



CAMBRIDGE



IELTS Trainer

Academic

Six Practice Tests



WITH RESOURCES
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Academic

Six Practice Tests

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Introduction

What is IELTS?

The International English Language Testing System (IELTS) is widely recognised as a test of the 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 and for immigration purposes). Both modules are made up of four tests – 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 Academic* for?

This book is suitable for anyone who is preparing to take the IELTS Academic Module. *IELTS Trainer* can be used in class with a teacher or 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 on page 6.)

What is *IELTS Trainer Academic*?

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 page 6). In Writing, there are extracts from the scripts of IELTS candidates as well as sample 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 the 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 page 5) for each test available to download from esource.cambridge.org.

How to use *IELTS Trainer Academic*

Test 1 Training

- For each part of the paper (e.g. Listening Part 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** (available to download from esource.cambridge.org). Many exercises involve focusing on and correcting common language mistakes made by actual IELTS candidates, as shown by the **Cambridge Learner Corpus** (see page 6).
- Check the boxes marked **Advice**. These give practical help with individual questions.
- In **Listening**, use the audio files available to download with the audioscripts from esource.cambridge.org.
- 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. There are also sample 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 when 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.

Test 2 Training

- Answer the questions in the **Review** section to remind yourself about each part of the test. If you need to, look back at 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 Training 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

The Cambridge Learner Corpus (CLC) is a large collection of exam scripts written by students taking Cambridge Assessment English exams around the world. It currently contains over 55 million words and is growing all the time. It forms part of the Cambridge English Corpus and it has been built up by Cambridge University Press and Cambridge Assessment English. The CLC currently contains scripts from over:

- over 220,000 students
- 173 different first languages
- 200 different countries

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

Other components of *IELTS Trainer Academic*

- The **Explanatory answer key** 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 papers are available to download from esource.cambridge.org
- **Answer sheets** for the Listening, Reading and Writing 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.
- **Audio** recordings for the Listening papers are available to download from esource.cambridge.org. The listening material is indicated by an icon in *IELTS Trainer Academic*: 

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. They make 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 Academic* under exam conditions, you need to score approximately 20 marks on both the Reading and Listening tests for a Band Score of around 5.5. To achieve a Band Score of 7, you need approximately 30 marks in both 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 Assessment English website (see page 9).

Content of IELTS

IELTS has four papers, each consisting of two, three or four parts. For details on each paper, see below.

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

- 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 Part 1 to Part 4.
- Each part is heard **once only**.
- The **instructions** for each task are on the question paper.
- There is a short **pause** before each part which can be used to look at the task and questions. Where there is more than one task in a part, 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 part, but is **not** printed on the question paper.
- Correct **spelling** is essential on the answer sheet.

Paper 1 Listening

Part	No. of questions	Text type	Task types <i>Each part has one or more of these task types</i>	Task information
1	10	a conversation or interview between two speakers, giving and exchanging information about an everyday topic	table, note and form completion plan / map labelling	page 10 pages 14
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	multiple-choice flow-chart completion sentence completion	pages 14, 17 page 17 page 20
3	10	a conversation between two, three or four speakers in an educational or training context	matching tasks	page 67
4	10	a monologue in an academic setting, e.g. a lecture or presentation		

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 Assessment English 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 passage has one or more of these task types</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.	true / false / not given table, note, flow-chart completion, diagram labelling	page 23 page 24
2	13 (three tasks)		matching headings	page 29
3	14 (three tasks)		matching sentences with people summary completion multiple-choice matching sentence endings matching information sentence completion yes / no / not given	page 29 page 30 pages 36, 83 page 37 page 80 page 82 page 89

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 Assessment English website).

Task	Suggested time and marks	Task text type and number of words	Task information and practice
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 43–50
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 51–57

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 is recorded.

Part	Time	Task type	Task information and practice
1	4–5 minutes	giving personal information and discussing everyday subjects	pages 58–59
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 60–61
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	page 62

Further information

The information about IELTS contained in *IELTS Trainer Academic* 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 Assessment English at the address below or from the website at:

www.cambridgeenglish.org

Cambridge Assessment English

The Triangle Building

Shaftesbury Road

Cambridge CB2 8EA

United Kingdom

What is Listening Part 1?

- a conversation between two people, either face to face or on the phone
- one or two tasks (e.g. table completion)
- an example and 10 questions

The purpose of the conversation is to communicate and share information that will be useful in some way (e.g. for making a holiday booking, for working out the best transport options).

What does it test?

- understanding specific information e.g. dates, prices, everyday objects, locations
- spelling of people and place names

Useful language: spelling

In Part 1, a speaker will sometimes spell out the name of a person, street or company.

You need to be very familiar with the English names for the letters of the alphabet, as the word will only be spelt out once.



01

1 Listen and choose the first letter in each pair that you hear.

- | | | | |
|-------|--------|--------|--------|
| 1 A/E | 2 A/I | 3 E/I | 4 A/R |
| 5 Y/E | 6 O/U | 7 B/P | 8 G/J |
| 9 S/F | 10 M/N | 11 H/X | 12 D/T |



02

2 Listen to some words being spelt out and write down what you hear.

- 1 Manager: Sarah
- 2 Email:@gmail.com
- 3 Meeting point: School sports field
- 4 Hotel name:
- 5 Address: 112 Terrace
- 6 Company: Movers

Useful language: numbers



03

1 Listen and write the numbers you hear.

- 1 Customer cell phone:
- 2 Distance of race: miles
- 3 A one-way ticket is:
- 4 Home address: Bayside Road.
- 5 Width of window frame: inches
- 6 Booking reference:

Task information: Table, Note and Form completion

This task requires you to fill in the spaces in the table. The spaces are numbered in the same order as the information you hear.

You have to:

- listen to a conversation, which you hear once only.
- write one to three words, a number, or a date in each space in the table.
- write the exact words you hear.
- spell everything correctly.

Advice

Not all place names are spelt out. For example, the underlined words are very common in English, so you should learn how to spell words like these.

Mountain View Hotel
Ocean Road
Bridge Street

Advice

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

When we talk about money we say, for example, **seven pounds / dollars / euros fifty**. (£7.50, \$7.50, €7.50).

TIP

The answer can be written in numerals or in letters, e.g. 650, or six hundred and fifty. But it's much easier and faster to write numerals!

TIP

For similar sounding numbers, listen out for the stressed syllable e.g. fifteen, fifty, sixteen, sixty.

Useful language: times and dates



1 Listen and write the times or dates you hear.

- 1 Arrival date:
- 2 Class schedule: to 6:30 p.m.
- 3 Date of last inspection:, 2018
- 4 Best time to visit:
- 5 The courses finishes on:
- 6 Delivery date:

Advice

We say dates like 1752 or 1997 as **seventeen fifty-two** and **nineteen ninety-seven**. For years following 2000, we can say, for example, **two thousand eighteen**, or **two thousand and /ən/ eighteen**, or **twenty eighteen**.

Useful language: recognising when the answer is coming

In Part 1, you might see a question like 'Height: about **1**cm'. You might not hear the word 'height' in the recording. Instead, the speaker might ask a question, or say something that relates to a person's height. This will tell you when the answer is coming.

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.

1 Match an answer 1–6 with a question A–F the speaker might ask.

Height: around 1 <u>6</u> feet	A 'So can you tell me how long the curtains are?'
Width: 2 <u>15</u> centimetres	B 'How tall are the trees at the moment – approximately?'
Distance: 3 <u>26</u> kilometres	C 'And what would the charge for that be?'
Length: 4 <u>330</u> inches	D 'How heavy is the box you want us to move?'
Weight: about 5 <u>63</u> kg	E 'Do you know how wide the screen is?'
Cost: 6 \$ <u>560</u>	F 'How far is it from the hotel to the airport?'

TIP

Don't add words like **euros** or **inches** or **kilometres** to the answer sheet if they are provided on the question paper.

Useful strategy: deciding what to write in the spaces

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

Which space needs ...		What tells you this?
a date?	8	the verb 'starts' and 'Wednesday'.
a price?		
a phone number?		
a person's name		
a period of time?		
a place?		
a piece of equipment or clothing – singular noun?		
a piece of equipment or clothing – plural noun?		
a verb / action?		
a part of the body?		

TIP

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

Advice

Speakers sometimes mention a time, date or number, which might fit a space, but is not the real answer. This is called a **distraction**. Listen carefully in case the speaker changes their mind, or another speaker corrects them with the real time, date or number.

Westwood Community Centre Activities

Classes: when / where

Yoga basics

Example:

Mondays 7 p.m. – 8:30 p.m.

Taking place in the hall

Things to bring

a **1** is necessary for every session

Other information

Discounted rate for students:

2 \$

Simple techniques that will help you

3 pain in your **4**

Classes: when / where

Westwood Walkers

7:00 a.m. every morning

The walk starts from outside the **5** in the village

Things to bring

A good pair of **6** will help

Other information

Free for everyone

The organiser is **7**
Lindsay

Classes: when / where

Cycle Group

Training starts again on Wednesday, **8**

The rides take about **9** on average

Things to bring

helmet and bike
lights are essential

Other information

No charge

Nicky's contact details:
10

Action plan for Table completion

- 1 Look at the instructions to find out how many words you can write.
- 2 Look at the heading and the subheadings. There is time to do this before you listen.
- 3 Look at the spaces and think about what kinds of word or number are needed (e.g. a date, a distance, an address, a plural noun).
- 4 Listen to the introduction, which tells you what the conversation 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.
- 6 Move on to the next row each time the speaker talks about something new – in this case, a new class.

TIP

Write an answer in each space even if you aren't sure about it. A guess might turn out to be right and get a mark, but an empty space won't be given a mark.

TIP

The question numbers run horizontally across each row.

TIP

If one of your answers is more than one word and a number, it is wrong, and won't get a mark.

TIP

Remember you only hear the recording once.

**Questions 1-10**

05 Complete the table below.

Write **ONE WORD AND / OR A NUMBER** for each answer.**Art classes at Bramley Community Centre**

Class	Things to bring	Fees / Timetable	Tutor
Example 'Movement and <i>light</i> ': painting in the style of French Impressionists	a set of 1 is essential	The cost is 2 \$ for two terms Monday evenings 6–8 p.m., Room 15	A local artist called Steve 3
'Clay basics': using the pottery wheel to make several 4	an old 5 would be a good idea	The cost is \$180 per term Every 6 6:30–8:30 p.m., Room 3	Theresa Clark – her work is displayed in the community centre
'Sketching Architecture': drawing old buildings, starting with the 7	people usually take a fold-up chair and a 8	The cost is \$160 per term Fridays 11–1 p.m. meet at the corner of Victoria Street and 9 Road	Annie Li Annie's cell phone number: 10

Advice

- 1 Should the noun you write be plural or singular?
- 2 Make sure the answer you choose is for two terms, not one.
- 4 Use your general knowledge to predict the kind of things people might make in a pottery class. And note the word **several**.
- 5 Listen for the word **old**, a similar adjective, or a paraphrase in the recording. This may signal that the answer is coming soon. Note that the occurrence of the same adjective (*old*) in both the recording and the question is unusual.
- 6 What does the word **every** tell you about the kind of noun that is needed?
- 7 The answer must be a kind of building. Listen carefully – because one or more buildings might be mentioned as distraction.

What is Listening Part 2?

- a talk / speech / announcement / recorded message / radio excerpt given by one person, sometimes with an introduction by another person
- usually two tasks (e.g. multiple-choice, matching, flow-chart completion, plan / map labelling)
- 10 questions; there is a brief pause in the recording before the start of the next task

Task information: Plan / map labelling

Plan / map labelling requires you to transfer the information you hear to a simple plan / map. You need to follow language expressing where things are located.

You have to:

- listen to part of the talk, which you hear once only.
- match a list of places to their locations (labelled A, B, C etc.) on the plan / map.
- write A, B, C etc. next to the corresponding place in the list.

Useful language: plan / map labelling tasks

For Part 2, you will need to recognise language for directions.

- 1 Look at the places marked on the plan. Complete the sentences with phrases from the box. (Usually there are not so many labelled buildings on the map, or complete sentences.)

at the top directly below in between in the centre just above nearest to
 right-hand corner smaller of square-shaped surrounded by the south to the right

PLAN OF UNIVERSITY CAMPUS

- 1 As you can see, Student Services is at the bottom of your plan. of Student Services is a row of three lecture halls. The Albert Lecture Hall is the one
- 2 The Arts Block is the Science Block, and the Student Services building.
- 3 See the two L-shaped buildings at the top of the plan, in the? The Main Library is the those two buildings.
- 4 The Sports Complex is easy to find. See the circular running track of the map? On the left of that are two long, rectangular buildings. The Sports Complex is the one the running track.
- 5 The café is well situated on the campus. the science block and the car park – there's a building complex where many seminars take place. And in the centre of that building complex, you can find the café.
- 6 The nursery is in a nice spot. It's that building to of the car park. The one that's trees.

The speaker's purpose is to provide information that will be useful in some way (e.g. to inform staff about new health and safety requirements, to give directions to a group of volunteers, to tell people about a local event they could attend).

What does it test?

- identifying specific factual information and detail
- understanding stated opinion

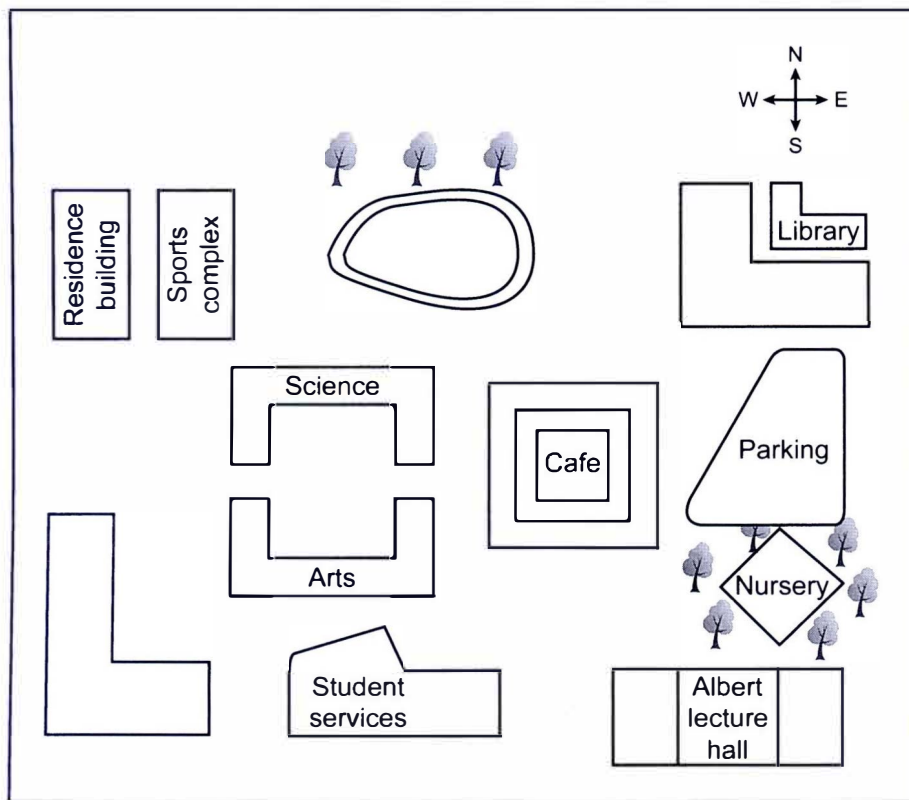
Task information: 5-option multiple-choice

Multiple-choice questions usually focus on the details. The questions follow the order of the recording, although the options A-E do not.

You have to:

- listen to the recording, which you'll hear only once.
- choose two options from a list of five, i.e. A-E.

There is another kind of multiple-choice task – see Test 1 Part 3.



2 Listen and check your answers.

06

Useful strategy: paraphrasing in 5-option multiple-choice tasks

In many IELTS tasks, you have to choose a correct answer from a number of options. The options may use different language to express ideas mentioned in the recording. This is known as 'paraphrasing'.

1 Match options A–E with extracts 1–5.

Underline the parts of the extracts that match the underlined phrases in the options.

- A dealing with unhappy clients on the phone
- B improving written communication skills
- C giving presentations to colleagues
- D filing documents correctly
- E being a mentor to junior members of staff

- 1 So one thing the session will cover is how to deal with the huge amount of paperwork we receive. In other words, how we organise and store it all, in the right way, I mean.
- 2 I've been impressed by the way you've all managed to stand up and deliver a talk to the other people on your team. I don't think we need any more training in that area for now.
- 3 When a dissatisfied customer rings you up to complain, you need to know how to handle the situation effectively. We dealt with this in the previous session.
- 4 As you know, we have a number of trainees starting work next week. We don't have time to talk about this in the training session, but I'd like you to support and guide them during their first few months in the company.
- 5 From time to time you need to produce formal reports and the aim of this training session is to show you how to express your ideas more effectively and clearly.

Action plan for 5-option multiple-choice

- 1 Read the questions so you know what kind of information you need to listen for.
- 2 Underline key words and ideas in the options and remember these may be paraphrased in the recording.
- 3 Listen to the introduction. It tells you who is speaking and describes the situation.
- 4 Transfer your answers to the answer sheet at the end of the test.

TIP

You can write the two options in any order on the answer sheet (e.g. A / B or B / A)



Questions 11-12

07 Choose **TWO** letters, **A-E**.

Which **TWO** things will employees need to do during their first week in their new office space?

- A find out about safety procedures
- B collect a new form of identification
- C move boxes containing documents
- D make a note of any problem that occurs
- E learn about new company technology

Advice

11-12 Listen out for ideas which might be paraphrased in the options. Make sure the options you choose match exactly what the speaker says.

13-14 The options may not be in the same order as in the recording. Cross them off when you think they have been paraphrased.

Questions 13-14

Choose **TWO** letters, **A-E**.

Which **TWO** steps have the company taken to improve the physical environment of employees' offices?

- A provided comfortable seating
- B installed a new heating system
- C used attractive materials
- D enlarged people's working space
- E replaced the old type of lights

TIP

The speaker will use the same place names you see in the list. These won't be paraphrased in any way.

TIP

The letters on the plan are not in the same order as the places you hear mentioned, but the places in the numbered questions are.

Action plan for Plan / map labelling

- 1 Read the instructions and the list of places you have to locate.
- 2 Quickly scan the plan for places, buildings or objects already labelled.
- 3 Identify any useful features that might be mentioned in the talk, e.g. a bridge, and look for arrows for north, south, etc.
- 4 As you listen, write the letters (A, B, C, etc.) next to the list of places.
- 5 Transfer your answers to the answer sheet at the end of the Listening test.



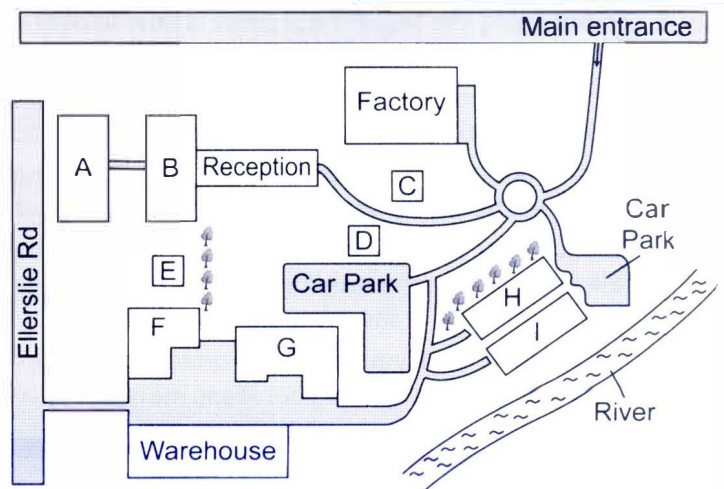
Questions 15-20

07 Label the plan below.

Write the correct letter, **A-I**, next to **Questions 15-20**.

Plan of the renovated factory complex

- 15 Conference centre
- 16 New office space
- 17 Stores
- 18 Finance
- 19 Café
- 20 IT department



What is Listening Part 3?

- a discussion between two or sometimes three speakers (e.g. between one or more students and / or their university tutor)
- two tasks (e.g. flow-chart, multiple-choice or matching)
- 10 questions, with a brief pause in the discussion between the parts that relate to each task

The subject is an aspect of academic life (e.g. a presentation).

Task information: 3-option multiple-choice

In Part 3, this task usually focuses on attitude / opinion, negotiation and (dis)agreement.

You have to:

- listen to the recording, which you will hear 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 information in the recording.

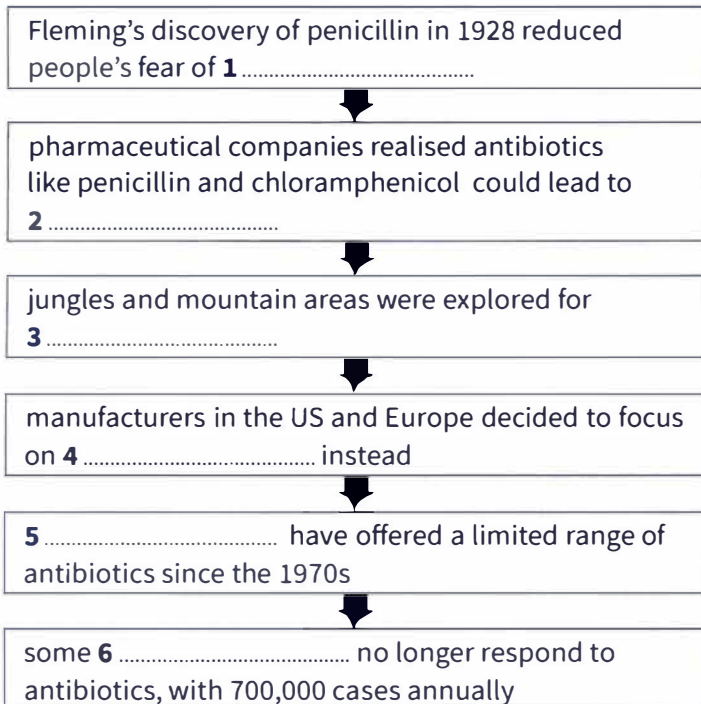
Useful strategy: identifying the locating words

In many IELTS tasks you need to identify the words (e.g. in the notes, flow-chart or questions) which are also in the recording. These words will help you follow a conversation and know which part of it contains the information you need.

Locating words are usually dates or statistics, names, objects or events, which are difficult to paraphrase.

1 Underline the locating words in questions 1-6.

History of antibiotics



What does it test?

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

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, which you hear 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.

Vocabulary

For Part 3 flow-charts, the vocabulary in the options will be different to the language you hear in the recording.

1 Look at these examples of language from the recording on the history of antibiotics. Match them with options A-I.

- | | |
|--|--------------------------|
| 1 the financial gain would be enormous. | <input type="checkbox"/> |
| 2 clinics and hospitals | <input type="checkbox"/> |
| 3 people receiving medical care | <input type="checkbox"/> |
| 4 specimens of microorganisms | <input type="checkbox"/> |
| 5 artificial kinds of antibiotic | <input type="checkbox"/> |
| 6 a cut that went septic / a sore throat | <input type="checkbox"/> |
| 7 a real improvement | <input type="checkbox"/> |
| 8 doctors and surgeons | <input type="checkbox"/> |
| 9 severe illness | <input type="checkbox"/> |

- | | |
|--------------------------------|----------------------------|
| A synthetic forms | F bacteria samples |
| B serious diseases | G treatment centres |
| C genuine progress | H sick patients |
| D common infections | I large profits |
| E medical professionals | |



2 Listen to some extracts. Complete the flow-chart with options A-I.

Useful strategy: 3-option multiple-choice

For Part 3, these questions may test understanding of agreement and disagreement.

1 Look at the list of phrases.

Decide whether they suggest agreement , or disagreement .

- | | |
|--|---|
| 1 Actually, you could be right. <input type="checkbox"/> | 7 I'm not sure I go along with that. <input type="checkbox"/> |
| 2 I doubt it. <input type="checkbox"/> | 8 That's one way of looking at it, but ... <input type="checkbox"/> |
| 3 I hardly think so. <input type="checkbox"/> | 9 You have a point there. <input type="checkbox"/> |
| 4 Fair enough. <input type="checkbox"/> | 10 Exactly. <input type="checkbox"/> |
| 5 I couldn't agree more. <input type="checkbox"/> | 11 Come on. Surely that's not the case. <input type="checkbox"/> |
| 6 Precisely. <input type="checkbox"/> | 12 Not necessarily. <input type="checkbox"/> |

Exam Practice Test 1

Listening Part 3

Action plan for Flow-chart completion

- 1 Read the instructions and check how many spaces there are in the flow-chart.
- 2 Look at the heading of the flow-chart to find out the discussion topic.
- 3 Look at the flow-chart and underline the locating words.
- 4 Read the list of options, and remember they will probably be paraphrased in the recording.
- 5 Listen carefully to the conversation, and be ready for the answer when you hear the locating words.
- 6 Transfer your answers to the answer sheet at the end of the test.

TIP

The question numbers run horizontally across each row.

TIP

Many of the options fit in several spaces. Don't try and guess the answers.

TIP

Focus on each question in turn. As soon as you have answered one question, look at the next stage of the flow-chart.



Questions 21–26

09 Complete the flow-chart below.

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

- | | |
|-------------------------------|------------------------------|
| A lifestyle changes | F effective packaging |
| B famous people | G toxic substances |
| C scientific findings | H processed foods |
| D industrial processes | I alarming images |
| E poor diet | |

Advice

A–I These options may be mentioned in any order. Three of them will not be needed.

21 Listen for the date as the answer will come shortly afterwards.

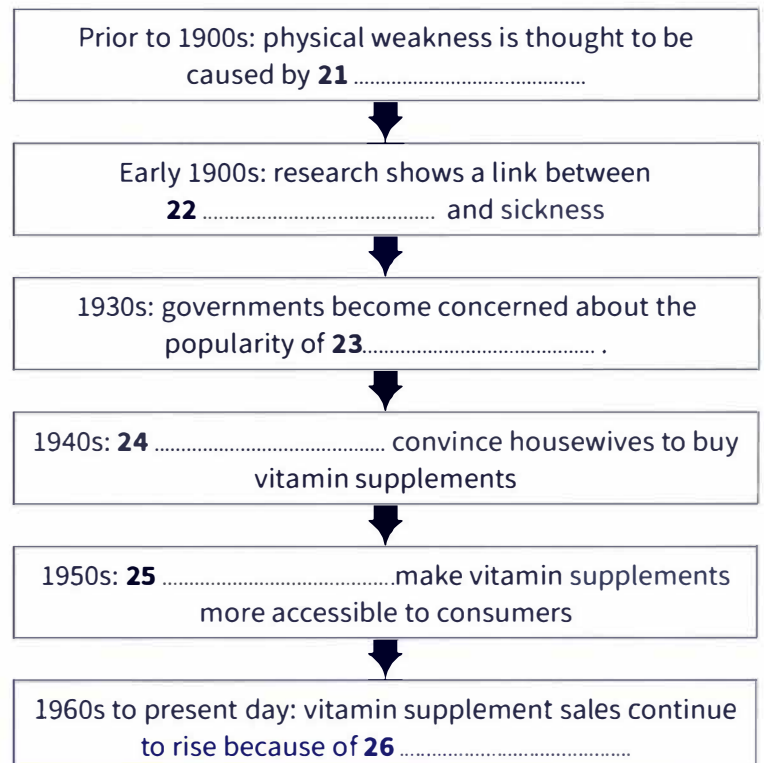
23 **Governments** is the locating word. **Popularity** is expressed using different language in the recording.

24 Both **1940s** and **housewives** are useful locating words.

25 How might **more accessible to consumers** be paraphrased?

26 What's another way of saying **rise**? The answer will come after one of the speakers has said this.

History of vitamin supplements



Action Plan for 3-option multiple-choice

- 1 Read the questions. They give you an idea of what information you should listen for.
- 2 Underline the locating words in the questions.
- 3 Quickly read through the A, B, C options, remembering that these will be paraphrased in the recording.
- 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 transfer them to the answer sheet at the end of the Listening test.



Underline locating words that are unique to each question.



Questions 27–30

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

27 Sam believes that more Australians are taking vitamin supplements because they

- A** want to have control of their own health.
- B** are advised to by local health authorities.
- C** have benefitted from competition amongst manufacturers.

28 Lucy is concerned that the US vitamin supplement industry is not required to

- A** follow the guidelines produced by a government agency.
- B** list all the possible side effects of taking vitamins.
- C** provide evidence that their products are effective.

29 When discussing the Danish experiment, Lucy and Sam conclude that vitamin supplements

- A** are best used for preventing minor illnesses.
- B** are not fully understood by researchers.
- C** are harmful if taken in large amounts.

30 Lucy and Sam agree that stricter regulation of the vitamin supplement industry

- A** would only lead to a slight decrease in sales.
- B** might be necessary for some types of vitamin.
- C** may not be welcomed by all consumers.

Advice

27 Choose the option that reflects Sam's personal opinion, not just an idea he refers to.

28 The options do not follow the order of the information Lucy gives.

29 **Minor illnesses, scientists** and **harmful** are all paraphrased in the recording. But the option you choose must exactly reflect Lucy and Sam's conclusion.

30 Listen for phrases of agreement and disagreement to help you choose the right option.

What is Listening Part 4?

- a lecture, talk or presentation given by one speaker, usually in front of an audience
- one or two tasks e.g. note completion, sentence completion
- 10 questions

The subject is a topic of academic interest (e.g. a scientific or historical subject).

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

Task information: *Sentence completion*

This task requires you to fill in the spaces in a set of sentences. It is almost identical to note completion. The sentences are in the same order as the information you hear.

For this task you have to:

- listen to a talk, once only.
- read the instructions so you know how many words you may write.
- write the exact words you hear.
- spell everything correctly.

Vocabulary: environmental issues and collocation

1 Underline the correct word in each sentence.

- 1 *Habitat / Area / Land loss* is the biggest threat to wildlife in the region.
- 2 The white rhino is high on the list of critically *risky / endangered / rare* species.
- 3 Leftover food accounts for a high proportion of *household / dwelling / residence* waste.
- 4 Governments are now investing in *recycled / renewable / reused* energy such as solar power.
- 5 Don't take so many flights if you want to reduce your carbon *footprint / steps / tracks*.
- 6 Vehicle *releases / productions / emissions* are largely responsible for the rise in asthma rates.
- 7 Most scientists say global *heating / warming / melting* is a consequence of human activity.
- 8 At some point, we will certainly run out of fossil *energies / powers / fuels*.

Useful strategy: signposting

For Part 4 lectures and talks, a speaker may sometimes use signposting language to show they are moving on to a new aspect of the topic e.g.

- 'Now let's turn to...'
- 'Moving on, let's now think about...'

The speaker may also ask a question or make a statement that

- paraphrases a subheading in the Notes.
- uses many of the same words from the subheading.

- 1 Read the subheadings 1–5 in the **Note completion** task below. Match the subheadings with the examples of signposting A–E. You do not need to fill the gaps.

The future of the world's trees

1 Trees and their commercial use

- We need trees for
 - construction materials
 - the industry

2 Trees in the ecosystem

- Trees provide a range of species with both
 - a food source
 - opportunities for

3 The ways that trees can affect our general happiness

- Researchers have proved that living near to trees
 - reduces the amount of that people have
 - encourages better relations between

4 The reasons why different tree species are dying out

- Diseases are often spread because
 - the restrictions on are not enough
 - some people ignore the rules about entering

5 Solutions for saving the trees

- Scientists need to share their data on
- Greater funding must be given to the collection of

Signposting examples

- A Well, there are a number of reasons why various species of tree are dying out.
- B So what can we do about this problem? There are a number of ways that
- C Let's think about the role trees play in the wider environment. Many birds and animals
- D Let's start with an overview of how trees are used by manufacturers.
- E Another way that trees are useful to us relates to the impact they have on our overall wellbeing, that is to say, how they influence our emotional health.

Useful language: cause and effect

In Part 4, the questions may test your understanding of cause and effect.

1 Decide if the underlined phrase is followed by cause or effect.

- 1 Plastic pollution has led to a number of marine species being threatened.
- 2 Due to a rise in air temperature, the polar caps are melting faster than ever before.
- 3 The same fields have been used to produce crops for decades. The result of this has been poor soil quality.
- 4 Since we haven't received enough funding for the project, we'll need to raise money ourselves.
- 5 Organic food sales are going up owing to the fact that people don't want food sprayed with insecticide.
- 6 Gorillas have lost much of their natural habitat, meaning that they are struggling to survive.

Action plan for Sentence completion

- 1 Look at the instructions and check how many words you must write in each space.
- 2 Read the questions (the sentences) carefully, identifying the locating words.
- 3 Listen and complete each space with the exact words you hear.
- 4 Before you transfer your answers to the answer sheet, check that the completed sentence makes sense.

TIP

The locating words may appear anywhere in a question, but you will hear them before the answer in the recording.

TIP

Listen out for examples of signposting that tell you when to move on to a new set of questions.

**Questions 31–36**

- 10 Complete the notes below.

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

Insect Extinction in the 21st Century

The reasons why insect populations are declining

- In Europe, important plants are no longer found in fields or **31**
- In the Amazon rainforest, **32** might be the cause of butterfly and beetle loss.
- Globally, pesticides are affecting the spatial skills and **33** of bees.

The consequences of declining insect populations

- Insects are an essential part of the **34** in all places apart from Antarctica.
- Crop production will fall dramatically.
- Researchers can't discover any new **35**based on plants.

The possible ways to prevent insect extinction

- Governments must restrict the sale of pesticides.
- People must reduce their consumption of **36**

Questions 37–40

Complete the sentences below.

Write **ONE WORD ONLY** for each answer.

- 37 Sand from the Antioch Dunes was used to make for houses in the early 1900s.
- 38 The metalmark butterfly requires one type of Antioch Dunes plant for its
- 39 In recent years has led to the loss of wildlife in the Antioch Dunes.
- 40 The Antioch Dunes project shows how does not always require much land.

Advice

37 What kind of things do builders sometimes need to make for houses?

38 Why do butterflies need plants? Think of some different reasons.

39 You need to listen out for a cause i.e. the reason why wildlife has decreased.

40 The auxiliary **does**, and the lack of an article (a / an), shows you that the answer must be an uncountable noun.

What is Reading Passage 1?

- a text of up to 900 words, mostly factual or descriptive
- two or three different tasks, with a total of 13 questions
- the text is slightly easier than Passages 2 and 3

Task information: *True / False / Not given*

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

You have to:

- read statements that are in the same order as the information in the text.
- scan read the text to find the part that you need.
- decide if the information in each statement agrees with the text (True), contradicts the text (False) or does not appear in the text (Not given).

Useful strategy: identifying key words and phrases

1 Look at the statements below. There is no accompanying text, but the statements include useful information even when studied on their own. Underline the key words and phrases that would show you where to look in the text. These are the 'locating words'. The first one has been done as an example.

- 1 The study by Canadian scientists in 2011 made a surprising discovery.
- 2 A newspaper report in the Sydney Daily Times contained factual errors.
- 3 Some academics have criticised the theory put forward by Dr Jonathan Purdie.
- 4 Whales off the coast of South Africa behave in the same way as whales in New Zealand waters.
- 5 The Rolls-Royce Merlin engine was modified and improved in its first years in production.
- 6 The British public held a wide variety of opinions on this topic, according to a survey completed by over 3,000 people.

2 Which of the following might be used as locating words?

- a geographical location
- the name of an academic
- an adverb or adjective
- the title of a publication
- the date of a study or survey
- the name of a product
- a species of animal or plant
- prepositions and conjunctions
- a specific nationality
- a historic period, e.g. the 19th century

Useful strategy: identifying words with a similar meaning

1 The language used in the statements and the text will be different. To decide whether the statements are True, False or Not given, you will need to recognise **synonyms** and **paraphrases** (words and phrases with a similar meaning).

Look at the six statements again. Match the words in italics with an option (A-F) that has a similar meaning.

- A 'However, this idea has been rejected by other scientists because...'
- B '... redesigned in order to make it more fuel efficient.'
- C '... and this was a finding that was completely unexpected.'
- D '... both groups use identical techniques to communicate with each other.'
- E '... ordinary people expressed a broad range of views...'
- F '... included statements that have since been shown to be inaccurate.'

Task information: Table, Note, Flow-chart completion, Diagram labelling

All of these task types require you to understand the organisational structure of one part of a text. Notes usually represent a text that is chronological or thematic. Tables represent a text that compares different items. Flow-charts represent a text that outlines a process or series of events. Diagrams represent a text that describes how something functions. The requirements for all four task types are similar.

You have to:

- scan read the text to locate the part that you need.
- find one or more words and / or a number in the text and then copy them into the space in a note or sentence.

Useful strategy: identifying locating words and phrases

Look at the extract from a set of notes below. Underline the key headings, words and phrases that would help you locate the right part of the text.

Complete the notes below.

Choose **ONE WORD ONLY** for each answer.

The Discovery of Antarctica

18th and Early 19th Centuries

- 1773: James Cook saw several rocky **1** _____ from his ship near Antarctica
- 1820: Bellingshausen and Lazarev saw the coast of Antarctica
- 1821: on an expedition to hunt **2** _____ at sea, John Davis landed in Antarctica
- 1829–31: the first **3** _____ was brought back from Antarctica

Late 19th Century

- 1895: The International Geographical Congress encouraged exploration and **4** _____ in Antarctica
- 1898: a Belgian expedition stayed in Antarctica over **5** _____
- 1898: **6** _____ were used for transport for the first time

Useful strategy: anticipating possible answers

- 1** Underline the important words before and/or after each space in the notes. What do these words tell you about the missing word?

The first one has been done for you as an example.

- 1773: James Cook saw several rocky **1** from his ship near Antarctica

several: so, more than one

rocky: so, some form of land

from his ship near Antarctica: so, at sea, not on the continent itself

Now follow the same procedure for 2–6 in the notes.

- 2** Use one word from the box to fill each space in the notes (1–6). The information you have found in Exercise 1 will help you.

fossil walking winter dogs islands storm science seals

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

Why do people collect things?

People from almost every culture love collecting things. They might collect stamps, books, cards, priceless paintings or worthless ticket stubs to old sports games. Their collection might hang on the walls of a mansion or be stored in a box under the bed. So what is it that drives people to collect? Psychologist Dr Maria Richter argues that the urge to collect is a basic human characteristic. According to her, in the very first years of life we form emotional connections with lifeless objects such as soft toys. And these positive relationships are the starting point for our fascination with collecting objects. In fact, the desire to collect may go back further still. Scientists suggest that for some ancient humans living hundreds of thousands of years ago, collecting may have had a serious purpose. Only by collecting sufficient food supplies to last through freezing winters or dry summers could our ancestors stay alive until the weather improved.

It turns out that even collecting for pleasure has a very long history. In 1925, the archaeologist Leonard Woolley was working at a site in the historic Babylonian city of Ur. Woolley had travelled to the region intending only to excavate the site of a palace. Instead, to his astonishment, he dug up artefacts which appeared to belong to a 2,500-year-old museum. Among the objects was part of a statue and a piece of a local building. And accompanying some of the artefacts were descriptions like modern-day labels. These texts appeared in three languages and were carved into pieces of clay. It seems likely that this early private collection of objects was created by Princess Ennigaldi, the daughter of King Nabonidus. However, very little else is known about Princess Ennigaldi or what her motivations were for setting up her collection.

This may have been one of the first large private collections, but it was not the last. Indeed, the fashion for establishing collections really got started in Europe around 2,000 years later with the so-called 'Cabinets of Curiosities'. These were collections, usually belonging to wealthy families, that were displayed

in cabinets or small rooms. Cabinets of Curiosities typically included fine paintings and drawings, but equal importance was given to exhibits from the natural world such as animal specimens, shells and plants.

Some significant private collections of this sort date from the fifteenth century. One of the first belonged to the Medici family. The Medicis became a powerful political family in Italy and later a royal house, but banking was originally the source of all their wealth. The family started by collecting coins and valuable gems, then artworks and antiques from around Europe. In 1570 a secret 'studio' was built inside the Palazzo Medici to house their growing collection. This exhibition room had solid walls without windows to keep the valuable collection safe.

In the seventeenth century, another fabulous collection was created by a Danish physician named Ole Worm. His collection room contained numerous skeletons and specimens, as well as ancient texts and a laboratory. One of Ole Worm's motivations was to point out when other researchers had made mistakes, such as the false claim that birds of paradise had no feet. He also owned a great auk, a species of bird that has now become extinct, and the illustration he produced of it has been of value to later scientists.

The passion for collecting was just as strong in the nineteenth century. Lady Charlotte Guest spoke at least six languages and became well-known for translating English books into Welsh. She also travelled widely throughout Europe acquiring old and rare pottery, which she added to her collection at home in southern England. When Lady Charlotte died in 1895 this collection was given to the Victoria and Albert Museum in London. At around the same time in the north of England, a wealthy goldsmith named Joseph Mayer was building up an enormous collection of artefacts, particularly those dug up from sites in his local area. His legacy, the Mayer Trust, continues to fund public lectures in accordance with his wishes.