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ESOL Examinations

Cambridge English

IELTS

WITH ANSWERS

8

AUTHENTIC EXAMINATION PAPERS
FROM CAMBRIDGE ESOL



Official Cambridge preparation materials for IELTS

Contents

Introduction	4
Test 1	10
Test 2	33
Test 3	56
Test 4	81
General Training: Reading and Writing Test A	104
General Training: Reading and Writing Test B	117
Tapescripts	130
Listening and Reading Answer Keys	152
Model and sample answers for Writing tasks	162
Sample answer sheets	174
Acknowledgements	176

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 Pty Limited (through its subsidiary company, **IELTS** Australia Pty Limited). Further information on **IELTS** can be found on the **IELTS** website (www.ielts.org).

WHAT IS THE TEST FORMAT?

IELTS consists of six 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.

Academic

For candidates wishing to study at undergraduate or postgraduate levels, and for those seeking professional registration.

General Training

For candidates wishing to migrate to an English-speaking country (Australia, Canada, New Zealand, UK), and for those wishing to train or study at below degree level.

The test components 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 test 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 is a monologue.

A variety of question types is used, including: multiple choice, matching, plan/map/diagram labelling, form completion, note completion, table completion, flow-chart completion, summary completion, sentence completion, 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.

Academic 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 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, flow-chart completion, diagram label completion, short-answer questions.

General Training Reading

This test 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 work 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, identifying information (True/False/Not Given), identifying 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, flow-chart completion, diagram label completion, short-answer questions.

Academic 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 (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 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.

In Task 1 candidates are asked to respond to a given situation with a letter requesting information or explaining the 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 assessed on their ability to write in an appropriate style.

More information on assessing both the Academic and General Training Writing tests, including Writing Band Descriptors (public version), is available on the [IELTS](https://www.ielts.org) website.

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 Band Descriptors (public version), is available on the [IELTS](#) website.

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.

Introduction

Most universities and colleges in the United Kingdom, Australia, New Zealand, Canada and the USA accept an **IELTS** Overall Band Score of 6.0 – 7.0 for entry to academic programmes.

MARKING THE PRACTICE TESTS

Listening and Reading

The Answer Keys are on pages 152–161.

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 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 answers in the Answer Key.

Writing

The model and sample answers are on pages 162–173. It is not possible for you to give yourself a mark for the Writing tasks. For Task 2 in Tests 1 and 3, and Task 1 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). It is important to note that these show just one way of completing the task, out of many possible approaches. For Task 1 in Tests 1 and 3, and Task 2 in Tests 2 and 4, and for 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 test.

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 Bands 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 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 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 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.

Further information

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

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<http://www.cambridgeesol.org>

<http://www.ielts.org>

Test 1

LISTENING

SECTION 1 Questions 1–10

Questions 1 and 2

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

Example

In the library George found

- A** a book.
- B** a brochure.
- C** a newspaper.

- 1** In the lobby of the library George saw
 - A** a group playing music.
 - B** a display of instruments.
 - C** a video about the festival.
- 2** George wants to sit at the back so they can
 - A** see well.
 - B** hear clearly.
 - C** pay less.

Questions 3–10

Complete the form below.

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

SUMMER MUSIC FESTIVAL BOOKING FORM			
NAME:	George O'Neill		
ADDRESS:	3 Westsea		
POSTCODE:	4		
TELEPHONE:	5		
Date	Event	Price per ticket	No. of tickets
5 June	Instrumental group – <i>Guitarrini</i>	£7.50	2
17 June	Singer (price includes 6 in the garden)	£6	2
22 June	7 (Anna Ventura)	£7.00	1
23 June	Spanish Dance & Guitar Concert	8 £	9
NB Children / Students / Senior Citizens have 10 discount on all tickets.			

Test 1

SECTION 2 *Questions 11–20*

Questions 11–15

Complete the sentences below.

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

The Dinosaur Museum

- 11 The museum closes at p.m. on Mondays.
- 12 The museum is not open on
- 13 School groups are met by tour guides in the
- 14 The whole visit takes 90 minutes, including minutes for the guided tour.
- 15 There are behind the museum where students can have lunch.

Questions 16–18

Choose **THREE** letters, **A–G**.

Which **THREE** things can students have with them in the museum?

- A** food
- B** water
- C** cameras
- D** books
- E** bags
- F** pens
- G** worksheets

Questions 19 and 20

Choose **TWO** letters, **A–E**.

Which **TWO** activities can students do after the tour at present?

- A** build model dinosaurs
- B** watch films
- C** draw dinosaurs
- D** find dinosaur eggs
- E** play computer games

Test 1

SECTION 3 *Questions 21–30*

Questions 21–24

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

Field Trip Proposal

- 21** The tutor thinks that Sandra's proposal
- A** should be re-ordered in some parts.
 - B** needs a contents page.
 - C** ought to include more information.
- 22** The proposal would be easier to follow if Sandra
- A** inserted subheadings.
 - B** used more paragraphs.
 - C** shortened her sentences.
- 23** What was the problem with the formatting on Sandra's proposal?
- A** Separate points were not clearly identified.
 - B** The headings were not always clear.
 - C** Page numbering was not used in an appropriate way.
- 24** Sandra became interested in visiting the Navajo National Park through
- A** articles she read.
 - B** movies she saw as a child.
 - C** photographs she found on the internet.

Questions 25–27

Choose **THREE** letters, **A–G**.

Which **THREE** topics does Sandra agree to include in the proposal?

- A** climate change
- B** field trip activities
- C** geographical features
- D** impact of tourism
- E** myths and legends
- F** plant and animal life
- G** social history

Questions 28–30

Complete the sentences below.

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

- 28** The tribal park covers hectares.
- 29** Sandra suggests that they share the for transport.
- 30** She says they could also explore the local

Test 1

SECTION 4 **Questions 31–40**

Complete the notes below.

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

Geography

Studying geography helps us to understand:

- the effects of different processes on the **31** of the Earth
- the dynamic between **32** and population

Two main branches of study:

- physical features
- human lifestyles and their **33**

Specific study areas: biophysical, topographic, political, social, economic, historical and **34** geography, and also cartography

Key point: geography helps us to understand our surroundings and the associated **35**

What do geographers do?

- find data – e.g. conduct censuses, collect information in the form of **36** using computer and satellite technology
- analyse data – identify **37**, e.g. cause and effect

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This 8th collection of examination papers 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.

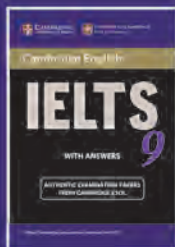
Audio CDs containing the recorded material for the Listening paper are also available.

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.

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