

Cambridge English

IELTS

2

WITH ANSWERS

AUTHENTIC EXAMINATION PAPERS
FROM CAMBRIDGE ESOL



Official Cambridge preparation materials for IELTS

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Introduction

The International English Language Testing System (**IELTS**) is widely recognised as a reliable means of assessing whether candidates are ready to study or train in the medium of English. **IELTS** is owned by three partners, The University of Cambridge Local Examinations Syndicate, the British Council and IDP Education Australia (through its subsidiary company **IELTS** Australia Pty Limited). The main purpose of this book of Practice Tests is to give future **IELTS** candidates an idea of whether their English is at the required level. Further information on **IELTS** can be found in the **IELTS** Handbook available free of charge from **IELTS** centres.

WHAT IS THE TEST FORMAT?

IELTS consists of six modules. All candidates take the same Listening and Speaking Modules. There is a choice of Reading and Writing Modules according to whether a candidate is taking the Academic or General Training version of the test.

Academic

For candidates taking the test for entry to undergraduate or postgraduate studies or for professional reasons.

General Training

For candidates taking the test for entry to vocational or training programmes not at degree level, for admission to secondary schools and for immigration purposes.

The test modules are taken in the following order:

Listening 4 sections, 40 items 30 minutes		
Academic Reading 3 sections, 40 items 60 minutes	OR	General Training Reading 3 sections, 40 items 60 minutes
Academic Writing 2 tasks 60 minutes	OR	General Training Writing 2 tasks 60 minutes
Speaking 11 to 14 minutes		
Total test time 2 hours 44 minutes		

Introduction

Listening

This is in four sections, each with 10 questions. The first two sections are concerned with social needs. There is a conversation between two speakers and then a monologue. The final two sections are concerned with situations related to educational or training contexts. There is a conversation between up to four people and then a monologue.

A variety of question types is used, including: multiple choice, short-answer questions, sentence completion, notes/chart/table completion, labelling a diagram, classification, matching.

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

Academic Reading

There are three reading passages, of increasing difficulty, on topics of general interest and candidates have to answer 40 questions. The passages are taken from magazines, journals, books and newspapers. At least one text contains detailed logical argument.

A variety of question types is used, including: multiple choice, short-answer questions, sentence completion, notes/chart/table completion, labelling a diagram, classification, matching lists/phrases, choosing suitable paragraph headings from a list, identification of writer's views/attitudes – yes, no, not given.

General Training Reading

Candidates have to answer 40 questions. There are three sections of increasing difficulty, containing texts taken from notices, advertisements, leaflets, newspapers, instruction manuals, books and magazines. The first section contains texts relevant to basic linguistic survival in English, with tasks mainly concerned with providing factual information. The second section focuses on the training context and involves texts of more complex language. The third section involves reading more extended texts, with a more complex structure, but with the emphasis on descriptive and instructive rather than argumentative texts.

A variety of question types is used, including: multiple choice, short-answer questions, sentence completion, notes/chart/table completion, labelling a diagram, classification, matching lists/phrases, choosing suitable paragraph headings from a list, identification of writer's views/attitudes – yes, no, not given, or true, false, not given.

Academic Writing

There are two tasks and 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 – 250 words. The assessment of Task 2 carries more weight in marking than Task 1.

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

Introduction

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, evaluate and challenge ideas, evidence or arguments.

Candidates are also judged on their ability to write in an appropriate style.

General Training Writing

There are two tasks and 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 – 250 words. The assessment of Task 2 carries more weight in marking than Task 1.

In Task 1 candidates are asked to respond to a given problem with a letter requesting information or explaining a situation. They are assessed on their ability to engage in personal correspondence, elicit and provide general factual information, express needs, wants, likes and dislikes, express opinions, complaints, etc.

In Task 2 candidates are presented with a point of view, argument or problem. They are assessed on their ability to provide general factual information, outline a problem and present a solution, present and justify an opinion, evaluate and challenge ideas, evidence or arguments.

Candidates are also judged on their ability to write in an appropriate style.

Speaking

This consists of a conversation between the candidate and an examiner and takes between 10 and 15 minutes. There are five sections:

1 Introduction

The examiner and candidate introduce themselves and the candidate is encouraged to talk briefly about their life, home, work and interests.

2 Extended discourse

The candidate is encouraged to speak at length about some familiar topic of general interest or of relevance to their culture, place of living or country of origin. This will involve explanation, description or narration.

3 Elicitation

The candidate is given a task card with some information on it and is encouraged to take the initiative and ask questions either to elicit information or to solve a problem.

4 Speculation and Attitudes

The candidate is encouraged to talk about their future plans and proposed course of study. Alternatively the examiner may choose to return to a topic raised earlier.

5 Conclusion

The interview is concluded.

Candidates are assessed on their ability to communicate effectively with native speakers of English. The assessment takes into account evidence of communicative strategies and appropriate use of grammar and vocabulary.

Introduction

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 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.

Most universities and colleges in the United Kingdom, Australia, New Zealand and Canada accept an **IELTS** Overall Band Score of 6.0 or 6.5 for entry to academic programmes. **IELTS** scores are increasingly being recognised by Universities in the USA.

MARKING THE PRACTICE TESTS

Listening and Reading

The Answer key is on pages 146–167.

Each item in the Listening and Reading tests is worth one mark. There are no half marks. Put a tick (✓) next to each correct answer and a cross (✗) next to each wrong one. Each tick will equal one mark.

Single letter/number answers

- For questions where the answer is a single letter or number, you should have written **only** one answer. If you have written more than one, the answer must be marked wrong.

Longer answers

- Only the answers given in the Answer key are correct.
- Sometimes part of the correct answer is given in brackets. Words in brackets are optional – they are correct, but not necessary.
- Alternative words or phrases within an answer are indicated by a single slash (/).
- Sometimes there are alternative correct answers to a question. In these cases the possible answers are separated by a double slash (//). If you have written any one of these possible answers, your answer is correct.
- You will find additional notes about individual questions in the Answer key.

Spelling

- Most answers require correct spelling. Where alternative spellings are acceptable, this is stated in the Answer key.
- Both US and UK spelling are acceptable.

Writing

Obviously it is not possible for you to give yourself a mark for the Writing tasks. For Tests 1, 2 and 4 and GT Test A we have provided *model answers* (written by an examiner) at the back of the book. It is important to note that these show just one way of completing the task, out of many possible approaches. For Test 3 and GT Test B we have provided *sample answers* (written by candidates), showing their score and the examiner's comments. We hope that both of these will give you an insight into what is required for the Writing module.

Introduction

HOW SHOULD YOU INTERPRET YOUR SCORES?

In the Answer key at the end of the each set of Listening and Reading answers you will find a chart which will help you assess if, on the basis of your practice test results, you are ready to take the **IELTS** exam.

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 modules and an Overall Band Score from 1 to 9, which is the average of your scores in the four modules.

However, institutions considering your application are advised to look at both the Overall Band and the Bands for each module. They do this in order to see if you have the language skills needed for a particular course of study. For example, if your course has a lot of reading and writing, but no lectures, listening comprehension 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 where there are 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 papers you should have some idea of whether your Listening and Reading skills are good enough for you to try the real **IELTS** test. If you did well enough in one module but not in others, you will have to decide for yourself whether you are ready to take the proper test yet.

The Practice Tests have been checked so that they are about the same level of difficulty as the real **IELTS** test. However, we cannot guarantee that your score in the Practice Test papers 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.

Sample answers or model answers are provided for the Writing tasks. The sample answers were written by **IELTS** candidates; each answer has been given a band score and the candidate's performance is described. Please note that the examiner's guidelines for marking the Writing scripts are very detailed. There are many different ways a candidate may achieve a particular band score. The model answers were written by an examiner as examples of very good answers, but it is important to understand that they are just one example out of many possible approaches.

Test 1

LISTENING

SECTION 1 Questions 1–10

Questions 1–5

Complete the form below:

Write **NO MORE THAN ONE WORD OR A NUMBER** for each answer.

VIDEO LIBRARY APPLICATION FORM

Example

Answer

Surname:

Jones

First names:

Louise Cynthia

Address:

Apartment 1, 72 **(1)** Street

Highbridge

Post code:

(2)

Telephone:

9835 6712 (home)

(3) (work)

Driver's
licence number:

(4)

Date of birth:

Day: 25th Month: **(5)** Year: 1977

Test 1**Questions 6–8**

Circle **THREE** letters **A–F**.

What types of films does Louise like?

- A** Action
- B** Comedies
- C** Musicals
- D** Romance
- E** Westerns
- F** Wildlife

Questions 9 and 10

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

- 9** How much does it cost to join the library?

.....

- 10** When will Louise's card be ready?

.....

Listening

SECTION 2 *Questions 11–20**Questions 11–13*

Complete the notes below

Write **NO MORE THAN THREE WORDS** for each answer.**Expedition Across Attora Mountains**

Leader: *Charles Owen*

Prepared a (11) for the trip

Total length of trip (12)

Climbed highest peak in (13)

*Questions 14 and 15*Circle the correct letters **A–C**.

- 14 What took the group by surprise?
- A the amount of rain
 - B the number of possible routes
 - C the length of the journey
- 15 How did Charles feel about having to change routes?
- A He reluctantly accepted it.
 - B He was irritated by the diversion.
 - C It made no difference to his enjoyment.

*Questions 16–18*Circle **THREE** letters **A–F**.

What does Charles say about his friends?

- A He met them at one stage on the trip.
- B They kept all their meeting arrangements.
- C One of them helped arrange the transport.
- D One of them owned the hotel they stayed in.
- E Some of them travelled with him.
- F Only one group lasted the 96 days.

*Test 1**Questions 19 and 20*

Circle **TWO** letters **A–E**.

What does Charles say about the donkeys?

- A** He rode them when he was tired.
- B** He named them after places.
- C** One of them died.
- D** They behaved unpredictably.
- E** They were very small.

SECTION 3 *Questions 21–30*

Questions 21–25

Complete the table below:

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

	TIM	JANE
Day of arrival	Sunday	(21)
Subject	History	(22)
Number of books to read	(23)	(24)
Day of first lecture	Tuesday	(25)

Questions 26–30

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

26 What is Jane's study strategy in lectures?

.....

27 What is Tim's study strategy for reading?

.....

28 What is the subject of Tim's first lecture?

.....

29 What is the title of Tim's first essay?

.....

30 What is the subject of Jane's first essay?

.....

Test 1

SECTION 4 *Questions 31–40*

Questions 31–35

Complete the table below.

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

Course	Type of course: duration and level	Entry requirements
Physical Fitness Instructor	<i>Example</i> Six-month certificate	None
Sports Administrator	(31)	(32) in sports administration
Sports Psychologist	(33)	Degree in psychology
Physical Education Teacher	Four-year degree in education	(34)
Recreation Officer	(35)	None

Questions 36–40

Complete the table below.

Write the appropriate letters **A–G** against Questions 36–40.

Job	Main role
Physical Fitness Instructor	(36)
Sports Administrator	(37)
Sports Psychologist	(38)
Physical Education Teacher	(39)
Recreation Officer	(40)

MAIN ROLES

- A** the coaching of teams
- B** the support of elite athletes
- C** guidance of ordinary individuals
- D** community health
- E** the treatment of injuries
- F** arranging matches and venues
- G** the rounded development of children

EXAMINATION PAPERS FROM THE UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE

Examination papers from the university of Cambridge local examinations syndicate
This collections of practice material for the International English language Testing System (IELTS) has been specially prepared for publication by the University of Cambridge Local Examinations Syndicate It provides students with an excellent opportunity to familiarise them selves with IELTS and to practice examination techniques using authentic test material.

Cambridge IELTS 2 contains four complete tests for Academic candidates, plus extra Reading and Writing modules for General Training candidates. The book includes an introduction to these different modules together with an explanation of the scoring system used by UCLES The inclusion of a comprehensive section of answers and tapescripts means that the material is ideal for the students working partly or entirely on their own.

The cassettes contain material for the listening paper in the same timed format as the exam

The practice material consists of:

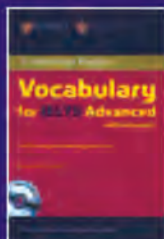
- Student's Book (with answers)
- Set of 2 cassettes

CAMBRIDGE LEARNER CORPUS

The Cambridge Learner Corpus (CLC) is a unique collection of over 95,000 exam papers from Cambridge ESOL. It shows real mistakes students make and highlights the parts of English which cause problems for learners. The CLC has been developed by Cambridge University press with University of Cambridge ESOL Examinations to help in writing materials for learners of English.
www.cambridge.org/corpus



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