

# IELTS

Academic

19

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Authentic Practice Tests

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- ✔ With Audio
- ✔ With Answers
- ✔ With Resource Bank



# IELTS

# ACADEMIC 19

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## WITH ANSWERS

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AUTHENTIC PRACTICE TESTS



WITH AUDIO





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# Contents

Introduction	4
Test 1	10
Test 2	33
Test 3	55
Test 4	78
Audioscripts	99
Listening and Reading answer keys	120
Sample Writing answers	128
Sample answer sheets	139
Acknowledgements	143

# Introduction

## Prepare for the exam with practice tests from Cambridge

Inside you'll find four authentic examination papers from Cambridge University Press & Assessment. They are the perfect way to practise – EXACTLY like the real exam.

## Why are they unique?

All our authentic practice tests go through the same design process as the IELTS test. We check every single part of our practice tests with real students under exam conditions, to make sure we give you the most authentic experience possible.

Students can take these tests on their own or with the help of a teacher to familiarise themselves with the exam format, understand the scoring system and practise exam technique.

## Further information

IELTS is jointly managed by the British Council, IDP: IELTS Australia and Cambridge University Press & Assessment. Further information can be found on the IELTS official website at [ielts.org](http://ielts.org).

## WHAT IS THE TEST FORMAT?

IELTS consists of four components. All candidates take the same Listening and Speaking tests. There is a choice of Reading and Writing tests according to whether a candidate is taking the Academic or General Training module.

<b>Academic</b>	<b>General Training</b>
For candidates wishing to study at undergraduate or postgraduate levels, and for those seeking professional registration.	For candidates wishing to migrate to an English-speaking country (Australia, Canada, New Zealand, UK) and for those wishing to train or study below degree level.

The test components are taken in the following order:

<b>Listening</b> 4 parts, 40 items, approximately 30 minutes		
<b>Academic Reading</b> 3 sections, 40 items 60 minutes	or	<b>General Training Reading</b> 3 sections, 40 items 60 minutes
<b>Academic Writing</b> 2 tasks 60 minutes	or	<b>General Training Writing</b> 2 tasks 60 minutes
<b>Speaking</b> 11 to 14 minutes		
<b>Total (Maximum) Test Time</b> 2 hours 44 minutes		

## ACADEMIC TEST FORMAT

### Listening

This test consists of four parts, each with ten questions. The first two parts are concerned with social needs. The first part is a conversation between two speakers and the second part is a monologue. The final two parts are concerned with situations related to educational or training contexts. The third part is a conversation between up to four people and the fourth part is a monologue.

A variety of question types is used, including: multiple choice, matching, plan/map/diagram labelling, form completion, note completion, table completion, flowchart completion, summary completion, sentence completion and short-answer questions.

Candidates hear the recording once only and answer the questions as they listen. Ten minutes are allowed at the end for candidates to transfer their answers to the answer sheet.

### Reading

This test consists of three sections with 40 questions. There are three texts, which are taken from journals, books, magazines and newspapers. The texts are on topics of general interest. At least one text contains detailed logical argument.

A variety of question types is used, including: multiple choice, identifying information (True/False/Not Given), identifying the writer's views/claims (Yes/No/Not Given), matching information, matching headings, matching features, matching sentence endings, sentence completion, summary completion, note completion, table completion, flowchart completion, diagram-label completion and short-answer questions.

## *Introduction*

### **Writing**

This test consists of two tasks. It is suggested that candidates spend about 20 minutes on Task 1, which requires them to write at least 150 words, and 40 minutes on Task 2, which requires them to write at least 250 words. Task 2 contributes twice as much as Task 1 to the Writing score.

Task 1 requires candidates to look at a diagram or some data (in a graph, table or chart) and to present the information in their own words. They are assessed on their ability to organise, present and possibly compare data, and are required to describe the stages of a process, describe an object or event, or explain how something works.

In Task 2, candidates are presented with a point of view, argument or problem. They are assessed on their ability to present a solution to the problem, present and justify an opinion, compare and contrast evidence and opinions, and evaluate and challenge ideas, evidence or arguments.

Candidates are also assessed on their ability to write in an appropriate style. More information on assessing the Writing test, including Writing assessment criteria (public version), is available at [ielts.org](http://ielts.org).

### **Speaking**

This test takes between 11 and 14 minutes and is conducted by a trained examiner. There are three parts:

#### *Part 1*

The candidate and the examiner introduce themselves. Candidates then answer general questions about themselves, their home/family, their job/studies, their interests and a wide range of similar familiar topic areas. This part lasts between four and five minutes.

#### *Part 2*

The candidate is given a task card with prompts and is asked to talk on a particular topic. The candidate has one minute to prepare and they can make some notes if they wish, before speaking for between one and two minutes. The examiner then asks one or two questions on the same topic.

#### *Part 3*

The examiner and the candidate engage in a discussion of more abstract issues which are thematically linked to the topic in Part 2. The discussion lasts between four and five minutes.

The Speaking test assesses whether candidates can communicate effectively in English. The assessment takes into account Fluency and Coherence, Lexical Resource, Grammatical Range and Accuracy, and Pronunciation. More information on assessing the Speaking test, including Speaking assessment criteria (public version), is available at [ielts.org](http://ielts.org).

## HOW IS IELTS SCORED?

IELTS results are reported on a nine-band scale. In addition to the score for overall language ability, IELTS provides a score in the form of a profile for each of the four skills (Listening, Reading, Writing and Speaking). These scores are also reported on a nine-band scale. All scores are recorded on the Test Report Form along with details of the candidate's nationality, first language and date of birth. Each Overall Band Score corresponds to a descriptive statement which gives a summary of the English-language ability of a candidate classified at that level. The nine bands and their descriptive statements are as follows:

- 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** – 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** – Did not answer the questions.

## Introduction

# MARKING THE PRACTICE TESTS

## Listening and Reading

The answer keys are on pages 120–127.

Each question in the Listening and Reading tests is worth one mark.

### Questions which require letter / Roman numeral answers

For questions where the answers are letters or Roman numerals, you should write *only* the number of answers required. For example, if the answer is a single letter or numeral, you should write only one answer. If you have written more letters or numerals than are required, the answer must be marked wrong.

### Questions which require answers in the form of words or numbers

- Answers may be written in upper or lower case.
- Words in brackets are *optional* – they are correct, but not necessary.
- Alternative answers are separated by a slash (/).
- If you are asked to write an answer using a certain number of words and/or (a) number(s), you will be penalised if you exceed this. For example, if a question specifies an answer using **NO MORE THAN THREE WORDS** and the correct answer is 'black leather coat', the answer 'coat of black leather' is *incorrect*.
- In questions where you are expected to complete a gap, you should only transfer the necessary missing word(s) onto the answer sheet. For example, to complete 'in the . . .', where the correct answer is 'morning', the answer 'in the morning' would be *incorrect*.
- All answers require correct spelling (including words in brackets).
- Both US and UK spelling are acceptable and are included in the answer key.
- All standard alternatives for numbers, dates and currencies are acceptable.
- All standard abbreviations are acceptable.
- You will find additional notes about individual answers in the answer key.

## Writing

The sample answers are on pages 128–138. It is not possible for you to give yourself a mark for the Writing tasks. We have provided sample answers (written by candidates), showing their score and the examiners' comments. Additional sample and model answers can be downloaded from the Resource Bank. These sample and model answers will give you an insight into what is required for the Writing test.

# Test 1

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## LISTENING

### PART 1 Questions 1–10

Complete the notes below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

#### Hinchingsbrooke Country Park

##### The park

Area: **1** ..... hectares

Habitats: wetland, grassland and woodland

Wetland: lakes, ponds and a **2** .....

Wildlife includes birds, insects and animals

##### Subjects studied in educational visits include

Science: Children look at **3** ..... about plants, etc.

Geography: includes learning to use a **4** ..... and compass

History: changes in land use

Leisure and tourism: mostly concentrates on the park's **5** .....

Music: Children make **6** ..... with natural materials, and experiment with rhythm and speed.

##### Benefits of outdoor educational visits

They give children a feeling of **7** ..... that they may not have elsewhere.

Children learn new **8** ..... and gain self-confidence.

##### Practical issues

Cost per child: **9** £ .....

Adults, such as **10** ..... , free

**PART 2 Questions 11–20***Questions 11–15*

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

**Stanthorpe Twinning Association**

- 11 During the visit to Malatte, in France, members especially enjoyed
- A going to a theme park.
  - B experiencing a river trip.
  - C visiting a cheese factory.
- 12 What will happen in Stanthorpe to mark the 25th anniversary of the Twinning Association?
- A A tree will be planted.
  - B A garden seat will be bought.
  - C A footbridge will be built.
- 13 Which event raised most funds this year?
- A the film show
  - B the pancake evening
  - C the cookery demonstration
- 14 For the first evening with the French visitors host families are advised to
- A take them for a walk round the town.
  - B go to a local restaurant.
  - C have a meal at home.
- 15 On Saturday evening there will be the chance to
- A listen to a concert.
  - B watch a match.
  - C take part in a competition.

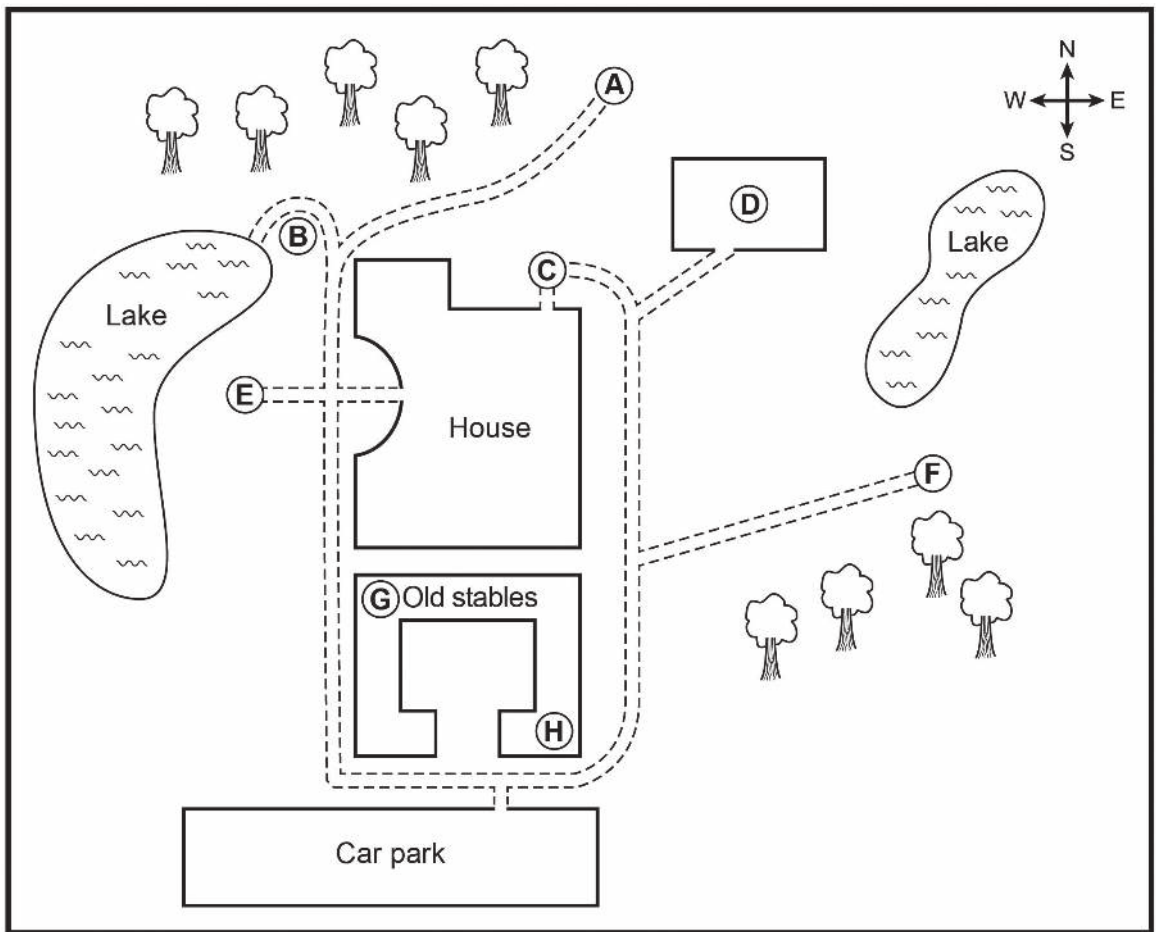
Test 1

Questions 16–20

Label the map below.

Write the correct letter, **A–H**, next to Questions 16–20.

**Farley House**



- 16 Farm shop .....
- 17 Disabled entry .....
- 18 Adventure playground .....
- 19 Kitchen gardens .....
- 20 The Temple of the Four Winds .....

**PART 3 Questions 21–30***Questions 21 and 22*

Choose **TWO** letters, **A–E**.

Which **TWO** things did Colin find most satisfying about his bread reuse project?

- A** receiving support from local restaurants
- B** finding a good way to prevent waste
- C** overcoming problems in a basic process
- D** experimenting with designs and colours
- E** learning how to apply 3-D printing

*Questions 23 and 24*

Choose **TWO** letters, **A–E**.

Which **TWO** ways do the students agree that touch-sensitive sensors for food labels could be developed in future?

- A** for use on medical products
- B** to show that food is no longer fit to eat
- C** for use with drinks as well as foods
- D** to provide applications for blind people
- E** to indicate the weight of certain foods

### Test 1

#### Questions 25–30

What is the students' opinion about each of the following food trends?

Choose **SIX** answers from the box and write the correct letter, **A–H**, next to Questions 25–30.

#### Opinions

- A** This is only relevant to young people.
- B** This may have disappointing results.
- C** This already seems to be widespread.
- D** Retailers should do more to encourage this.
- E** More financial support is needed for this.
- F** Most people know little about this.
- G** There should be stricter regulations about this.
- H** This could be dangerous.

#### Food trends

- 25** Use of local products .....
- 26** Reduction in unnecessary packaging .....
- 27** Gluten-free and lactose-free food .....
- 28** Use of branded products related to celebrity chefs .....
- 29** Development of 'ghost kitchens' for takeaway food .....
- 30** Use of mushrooms for common health concerns .....

## PART 4 Questions 31–40

Complete the notes below.

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

### Céide Fields

- an important Neolithic archaeological site in the northwest of Ireland

#### Discovery

- In the 1930s, a local teacher realised that stones beneath the bog surface were once **31** .....
- His **32** ..... became an archaeologist and undertook an investigation of the site:
  - a traditional method used by local people to dig for **33** ..... was used to identify where stones were located
  - carbon dating later proved the site was Neolithic.
- Items are well preserved in the bog because of a lack of **34** .....

#### Neolithic farmers

- Houses were **35** ..... in shape and had a hole in the roof.
- Neolithic innovations include:
  - cooking indoors
  - pots used for storage and to make **36** .....
- Each field at Céide was large enough to support a big **37** .....
- The fields were probably used to restrict the grazing of animals – no evidence of structures to house them during **38** .....

#### Reasons for the decline in farming

- a decline in **39** ..... quality
- an increase in **40** .....

## Test 1

## READING

## READING PASSAGE 1

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

## How tennis rackets have changed

In 2016, the British professional tennis player Andy Murray was ranked as the world's number one. It was an incredible achievement by any standard – made even more remarkable by the fact that he did this during a period considered to be one of the strongest in the sport's history, competing against the likes of Rafael Nadal, Roger Federer and Novak Djokovic, to name just a few. Yet five years previously, he had been regarded as a talented outsider who entered but never won the major tournaments.

Of the changes that account for this transformation, one was visible and widely publicised: in 2011, Murray invited former number one player Ivan Lendl onto his coaching team – a valuable addition that had a visible impact on the player's playing style. Another change was so subtle as to pass more or less unnoticed. Like many players, Murray has long preferred a racket that consists of two types of string: one for the mains (verticals) and another for the crosses (horizontal). While he continued to use natural string in the crosses, in 2012 he switched to a synthetic string for the mains. A small change, perhaps, but its importance should not be underestimated.

The modification that Murray made is just one of a number of options available to players looking to tweak their rackets in order to improve their games. 'Touring professionals have their rackets customised to their specific needs,' says Colin Triplow, a UK-based professional racket stringer. 'It's a highly important part of performance maximisation.' Consequently, the specific rackets used by the world's elite are not actually readily available to the public; rather, each racket is individually made to suit the player who uses it. Take the US professional tennis players Mike and Bob Bryan, for example: 'We're very particular with our racket specifications,' they say. 'All our rackets are sent from our manufacturer to Tampa, Florida, where our frames go through a . . . thorough customisation process.' They explain how they have adjusted not only racket length, but even experimented with different kinds of paint. The rackets they use now weigh more than the average model and also have a denser string pattern (i.e. more crosses and mains).

The primary reason for these modifications is simple: as the line between winning and losing becomes thinner and thinner, even these slight changes become more and more important. As a result, players and their teams are becoming increasingly creative with the modifications to their rackets as they look to maximise their competitive advantage.

## Reading

Racket modifications mainly date back to the 1970s, when the amateur German tennis player Werner Fischer started playing with the so-called spaghetti-strung racket. It created a string bed that generated so much topspin that it was quickly banned by the International Tennis Federation. However, within a decade or two, racket modification became a regularity. Today it is, in many ways, an aspect of the game that is equal in significance to nutrition or training.

Modifications can be divided into two categories: those to the string bed and those to the racket frame. The former is far more common than the latter: the choice of the strings and the tension with which they are installed is something that nearly all professional players experiment with. They will continually change it depending on various factors including the court surface, climatic conditions, and game styles. Some will even change it depending on how they feel at the time.

At one time, all tennis rackets were strung with natural gut made from the outer layer of sheep or cow intestines. This all changed in the early 1990s with the development of synthetic strings that were cheaper and more durable. They are made from three materials: nylon (relatively durable and affordable), Kevlar (too stiff to be used alone) or co-polyester (polyester combined with additives that enhance its performance). Even so, many professional players continue to use a 'hybrid set-up', where a combination of both synthetic and natural strings are used.

Of the synthetics, co-polyester is by far the most widely used. It's a perfect fit for the style of tennis now played, where players tend to battle it out from the back of the court rather than coming to the net. Studies indicate that the average spin from a co-polyester string is 25% greater than that from natural string or other synthetics. In a sense, the development of co-polyester strings has revolutionised the game.

However, many players go beyond these basic adjustments to the strings and make changes to the racket frame itself. For example, much of the serving power of US professional player Pete Sampras was attributed to the addition of four to five lead weights onto his rackets, and today many professionals have the weight adjusted during the manufacturing process.

Other changes to the frame involve the handle. Players have individual preferences for the shape of the handle and some will have the handle of one racket moulded onto the frame of a different racket. Other players make different changes. The professional Portuguese player Gonçalo Oliveira replaced the original grips of his rackets with something thinner because they had previously felt uncomfortable to hold.

Racket customisation and modification have pushed the standards of the game to greater levels that few could have anticipated in the days of natural strings and heavy, wooden frames, and it's exciting to see what further developments there will be in the future.

## Test 1

### Questions 1–7

Do the following statements agree with the information given in Reading Passage 1?

*In boxes 1–7 on your answer sheet, write*

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

- 1 People had expected Andy Murray to become the world's top tennis player for at least five years before 2016.
- 2 The change that Andy Murray made to his rackets attracted a lot of attention.
- 3 Most of the world's top players take a professional racket stringer on tour with them.
- 4 Mike and Bob Bryan use rackets that are light in comparison to the majority of rackets.
- 5 Werner Fischer played with a spaghetti-strung racket that he designed himself.
- 6 The weather can affect how professional players adjust the strings on their rackets.
- 7 It was believed that the change Pete Sampras made to his rackets contributed to his strong serve.

## Questions 8–13

Complete the notes below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 8–13 on your answer sheet.

### The tennis racket and how it has changed

- Mike and Bob Bryan made changes to the types of **8** ..... used on their racket frames.
- Players were not allowed to use the spaghetti-strung racket because of the amount of **9** ..... it created.
- Changes to rackets can be regarded as being as important as players' diets or the **10** ..... they do.
- All rackets used to have natural strings made from the **11** ..... of animals.
- Pete Sampras had metal **12** ..... put into the frames of his rackets.
- Gonçalo Oliveira changed the **13** ..... on his racket handles.

## HOW SHOULD YOU INTERPRET YOUR SCORES?

At the end of each Listening and Reading answer key you will find a chart which will help you assess whether, on the basis of your practice test results, you are ready to take the IELTS test.

In interpreting your score, there are a number of points you should bear in mind. Your performance in the real IELTS test will be reported in two ways: there will be a Band Score from 1 to 9 for each of the components and an Overall Band Score from 1 to 9, which is the average of your scores in the four components. However, institutions considering your application are advised to look at both the Overall Band Score and the Band Score for each component in order to determine whether you have the language skills needed for a particular course of study. For example, if your course involves a lot of reading and writing, but no lectures, listening skills might be less important and a score of 5 in Listening might be acceptable if the Overall Band Score was 7. However, for a course which has lots of lectures and spoken instructions, a score of 5 in Listening might be unacceptable even though the Overall Band Score was 7.

Once you have marked your tests, you should have some idea of whether your listening and reading skills are good enough for you to try the IELTS test. If you did well enough in one component, but not in others, you will have to decide for yourself whether you are ready to take the test.

The practice tests have been checked to ensure that they are the same level of difficulty as the real IELTS test. However, we cannot guarantee that your score in the practice tests will be reflected in the real IELTS test. The practice tests can only give you an idea of your possible future performance and it is ultimately up to you to make decisions based on your score.

Different institutions accept different IELTS scores for different types of courses. We have based our recommendations on the average scores which the majority of institutions accept. The institution to which you are applying may, of course, require a higher or lower score than most other institutions.

## READING PASSAGE 2

You should spend about 20 minutes on **Questions 14–26**, which are based on Reading Passage 2 below.

### The pirates of the ancient Mediterranean

*In the first and second millennia BCE, pirates sailed around the Mediterranean, attacking ships and avoiding pursuers*

- A** When one mentions pirates, an image springs to most people's minds of a crew of misfits, daredevils and adventurers in command of a tall sailing ship in the Caribbean Sea. Yet from the first to the third millennium BCE, thousands of years before these swashbucklers began spreading fear across the Caribbean, pirates prowled the Mediterranean, raiding merchant ships and threatening vital trade routes. However, despite all efforts and the might of various ancient states, piracy could not be stopped. The situation remained unchanged for thousands of years. Only when the pirates directly threatened the interests of ancient Rome did the Roman Republic organise a massive fleet to eliminate piracy. Under the command of the Roman general Pompey, Rome eradicated piracy, transforming the Mediterranean into '*Mare Nostrum*' (Our Sea).
- B** Although piracy in the Mediterranean is first recorded in ancient Egypt during the reign of Pharaoh Amenhotep III (c 1390–1353 BCE), it is reasonable to assume it predated this powerful civilisation. This is partly due to the great importance the Mediterranean held at this time, and partly due to its geography. While the Mediterranean region is predominantly fertile, some parts are rugged and hilly, even mountainous. In the ancient times, the inhabitants of these areas relied heavily on marine resources, including fish and salt. Most had their own boats, possessed good seafaring skills, and unsurpassed knowledge of the local coastline and sailing routes. Thus, it is not surprising that during hardships, these men turned to piracy. Geography itself further benefited the pirates, with the numerous coves along the coast providing places for them to hide their boats and strike undetected. Before the invention of ocean-going caravels\* in the 15th century, ships could not easily cross long distances over open water. Thus, in the ancient world most were restricted to a few well-known navigable routes that followed the coastline. Caught in a trap, a slow merchant ship laden with goods had no other option but to surrender. In addition, knowledge of the local area helped the pirates to avoid retaliation once a state fleet arrived.
- C** One should also add that it was not unknown in the first and second millennia BCE for governments to resort to pirates' services, especially during wartime, employing their skills and numbers against their opponents. A pirate fleet would serve in the first wave of attack, preparing the way for the navy. Some of the regions were known for providing safe harbours to pirates, who, in return, boosted the local economy.

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\* caravel: a small, highly manoeuvrable sailing ship developed by the Portuguese

- D** The first known record of a named group of Mediterranean pirates, made during the rule of ancient Egyptian Pharaoh Akhenaten (c 1353–1336 BCE), was in the Amarna Letters. These were extracts of diplomatic correspondence between the pharaoh and his allies, and covered many pressing issues, including piracy. It seems the pharaoh was troubled by two distinct pirate groups, the Lukka and the Sherden. Despite the Egyptian fleet's best efforts, the pirates continued to cause substantial disruption to regional commerce. In the letters, the king of Alashiya (modern Cyprus) rejected Akhenaten's claims of a connection with the Lukka (based in modern-day Turkey). The king assured Akhenaten he was prepared to punish any of his subjects involved in piracy.
- E** The ancient Greek world's experience of piracy was different from that of Egyptian rulers. While Egypt's power was land-based, the ancient Greeks relied on the Mediterranean in almost all aspects of life, from trade to warfare. Interestingly, in his works the *Iliad* and the *Odyssey*, the ancient Greek writer Homer not only condones, but praises the lifestyle and actions of pirates. The opinion remained unchanged in the following centuries. The ancient Greek historian Thucydides, for instance, glorified pirates' daring attacks on ships or even cities. For Greeks, piracy was a part of everyday life. Even high-ranking members of the state were not beyond engaging in such activities. According to the Greek orator Demosthenes, in 355 BCE, Athenian ambassadors made a detour from their official travel to capture a ship sailing from Egypt, taking the wealth found onboard for themselves! The Greeks' liberal approach towards piracy does not mean they always tolerated it, but attempts to curtail piracy were hampered by the large number of pirates operating in the Mediterranean.
- F** The rising power of ancient Rome required the Roman Republic to deal with piracy in the Mediterranean. While piracy was a serious issue for the Republic, Rome profited greatly from its existence. Pirate raids provided a steady source of slaves, essential for Rome's agriculture and mining industries. But this arrangement could work only while the pirates left Roman interests alone. Pirate attacks on grain ships, which were essential to Roman citizens, led to angry voices in the Senate, demanding punishment of the culprits. Rome, however, did nothing, further encouraging piracy. By the 1st century BCE, emboldened pirates kidnapped prominent Roman dignitaries, asking for a large ransom to be paid. Their most famous hostage was none other than Julius Caesar, captured in 75 BCE.
- G** By now, Rome was well aware that pirates had outlived their usefulness. The time had come for concerted action. In 67 BCE, a new law granted Pompey vast funds to combat the Mediterranean menace. Taking personal command, Pompey divided the entire Mediterranean into 13 districts, assigning a fleet and commander to each. After cleansing one district of pirates, the fleet would join another in the next district. The process continued until the entire Mediterranean was free of pirates. Although thousands of pirates died at the hands of Pompey's troops, as a long-term solution to the problem, many more were offered land in fertile areas located far from the sea. Instead of a maritime menace, Rome got productive farmers that further boosted its economy.

Test 1

Questions 14–19

Reading Passage 2 has seven paragraphs, **A–G**.

Which paragraph contains the following information?

*Write the correct letter, **A–G**, in boxes 14–19 on your answer sheet.*

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

- 14** a reference to a denial of involvement in piracy
- 15** details of how a campaign to eradicate piracy was carried out
- 16** a mention of the circumstances in which states in the ancient world would make use of pirates
- 17** a reference to how people today commonly view pirates
- 18** an explanation of how some people were encouraged not to return to piracy
- 19** a mention of the need for many sailing vessels to stay relatively close to land

Questions 20 and 21

Choose **TWO** letters, **A–E**.

*Write the correct letters in boxes 20 and 21 on your answer sheet.*

Which **TWO** of the following statements does the writer make about inhabitants of the Mediterranean region in the ancient world?

- A** They often used stolen vessels to carry out pirate attacks.
- B** They managed to escape capture by the authorities because they knew the area so well.
- C** They paid for information about the routes merchant ships would take.
- D** They depended more on the sea for their livelihood than on farming.
- E** They stored many of the goods taken in pirate attacks in coves along the coastline.

Questions 22 and 23

Choose **TWO** letters, **A–E**.

Write the correct letters in boxes 22 and 23 on your answer sheet.

Which **TWO** of the following statements does the writer make about piracy and ancient Greece?

- A** The state estimated that very few people were involved in piracy.
- B** Attitudes towards piracy changed shortly after the *Iliad* and the *Odyssey* were written.
- C** Important officials were known to occasionally take part in piracy.
- D** Every citizen regarded pirate attacks on cities as unacceptable.
- E** A favourable view of piracy is evident in certain ancient Greek texts.

Test 1

Questions 24–26

Complete the summary below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 24–26 on your answer sheet.

### Ancient Rome and piracy

Piracy was an issue ancient Rome had to deal with, but it also brought some benefits for Rome. For example, pirates supplied slaves that were important for Rome's industries. However, attacks on vessels transporting **24** ..... to Rome resulted in calls for **25** ..... for the pirates responsible. Nevertheless, piracy continued, with some pirates demanding a **26** ..... for the return of the Roman officials they captured.