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IELTS

5

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 the language ability of candidates who need to study or work where English is the language of communication. These Practice Tests are designed to give future **IELTS** candidates an idea of whether their English is at the required level.

IELTS is owned by three partners: the University of Cambridge ESOL Examinations, the British Council and IDP: Education Australia (through its subsidiary company, **IELTS** Australia Pty Limited).

Further information on **IELTS** can be found in the **IELTS** Handbook and the **IELTS** Information for candidates leaflet, available free of charge from **IELTS** centres. These can also be downloaded from the **IELTS** website (www.ielts.org).

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 approximately 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		

Listening

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

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

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.

Academic Reading

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

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

General Training Reading

This module consists of three sections with 40 questions. The texts are 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/summary/flow-chart/table completion, labelling a diagram, classification, matching, choosing suitable paragraph headings from a list, identification of writer's views/claims – *yes, no, not given* – identification of information in the text – *true, false, not given*.

Academic Writing

This module 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. The assessment of Task 2 carries more weight in marking than Task 1.

Task 1 requires candidates to look at a diagram or some data (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, describe the stages of a process, describe an object or event, or 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, and evaluate and challenge ideas, evidence or arguments.

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

General Training Writing

This module 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. 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, and evaluate and challenge ideas, evidence or arguments.

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

Speaking

This module 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 rounding-off questions.

Part 3

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

The Speaking module assesses whether candidates can communicate effectively in English. The assessment takes into account Fluency and Coherence, Lexical Resource, Grammatical Range and Accuracy, and Pronunciation.

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** – 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.

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 recognised by over 500 universities and colleges in the USA.

Introduction

MARKING THE PRACTICE TESTS

Listening and Reading

The Answer key is on pages 152–161.

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

Questions which require letter/Roman numeral answers

- For questions where the answers are letters or numbers, you should write *only* the number of answers required. For example, if the answer is a single letter or number 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 single 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 of 'coat of black leather' is *incorrect*.
- In questions where you are expected to complete a gap, you should transfer only the necessary missing word(s) onto the answer sheet. For example, to complete 'in the ...', and 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 questions in the Answer key.

Writing

It is not possible for you to give yourself a mark for the Writing tasks. For *Task 1* in *Tests 1* and *3*, and *Task 2* in *Tests 2* and *4*, and for *Task 1* in *General Training Test A* and *Task 2* in *General Training Test B*, 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 *Task 2* in *Tests 1* and *3*, *Task 1* in *Tests 2* and *4*, *Task 2* in *General Training Test A* and *Task 1* in *General Training Test B*, we have provided *sample answers* (written by candidates), showing their score and the examiner's comments. These model answers and sample answers will give you an insight into what is required for the Writing module.

HOW SHOULD YOU INTERPRET YOUR SCORES?

In the Answer key at the end of each set of Listening and Reading answers 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 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 in order to determine whether 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 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 module 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 of approximately 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.

Sample answers and 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 there are many different ways by which 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.

Further information

For more information about **IELTS** or any other University of Cambridge ESOL examination write to:

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<http://www.ielts.org>

Test 1

LISTENING

SECTION 1 Questions 1–10

Questions 1–6

Complete the notes below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Dreamtime travel agency	
Tour information	
<i>Example</i>	<i>Answer</i>
Holiday name	<u>Whale Watch Experience</u>
Holiday length	2 days
Type of transportation	1
Maximum group size	2
Next tour date	3
Hotel name	4 The

Questions 5 and 6

Choose **TWO** letters **A–E**.

Which **TWO** things are included in the price of the tour?

- A** fishing trip
- B** guided bushwalk
- C** reptile park entry
- D** table tennis
- E** tennis

Questions 7–10

Complete the sentences below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

- 7** The tour costs \$..... .
- 8** Bookings must be made no later than days in advance.
- 9** A deposit is required.
- 10** The customer's reference number is

Test 1

SECTION 2 Questions 11–20

Questions 11–19

Complete the table below.

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

Brand of Cot	Good Points	Problems	Verdict
<i>Baby Safe</i>	Easy to 11	<ul style="list-style-type: none"> • Did not have any 12 • Babies could trap their 13 in the side bar 	14
<i>Choice Cots</i>	Easy to 15	<ul style="list-style-type: none"> • Side did not drop down • Spaces between the bars were 16 	17
<i>Mother's Choice</i>	Base of cot could be moved	<ul style="list-style-type: none"> • Did not have any 18 • Pictures could be removed easily 	19

Question 20

Complete the notes below.

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

- Metal should not be rusted or bent
- Edges of cot should not be **20**

SECTION 3 Questions 21–30

Questions 21–23

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

- 21 Andrew has worked at the hospital for
- A two years.
 - B three years.
 - C five years.
- 22 During the course Andrew's employers will pay
- A his fees.
 - B his living costs.
 - C his salary.
- 23 The part-time course lasts for
- A one whole year.
 - B 18 months.
 - C two years.

Questions 24 and 25

Choose **TWO** letters **A–E**.

What **TWO** types of coursework are required **each month** on the part-time course?

- A a case study
- B an essay
- C a survey
- D a short report
- E a study diary

Test 1**Questions 26–30**

Complete the summary below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Modular Courses

Students study **26** during each module. A module takes **27** and the work is very **28** To get a Diploma each student has to study **29** and then work on **30** in depth.

SECTION 4 *Questions 31–40*
Questions 31–35

Complete the sentences below.

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

- 31 According to George Bernard Shaw, men are supposed to understand economics and finance.
- 32 However, women are more prepared to about them.
- 33 Women tend to save for and a house.
- 34 Men tend to save for and for retirement.
- 35 Women who are left alone may have to pay for when they are old.

Questions 36–40

Complete the summary below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Saving for the future

Research indicates that many women only think about their financial future when a **36** occurs. This is the worst time to make decisions. It is best for women to start thinking about pensions when they are in their **37** A good way for women to develop their **38** in dealing with financial affairs would be to attend classes in **39** When investing in stocks and shares, it is suggested that women should put a high proportion of their savings in **40** In such ways, women can have a comfortable, independent retirement.

READING

READING PASSAGE 1

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

Johnson's Dictionary



For the century before Johnson's *Dictionary* was published in 1775, there had been concern about the state of the English language. There was no standard way of speaking or writing and no agreement as to the best way of bringing some order to the chaos of English spelling. Dr Johnson provided the solution.

There had, of course, been dictionaries in the past, the first of these being a little book of some 120 pages, compiled by a certain Robert Cawdray, published in 1604 under the title *A Table Alphabeticall* 'of hard usuall English wordes'. Like the various dictionaries that came after it during the seventeenth century, Cawdray's tended to concentrate on 'scholarly' words; one function of the dictionary was to enable its student to convey an impression of fine learning.

Beyond the practical need to make order out of chaos, the rise of dictionaries is associated with the rise of the English middle class, who were anxious to define and circumscribe the various worlds to conquer – lexical as well as social and commercial. It is highly appropriate that Dr Samuel Johnson, the very model of an eighteenth-century literary man, as famous in his own time as in ours, should have

published his *Dictionary* at the very beginning of the heyday of the middle class.

Johnson was a poet and critic who raised common sense to the heights of genius. His approach to the problems that had worried writers throughout the late seventeenth and early eighteenth centuries was intensely practical. Up until his time, the task of producing a dictionary on such a large scale had seemed impossible without the establishment of an academy to make decisions about right and wrong usage. Johnson decided he did not need an academy to settle arguments about language; he would write a dictionary himself; and he would do it single-handed. Johnson signed the contract for the *Dictionary* with the bookseller Robert Dodsley at a breakfast held at the Golden Anchor Inn near Holborn Bar on 18 June 1764. He was to be paid £1,575 in instalments, and from this he took money to rent 17 Gough Square, in which he set up his 'dictionary workshop'.

James Boswell, his biographer, described the garret where Johnson worked as 'fitted up like a counting house' with a long desk running down the middle at which the copying clerks would work standing up.

EXAMINATION PAPERS FROM THE UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE

Cambridge University Press is the only official publisher of past papers from Cambridge ESOL – an essential part of any student's exam preparation.

This 5th collection of practice tests for IELTS provides all the exam practice you need.

It contains:

- Four complete tests for Academic candidates plus extra Reading and Writing modules for General Training candidates.
- A useful introduction to these different modules together with an explanation of the scoring system used by Cambridge ESOL
- Answer keys and recording scripts making it ideal for self-study
- Photocopiable answer sheets so you can practice transferring your answers.

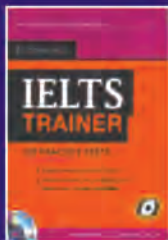
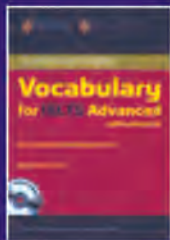
Audio CDs and cassettes containing the recorded material for the Listening paper are also available.

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www.cambridge.org/corpus



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ISBN 978-0-521-67701-1



9 780521 677011