeed, using the same method for living animals (humans, emu and ostriches) similar top speeds were achieved on the computer as in reality. By comparing their cyberspace results with real measurements of living species, the Manchester team of palaeontologists can be confident in the results computed showing how extinct prehistoric animals such as dinosaurs moved.

The Manchester University team have used the computer simulations to produce a model of a giant meat-eating dinosaur. It is called an acrocanthosaurus which literally means 'high spined lizard' because of the spines which run along its backbone. It is not really known why they are there but scientists have speculated they could have supported a hump that stored fat and water reserves. There are also those who believe that the spines acted as a support for a sail. Of these, one half think it was used as a display and could be flushed with blood and the other half think it was used as a temperature-regulating device. It may have been a mixture of the two. The skull seems out of proportion with its thick, heavy body because it is so narrow and the jaws are delicate and fine. The feet are also worthy of note as they look surprisingly small in contrast to the animal as a whole. It has a deep broad tail and powerful leg muscles to aid locomotion. It walked on its back legs and its front legs were much shorter with powerful claws.

Falkingham himself is investigating fossilised tracks, or footprints, using computer simulations to help analyse how extinct animals moved. Modern-day trackers who study the habitats of wild animals can tell you what animal made a track, whether that animal was walking or running, sometimes even the sex of the animal. But a fossil track poses a more considerable challenge to interpret in the same way. A crucial consideration is knowing what the environment including the mud, or sediment, upon which the animal walked was like millions of years ago when the track was made. Experiments can answer these questions but the number of variables is staggering. To physically recreate each scenario with a box of mud is extremely time-consuming and difficult to repeat accurately. This is where computer simulation comes in.

Falkingham uses computational techniques to model a volume of mud and control the moisture content, consistency, and other conditions to simulate the mud of prehistoric times. A footprint is then made in the digital mud by a virtual foot. This footprint can be chopped up and viewed from any angle and stress values can be extracted and calculated from inside it. By running hundreds of these simulations simultaneously on supercomputers, Falkingham can start to understand what types of footprint would be expected if an animal moved in a certain way over a given kind of ground. Looking at the variation in the virtual tracks, researchers can make sense of fossil tracks with greater confidence.

The application of computational techniques in palaeontology is becoming more prevalent every year. As computer power continues to increase, the range of problems that can be tackled and questions that can be answered will only expand.