

IELTS Academic Practise Test

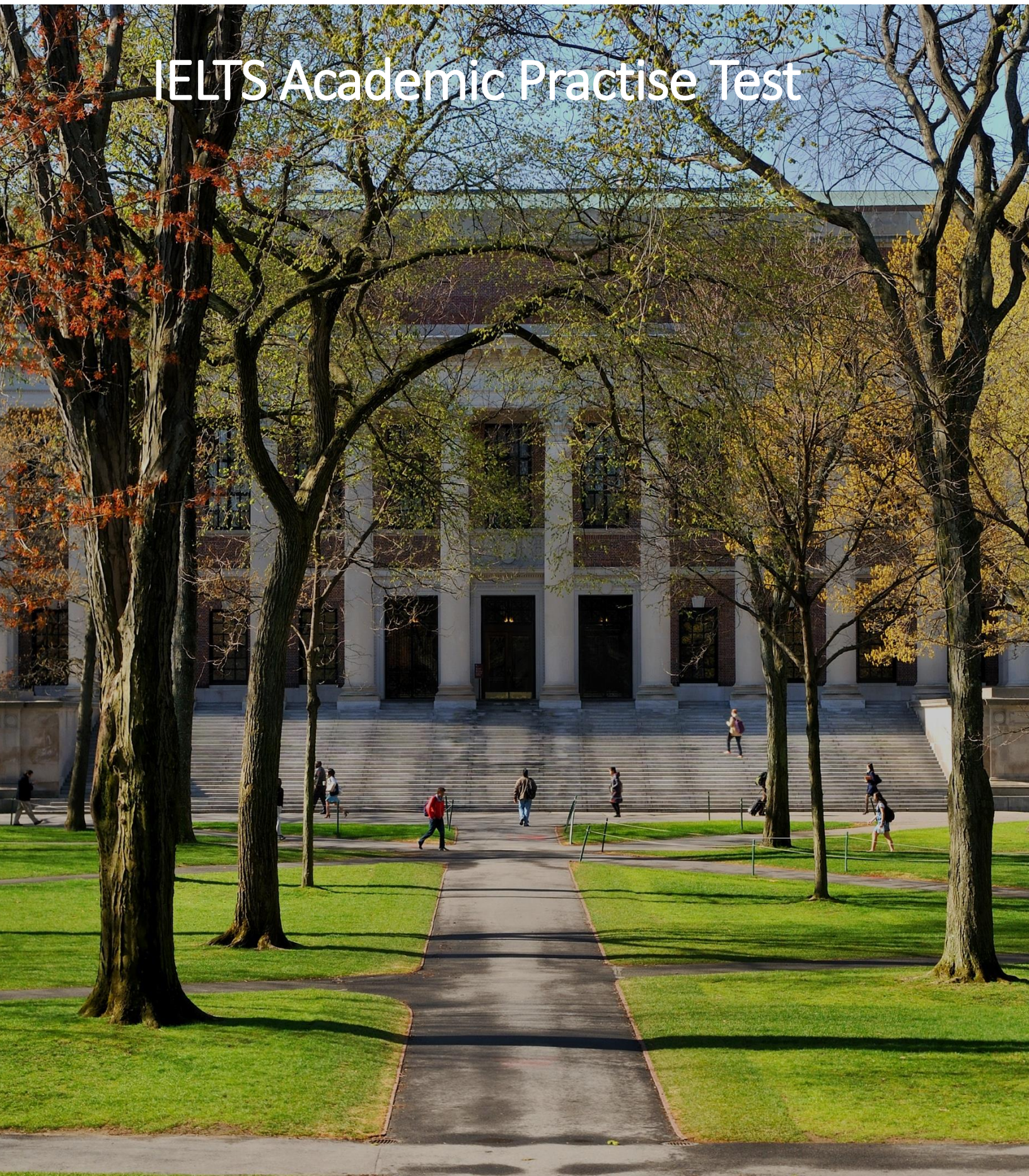


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Introduction

The international English language testing system (IELTS) is the world's most popular English language proficiency test for higher education and global migration, with over 2 million tests taken in the last year.

IELTS assesses all of your English skills — reading, writing, listening and speaking, and is designed to reflect how you will use English at study, at work, and at play, in your new life abroad.

The IELTS test is developed by some of the world's leading experts in language assessment. It has an excellent international reputation, and is accepted by over 9,000 organisations worldwide, including schools, universities, employers, immigration authorities and professional bodies.

There are two versions of the test: IELTS Academic and IELTS General Training.

IELTS Academic measures English language proficiency needed for an academic, higher learning environment. The tasks and tests are accessible to all test-takers, irrespective of their subject focus.

The following sections contain practice tests for each of the four language components the IELTS Academic tests: Listening, Reading, Writing and Speaking.

In the package you have just downloaded we have already included the compressed audio files you need to complete the Listening Test, as well as examples of answers for the Speaking Test.

Candidate Number

Candidate Name _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM**Listening Test****PRACTICE TEST**

1 hour

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name and candidate number in the spaces at the top of this page.

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 10 minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

At the end of the test, hand in this question paper.

INFORMATION FOR CANDIDATES

There are **four** parts to the test.

You will hear each part **once** only.

There are **40** questions.

Each question carries one mark.

For each part of the test, there will be time for you to look through the questions and time for you to check your answers.

SECTION 1 Questions 1–10

Questions 1–6

Complete the table below.

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

Delano's Restaurant

Opening hours	<ul style="list-style-type: none"> Monday to Thursday – 5:00 to 10:00 pm Friday to Sunday – 5:00 to <u>midnight</u>
---------------	---

Reservation Form

Full name for reservation	<ul style="list-style-type: none"> 1 Contact phone number: 2
Reservation details	<ul style="list-style-type: none"> Date: Friday, February 7 Time: 8:00 pm No. of people: 9 adults, plus two 3
Special event?	<ul style="list-style-type: none"> 4
Special requirements	<ul style="list-style-type: none"> Do not serve: 5 6 seating needed

Questions 7 and 8

Choose **TWO** letters **A–E**.

Which **TWO** starters does the woman choose?

- A** White bean salad
- B** Tomato and basil salad
- C** Stuffed mushrooms
- D** Salmon fritters
- E** Bread and pesto

Questions 9 and 10

Choose **TWO** letters **A–E**.

Which **TWO** special requests does the woman make?

- A** Make a cake
- B** Prepare decorations
- C** Sing a song
- D** Play special music
- E** Give a present

SECTION 2 Questions 11–20**Questions 11–14**

Answer the questions below.

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

11 What will the speaker talk about at the end of the presentation?

.....

12 What will employees get if they don't follow the safety rules?

.....

13 Where are the incident report forms stored?

.....

14 Who signs the timesheet for a part-time employee?

.....

Questions 15–20

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

- 15** Which of the following does the speaker **NOT** talk about as bad behaviour?
- A** Playing around near the machines
 - B** Being rude to co-workers
 - C** Gossiping about the manager
- 16** Office staff need to wear a white company shirt and ...
- A** black jeans
 - B** black pants or skirt
 - C** trousers with logo
- 17** In the workshop, staff must wear gloves ...
- A** for certain jobs
 - B** in certain areas
 - C** at all times
- 18** If the fire alarm sounds, staff ...
- A** may not take anything with them
 - B** may take their keys and phone with them
 - C** must exit through the main glass doors
- 19** The next fire drill will be held ...
- A** in January

- B** in 6 months
- C** in June

20 The next part of the talk will be about ...

- A** how to ask questions at work
- B** how to report a dangerous situation
- C** duties for Reception staff

SECTION 3 *Questions 21–30*

Questions 21–24

Match the responsibility to the person.

*Write the correct letter, **A–G**, next to each person.*

Responsibilities:

- | | |
|----------|------------------------------------|
| A | keeps past test data |
| B | helps with test design |
| C | keeps attendance records |
| D | has information for new students |
| E | helps with textbooks and equipment |
| F | notes any changes to the syllabus |
| G | organises students into classes |

People:

21 Maureen

22 Paul

23 Jason

24 Kelly

Questions 25–30

Complete the Semester Schedule below.

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

Semester Schedule

Week 1	Monday: Give students the 25
Week 4	short personal 26
Week 6	First 27 due
Week 12	Thursday: Exam Friday: 28
Week 13	Teachers mark assessments in the 29
Week 14	Students get their 30

SECTION 4 Questions 31–40

Questions 31– 34

Fill in the table below.

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

Driverless Car Levels

Level	Name	Characteristics of Cars
0	Driver only	Driver controls the pedals and 31 Already incorporate a lot of software
1	Assisted	Help with parking, electronic 32
2	Partial Automation	Can stay in one lane and at a steady distance from the car in front Need careful driver monitoring
3	33 Automation	Will usually not need driver input; car may sometimes request help from the driver
4	High automation	Will only be able to operate in 34
5	Full automation	No driver needed, no pedals or steering wheel

Questions 35 –38

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

- 35** Which option is **NOT** stated to be a problem for existing robot car models?
- A** Operating without a detailed map
 - B** Dealing with unknown changes en route
 - C** Driving in very hot conditions
- 36** Which of the following is **NOT** true?
- A** In 2012, US and UK people liked autonomous cars more than Germans did.
 - B** In 2015, more Germans liked than didn't like autonomous cars.
 - C** In 2015, about a third of the people surveyed liked autonomous cars.
- 37** What percentage of car crashes happen because of driver error?
- A** 90%
 - B** 33%
 - C** 99%
- 38** What will the main problem be for driverless cars in the transition period?
- A** Driving on high-speed motorways
 - B** Not hitting driver-controlled cars
 - C** Deciding what to do in a crash situation

Questions 39 and 40

Choose **TWO** letters, **A–E**.

Which of the following are advantages of driverless cars? They will probably ...

- A reduce traffic jams
- B decrease driving speeds
- C improve road quality
- D make journeys quicker
- E use smaller vehicles

Section 1

You will hear a conversation between the manager and a customer in a restaurant. First you have some time to look at questions 1 to 6.

You will see that there is an example that has been done for you. On this occasion only, the conversation relating to this example will be played first.

MAN: Good afternoon, Delano's Restaurant. How can I help you?
WOMAN: Hi, can you tell me how late you're open at weekends?
MAN: Yes of course. On the weekends, including Friday night, we're open till **midnight** ...

*The man says that the restaurant is open until midnight, so **midnight** has been written in the space. Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer questions 1 to 6.*

MAN: Good afternoon, Delano's Restaurant. How can I help you?
WOMAN: Hi, can you tell me how late you're open at weekends?
MAN: Yes of course. On the weekends, including Friday night, we're open till **midnight** ...

WOMAN: OK, that's great. Do you take reservations?

MAN: Of course. Let me just get a reservation form ... So first of all, can I have your name please?

WOMAN: Sure, my family name is Mateo.

MAN: That's **M-A-T-E-O**?

WOMAN: Yes.

MAN: And your first name?

WOMAN: It's Kirsten.

MAN: Ah ... Was that Kristen?

WOMAN: No, I'll spell it for you! **K-I-R-S-T-E-N**.

MAN: Ah, sorry about that.

WOMAN: No problem, I'm quite used to it.

MAN: OK, I'll just run through all the details about the booking with you, but before I do that, I'd better get your contact number now, just in case I forget to do it later. Is that OK?

WOMAN: Sure. It's area code **7-3-4**, and the number is **6-double-7, 8-triple-1**.

MAN: OK, so when would you like to book?

WOMAN: Next Friday.

MAN: As in, the 7th, correct?

WOMAN: Yes, at 8:00 pm, if you have room for us.

MAN: Let's see ... How many people are you booking for?

WOMAN: We've got, let's see ... three couples, my brother too ... and my parents of course ... So that's nine adults. And is it alright to bring **infants**?

MAN: Yes, that's no problem, we have special seats for them.

WOMAN: Actually, we'll have two coming. But don't worry, they're well behaved and they'll probably sleep the whole time. They won't need seats.

- MAN: Fine. Just bear in mind that it might be quite noisy in the restaurant at that time.
- WOMAN: Oh, that's cool. We just want the whole family to be there together for the dinner.
- MAN: Is it a special occasion?
- WOMAN: Yes, it's my parents' **wedding anniversary**. Thirty-five years together!
- MAN: That's fantastic. OK, so to make sure that everyone has a great time on this special day, I'd like to discuss our food options now, so that we can be prepared.
- WOMAN: OK, great. I've heard great things about your menu.
- MAN: Yes, you definitely won't be disappointed! Now, is there anyone in the group who has special dietary requirements?
- WOMAN: Oh yes, both my sister and brother have an allergy to **nuts**. Um ... we usually just avoid them altogether. We like to try each other's dishes, and it makes it easier.
- MAN: Right, that's important. I'll just make a note of that ...
- WOMAN: Oh, don't worry; they'll remind you for sure. Oh! One more thing I almost forgot to mention. My father's recovering from surgery, and for the time being he's in a **wheelchair**. Are there any stairs or anything that could make it difficult for him?
- MAN: Good question. We do have stairs outside, but we also have a ramp. It shouldn't be a problem at all. We'll make a special place for him at the table ...
-

Before you hear the rest of the conversation, you have some time to look at questions 7 to 10.

Now listen and answer questions 7 to 10.

- MAN: If you want, you can place your orders now, while you're on the phone.
- WOMAN: Well, I think everyone will want to make their own choices, but it might be nice to have a few starters prepared in advance.
- MAN: May I suggest some of our salads? We have a great white bean salad and another with basil and tomatoes.
- WOMAN: Well, they sound good, but ...
- MAN: Or, how about our famous **stuffed mushrooms**?
- WOMAN: Yes, those sound good, could we have them? And maybe something with bread – do you make your own bread at the restaurant?
- MAN: Yes our bread is fantastic, fresh from the oven. We serve that with our homemade pesto, if you think you'd like that.
- WOMAN: Hmm ... what else is there?
- MAN: Well, for something a bit different, you could try our **salmon fritters**, they always get good reviews!
- WOMAN: Yeah, they sound nice. OK, those two will do, and everyone can decide if they want salads or bread when they get there.
- MAN: Wonderful, I'll just write that down ... right, so is there anything else that we can do to make the celebration more memorable? We often do special cakes for these kinds of occasions.
- WOMAN: Well, dad isn't supposed to eat much sugar, so what about **decorations**? Could you set up some balloons or something like that?

- MAN: Absolutely, we've done that kind of thing before.
- WOMAN: And ... I don't suppose you have live music? We could request that the band sings their favourite song.
- MAN: Unfortunately they only play on Saturdays and Sundays. But we can try to make the music **special** – I'll tell you what. If you can create a CD of their favourite music, we can **play** it during part of the dinner ...
- WOMAN: Yes, that'd be fantastic, they'll love it! And we'll have a special gift, as well. Thanks, that all sounds wonderful

Narrator:

That is the end of section 1. You now have half a minute to check your answers.

Now turn to section 2.

Section 2

You will hear the Human Resources manager talking to new employees about the rules in the workplace. First you have some time to look at questions 11 to 14.

Listen carefully and answer questions 11 to 14.

SPEAKER:

Hello and welcome —I'm going to give you a brief induction to working with us at Compass Construction. First, I'll be covering basic health and safety requirements ... next, information about timesheets and pay, and some guidelines around workplace behaviour and dress codes. Finally, I'll finish by explaining our **emergency procedures**.

Right – Health and Safety ... as your employer, we have an obligation to take all reasonable steps to ensure your safety at work. This is our responsibility by law and we take it very seriously. But, you also have responsibility for your own safety. That means you're required to follow safety requirements, and keep yourself and others safe. Employees who fail to do so will receive **formal warnings**.

So – what happens in the unlikely event that you or someone else *is* hurt, or almost hurt, at work? Report it. A serious accident – report it. Stub your toe? Report it. We also require employees to report near misses ... a near miss being a fancy way of saying an accident waiting to happen – almost slipping on a wet floor, for example. It's important to report near misses because if you don't, someone could get hurt next time round. So ... the incident report forms are kept **at Reception** – Linda will show you how these need to be filled in and filed.

Ah ... if you're unable to attend work for any reason, we ask that you give us at least 4 hours' notice before your shift begins, but of course the more notice we get, the better!

Now, you'll be working with us on a part-time basis, so you'll have to fill out a timesheet each week. You need to complete this daily, then at the end of the week ask your **supervisor** to sign it, and email a copy to your manager by 5 pm on Friday.

Before you hear the rest of the talk, you have some time to look at questions 15 to 20.

Now listen and answer questions 15 to 20.

Right, next: accepted standards of behaviour. It may seem obvious – but work isn't the place for silly behaviour. In our industry, we **can't have people fooling around**, especially with **the equipment and machinery** we have here on site – it's too easy for something to go wrong. There's also no place **for swearing, bullying or harassment** at work, so if you're at all concerned at any time, please talk directly to your manager about this.

Finally, what to do if there's a disaster of some sort – um ... sorry, no ... dress codes first. Like all our office employees, you need to wear the standard white shirt with the company logo – you'll be provided with two of these. You wear **your own trousers or skirt**, which must be black, tidy and smart – no jeans, and always black.

In your role, you'll mostly be on Reception. However, you may occasionally be asked to do something that requires you to go into the workshop area. In that case, you'll need to be decked out in proper PPE – Personal Protective Equipment: steel-capped boots, a vest and,

depending on what you're doing, gloves and a hard hat. The **gloves are needed for any task that requires contact with dangerous chemicals**, for instance. All the PPE is kept in the room before the workshop which we passed through earlier.

Right, now, finally, if there's a fire or other disaster and the fire alarm sounds, you need to leave immediately. Don't try to go out the glass doors because they're automatic and may not be operating. The fire exit is through the door to the right of the main glass doors. When you exit, **leave everything behind including your bag, keys and phone**. People often fumble around wasting precious time, when there just isn't time for that. So it's a company policy to **take yourself to safety and nothing else**. Once you exit the building, you need to make your way to the nearest assembly point, which from Reception is just over there, in front of the big oak tree in the car park. We have drills every 6 months, so that will give you a chance to ... ah, go through the drill. The last one was in January, I think, so the next one'll be in a couple of weeks – **early June**, I believe.

So that's my presentation. I know there's a lot to take in but look – if there's something you don't understand, just ask – everyone expects new people to ask questions, so don't be shy – ask away. Right, I'll take a few questions now – and then I'm going to hand you over to Steve, who'll give you an overview of the company's hazard management plan. Although you're working on Reception, which should be relatively free of hazards, you need to know **the process for identifying something that could cause harm** – that is, if you notice a hazard in the workshop or office areas. So...any questions on what we've covered so far?

NARRATOR:

That is the end of section 2. You now have half a minute to check your answers.

Now turn to section 3.

Section 3

You will hear a conversation between two teachers who are making plans for the new semester. First you have some time to look at questions 21 to 24.

Now listen carefully and answer questions 21 to 24

- MAN: Hi Hanna, how's it going? Are you finding your way around?
- WOMAN: Yes, slowly. It'll take a while before I've met everyone and I've got the hang of things.
- MAN: You'll be fine in a few days, it just takes time. So for today, let's just go over the basics. Now you've already got the syllabus for the semester?
- WOMAN: Yes, I got that from ... I think her name is Maureen? The coordinator for the department?
- MAN: Yes, and remember that the syllabus isn't set in stone – we can make alterations to suit our students, but you'll have to tell her about any **alterations** we make so she can **put it in the records**. For example, if we see that our students need more work with writing, we can add some supplementary material.
- WOMAN: OK ... fine. So what about assessment? Do we design our own tests?
- MAN: No, you don't need to worry about that. But we do need to design a written assignment task for them. When the time comes, you can find examples from past years in the secretary's office.
- WOMAN: Oh, the secretary – that's Paul, isn't it? I met him earlier today.
- MAN: No, Paul is our assistant classroom coordinator, and he can **give you a hand with finding the books and supplies**. The secretary is a young man named Jason, you may not have met him yet. He has a small office near the door, just over there. It's really too small, 'cos it's very crowded with stuff. Can you see all those filing cabinets?
- WOMAN: Oh, yes ... I was wondering about those ...
- MAN: That's his office – those cabinets contain all of our **previous papers, test results, student assessments** and things like that.

- WOMAN: I'll introduce myself when I see him later on.
- MAN: Yes, he's really nice. OK, so we have your attendance list here ... let's see ... good, it looks like you'll have a really nice group. William usually does the class lists, he's very good at it. I see you have about 10 new students, so you'll have to make sure that they **receive the orientation materials** and **know the basics about the school**, where things are, who to go to for help ...
- WOMAN: Yes, I was told that I should speak to ... um ... Kelly about that. Is that right?
- MAN: That's right, she's in charge of pastoral care, and she'll make sure you have everything you need to pass on to the new students. I think she'll give you a copy of some stuff for yourself too, like maps of the school, and a timetable ...

.....

Before you hear the rest of the conversation, you have some time to look at questions 25 to 30.

Now listen and answer questions 25 to 30.

- MAN: The syllabus itself doesn't have firm dates for assessment and tests and homework, so I think it's a good idea to hash some of that out today, while we're both here.
- WOMAN: Yeah ... for sure. I imagine that we'll have to give the students some sort of introduction in the first week?
- MAN: Yes, you'll give them the **course overview** on the first day, and that includes information about what they will be doing when, and the due dates for all their assignments.
- WOMAN: OK ... so how many assignments are there?
- MAN: Two, though we also do some quizzes in class. But before the first assessment we always give the students a chance to ask questions and ask for help if they need it. So, in Week 4, we need to schedule brief one-to-one **progress meetings**.
- WOMAN: Do we do this in class time?

- MAN: Yep, it'll actually only take a morning – you spend about ten minutes with each student while the others are doing self-directed study. But we want to make sure that the first assignment is due a week or two afterwards. Ideally, they will have started that before the meeting.
- WOMAN: So what do you suggest? Week 5 for the first **research report** due date?
- MAN: Maybe Week 6 is better, right in the middle of the semester.
- WOMAN: OK ... So, do we meet them again individually once we've graded their assignments?
- MAN: Not exactly. We will meet with them again, but later in the semester, just to give them some feedback and suggestions for improvement, if needed. It's best done a bit later ... a few weeks before the final exam.
- WOMAN: Which is ... week 12, right?
- MAN: Yes. It's in the last week of the semester, but not on the Friday. It's usually on the Thursday. We usually try to keep the last day free for a **class activity**, to let the students unwind a bit after the exam.
- WOMAN: Sounds fun. The weather should be nice by then, too. Maybe a picnic outside?
- MAN: Yes, or we can even take them out to an event or an attraction. Last year we went to the aquarium just down the road.
- WOMAN: So ... how about the marking of the exam?
- MAN: Well, we usually take one day in the week following the final test, usually the Monday or Tuesday, to grade the exams. We all come in and grade the papers together in the **common room**. That way, if we have a question about a certain answer or grade, we can get advice from each other.
- WOMAN: That's a great idea, it'll really help me as I'm doing it for the first time.
- MAN: Yes, even people like me, who've been doing it for years, find it helpful.
- WOMAN: I see here on the syllabus that the students can't access their results online until Week 15. That's three weeks after the exam. That's rather a long time to wait.
- MAN: Well, it's actually the week before that when the students receive their **final marks**. But we don't enter them onto the computer until the following week, because we want to make sure they're correct ...

NARRATOR:

That is the end of section 3. You now have half a minute to check your answers.

Now turn to section 4.

Section 4

You will hear a talk on the topic of driverless cars. First you have some time to look at questions 31 to 40.

Now listen carefully and answer questions 31 to 40.

Hello everyone. Today's talk is about motor vehicle technology of the future, and in particular, about driverless cars. So, first ... what is a driverless car? This is not a simple question, and the British automotive industry has set 5 levels of driver control on the route to truly autonomous vehicles. Level 0, or driver only, cars are what most of us are operating right now. Um ... by that I mean we control the car, by operating the pedals and the **steering**, and if we lose concentration, or fall asleep, we're in big trouble.

However, our current level 0 cars already contain sophisticated mega computers. Did you know, there are over 70 small pieces of software in your car? They control the accelerator, the brakes and lots more. Yes, you have to press the pedals, but after that the software takes over to actually operate the vehicle.

OK, so now Level 1, or assisted, cars are already on the market. Um ... so, what's different about these cars? They tend to have computer-controlled assistance for parallel parking, or electronic **braking systems**.

Some companies are also making level 2, or partially automated, cars. They have functions like adaptive cruise control and lane keeping. They can change their speed to match the car in front of them, so they can operate in heavy traffic. However, drivers still need to monitor carefully and be ready to take over if necessary.

Now ... ah, note that higher levels are not yet available for commercial sale, but level 3, or **conditional** automation, vehicles will in theory be able to perform highway driving without the need for input from you, the driver! Well, not totally ... they might need to ask the driver to take over in difficult situations, giving sufficient notice so that he or she's ready to resume control. So, you can't go to sleep!

So ... what's the next step in this gradual process of developing automated vehicles? Yes, Level 4, or high automation, vehicles ... these cars may not have pedals or a steering wheel at all, can you imagine that? They will be restricted to **city environments**, but in other ways are not so different from level 5 cars, which will be fully automated in all situations.

In this science fiction future, the driver may get into a vehicle, program it, and then sip coffee, sleep or check the internet while the car propels him safely to his destination.

Ah ... well, of course, there's intense competition among the automotive industry to be the first to produce and test a workable robotically-controlled car. But ... um ... these cars are nowhere near ready for open road driving. They can only operate on roads that have been extensively computer mapped, and they're very inflexible at dealing with anything unexpected, like new stop signs for example. Let's see ... other technological issues for some models include problems with operating in **some weather conditions, such as rain and snow**.

However, many insiders agree that these problems will eventually be solved, and that the biggest hurdle is getting the driving public to accept the idea. UK and US surveys in 2012 showed that somewhere between 37 to 49 per cent of people would be comfortable owning one of these cars. However, at this time, **only 22 per cent of Germans were positive, and 24 per cent were hostile about the idea.** A more recent international survey in 2015 indicated that 33 per cent would like to own an autonomous vehicle, but most respondents still wanted to be in control of their car.

Right, so ... another issue for the consumer is cost, though this could be offset to some extent because of lower insurance premiums. People may be nervous about autonomous cars, but, you know, the facts speak for themselves. Ah ... it's estimated that **90% of all car crashes are caused by drivers making mistakes.** Um ... in 2014, in the USA alone, nearly 33,000 people died in cars. Driverless cars could hugely reduce that number. Some people estimate a 99% reduction in car accidents, but that would require 100% of cars to be robot controlled.

So what about the transition period? After all, whenever it begins, this change can't happen overnight. For many years, both human and computer controlled vehicles will share our roads. Motorway driving is relatively predictable, but as we know, most cars are driven in complex situations in crowded cities. Even human drivers struggle to make split-second decisions in these situations. How can a driverless car be programmed to deal with crazy driving?

But ... what is the biggest dilemma? It's an ethical one. **How can we program a driverless car to make a choice in cases where an accident is inevitable?** Should the car be programmed to choose the lowest number of injuries, or to protect its driver first? This issue is not trivial, and it could cause a big delay in the introduction of the new technology.

Nevertheless, this change will surely come; the potential advantages are just too great. As well as slashing the road toll, the cars will potentially **minimise road congestion**, because

robot cars will be able to travel much faster and closer together than we do on our current road networks. Um ... eventually, this will **reduce driving time** and thus increase our productivity. Fuel costs will fall, with more efficient consumption patterns. But, I suspect driving won't be as much fun!

NARRATOR:

That is the end of section 4. You now have half a minute to check your answers.

That is the end of the listening test. You now have 10 minutes to transfer your answers to the listening answer sheet.

Answers

SECTION 1

1. Kirsten Mateo
2. 734 677 8111/ 734-677-8111 /
7346778111
3. infants
4. wedding anniversary / Wedding
Anniversary
5. nuts
6. wheelchair / wheel chair
7. C } IN EITHER ORDER
8. D }
9. B } IN EITHER ORDER
10. D }

SECTION 2

11. emergency procedures
12. formal warnings
13. (at) Reception / reception
14. (their / the) supervisor
15. C
16. B
17. A
18. A
19. C
20. B

SECTION 3

21. F
22. E
23. A
24. D
25. course overview
26. progress meetings
27. research report
28. class activity
29. common room / Common Room
30. final marks

SECTION 4

31. (the) steering
32. braking systems
33. conditional
34. city environments
35. C
36. B
37. A
38. C
39. A } IN EITHER ORDER
40. D }

Candidate Number

Candidate Name _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM**Academic Reading Test****PRACTICE TEST**

1 hour

Time 1 hour**INSTRUCTIONS TO CANDIDATES**

Do not open this question paper until you are told to do so.

Write your name and candidate number in the spaces at the top of this page.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Write your answers on the answer sheet. Use a pencil.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are **40** questions on this question paper.

Each question carries one mark.

READING PASSAGE 1

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

MALARIA

"Prevention is better than cure" - Desiderius Erasmus (1466-1536)

Over many centuries of human existence, one infectious disease has been responsible for more fatalities and misery than any other – malaria. It is still rife today, with 300 million cases a year, despite a cure (quinine from the bark of the cinchona tree) having been found in Peru in the 1600s and despite the discovery in 1897 that it was carried by mosquitos and not "bad air" (*mal aria* in Italian). Sonia Shah, a journalist with a lifelong interest in malaria, posits three main reasons for the continued existence and prevalence of malaria.

The first reason is scientific. The protozoan parasite plasmodium that causes malaria is not only complex, but also devious. The pathogen is unusual in that it spends half its life in the gut of a cold-blooded mosquito and the other half inside a warm-blooded person. It metamorphoses seven times during its life cycle, presenting a different physiology at each stage, so a drug designed to attack the parasite in one phase may be ineffective in the other six. It can also remain dormant in the human body from days to decades. The vector for plasmodium is the anopheles mosquito and, as it is known that mosquitos generally breed in wet habitats, it would seem logical to carry out an extermination campaign directed at these. The problem is that different species of anopheles prefer different environments. Dirty stagnant water is an obvious target, but some prefer saline water and others breed in fresh, flowing water. Different species of anopheles mosquitos have different habits, too. Some remain exclusively outdoors, others are a menace indoors, while some species are not fussy at all. Although mosquitos are mostly associated with warm humid weather, some hibernate (with their parasites) through northern winters.

Malaria poses an enormous economic problem as it thrives in many of the world's poorest and most remote communities. There is a vicious but almost inescapable malaria-poverty cycle. Poor people do not have the resources to protect themselves from the mosquitos and malaria tends to hit hardest when farmers should be out harvesting their crops. Even if an affordable and effective vaccine were available, there is no infrastructure in these places to effect delivery – no roads, no electricity (for refrigeration), no clinics and no clinicians.

The third challenge is cultural. In malarious regions, this potentially lethal disease is 'normal' just as getting a cold or flu in winter is normal for people who live in temperate zones. As Sonia Shah points out: "if people think it's normal to have malaria, then how do you get them to run to the doctor to get diagnosed, to pick up their prescription, to get it filled, to take the drugs, to put on the repellents, to tuck in the bed nets?" assuming, of course, these recourses are available.

Taken together, the scientific, economic and cultural challenges generate a huge, paralysing political problem for the governors of malarious territories. Thus, the main assaults on malaria have been initiated by outside groups. The first large organised eradication campaign was begun in the 1950s by the U.S. State Department using DDT which they sprayed liberally everywhere, dousing human dwellings, mosquito breeding grounds and crops. Although the majority of mosquitos perished, those that survived the chemical bred new generations of mutated mosquitos until, by the mid-1960s, DDT-resistant mosquitos were everywhere. The World Health Organisation (WHO) renewed the chemical assault but targeted only the parasite this time. They had developed a synthetic antimalarial drug, chloroquine, which they distributed in parts of South America, Asia and Africa. The dissemination (as an addition to common table salt) was prolific and as it turned out reckless because, a few generations of plasmodium later, mutant parasites emerged and proliferated throughout the world.

Previously, many people living in societies plagued by malaria had developed partial immunity to the disease through being exposed to it and surviving. Now, however, owing to years of freedom from illness brought about by the DDT and chloroquine crusades, everyone was vulnerable and the death toll was huge. Since the late 1990s, a new fight has begun. This time, sidestepping the scientific and economic challenges by using a relatively inexpensive and practical instrument – insecticide-laced mosquito netting – the problem is overcoming the cultural obstacle. Because malaria is not regarded as a killer disease in susceptible communities, the population has to be encouraged to use the nets, and use them meticulously, despite the fact that they are hotter to sleep under, require rearrangement if disturbed, and may actually be problematical to hang – in a round hut, for instance.

Sonia Shah suggests that an alternative to destroying the mosquitos and/or their parasites is to eradicate the environmental conditions that harbour malarial mosquitos while at the same time improving the human habitat. This ecological tactic has led to removal of algae and rubbish from rivers and streams, drainage of swamps and stagnant ponds, coating puddles with larvae-suffocating oil, and clearing of vegetation from around homes and waterways. This method relies on recognition of the local conditions for mosquito breeding – that is, identifying the specific habitat whether it be fresh or brackish, stagnant or flowing water. Anything that reduces mosquito longevity by removing breeding facilities or exposing them to predators could effectively reduce malaria transmission because the plasmodium parasite does not become infective until the end of a 7–12 day cycle of development.

Questions 1–8

Complete the notes below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 1–8 on your answer sheet.

The fight against Malaria

- Age-old disease still widespread today.
- 17th century – **1** discovered to effectively treat malaria
- 19th century – mosquitos revealed as the carrier (not *mal aria*)
- 3 problems to overcoming malaria:
 1. scientific
 - plasmodium pathogen: **2** and tricky; lives in both mosquito (cold-blooded) and human (warm-blooded)
 - 7-stage life cycle; alters its **3** during each phase
 - ability to stay **4** for a short or long time
 - anopheles mosquitos like watery places for reproduction – should be focus for **5**, but different species favour different kinds of water
 - different habits: most like it hot, but some can **6** in cold weather
 2. economic
 - malaria often occurs in poor places without any **7** to allow distribution of treatment
 3. cultural
 - malaria, although life-threatening, is considered **8** by those most likely to get it
- all these problems add up to a fourth, political challenge

Questions 9–13

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

In boxes 9–13 on your answer sheet, write

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 9 DDT failed to kill all the mosquitos that were sprayed.
- 10 The WHO tried to kill mosquitos using chloroquine.
- 11 After the use of DDT and chloroquine, some people became immune to the disease.
- 12 People in malarious areas refuse to use the bed nets.
- 13 One aim of the environmental approach is to shorten the lives of mosquitos.

READING PASSAGE 2

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

The Benefits of Pilates and Yoga

Yoga originated in India about the fifth century BC, evolving over time as a mental, physical and spiritual discipline. Pilates is much younger, developed in the mid-1900s to help in the rehabilitation of injured dancers and athletes. Pilates focuses on the interconnectedness of the mind and body, drawing on the movements of calisthenics, yoga and ballet, whereas yoga focuses on the connection between mind, body and spirit. Exploring the spiritual side of yoga is an integral part of the practice.

The majority of studies into the benefits of Pilates have focused on its advantages for the physical body, and there is an arguable lack of empirical evidence for these. One study, which aimed to assess improvements in posture, involved 47 adults practising Pilates once a week for three months. Despite subjects reporting improved posture, their height, used as a measure, did not change. A second study exploring comparative effects of Pilates or weight training on posture found both groups experienced moderate change.

There is evidence to suggest that regular Pilates practice can help improve strength and flexibility. To what extent, particularly in comparison to other types of resistance training, is unsubstantiated although one study confirmed that Pilates improved strength equally to traditional resistance exercise (lifting dumbbells). A different study used electromyography (EMG), which measures muscle activity, to compare the effect of Pilates and abdominal crunches on two muscles in the core region: the rectus abdominis (the six-pack) and external obliques. The Pilates exercises produced EMG values that were higher than the crunch, supporting claims that Pilates increases core strength and stability. There is some justification for the use of Pilates in rehabilitation. There are several studies reporting that it leads to a significant reduction in pain intensity and disability in people with lower back injuries, for example. However, the number of studies is very small and the numbers of participants limited.

Research into the benefits of yoga has focused more on its contribution to wellbeing. According to yogi tradition, continued practice of *asana* (postures) and *pranayama* (breathing) increases *sattva*, a spiritual quality of light and love, the cultivation of which leads to greater equilibrium and less psychological and physical illness. One study by researcher Sudheer Deshpande attempted to substantiate this claim by involving 226 adults in a programme where they had either one hour of moderate physical exercise (PE) a day or one hour of yoga a day for eight weeks. The number of persons who showed enhancement of *sattva* – measured by responses to a questionnaire – was significant in the yoga group but not in the PE group.

Dr Andrew Weil, a medical researcher, claims that investigations into the value of yoga are neither overwhelming nor conclusive. In his view, one of the problems identified is that most

studies are done with small numbers of subjects. Others, such as the aforementioned Deshpande study, focus on trying to lay evidence to claims of the spiritual benefits of yoga, which as yet have found no support in Western science or medicine.

However, the value of deep breathing – an integral part of yoga practice – has found substantial support in medical science. Deep breathing has been shown to have numerous beneficial effects on health, some of which are easily measurable, such as the lowering of blood pressure. Dr Sheila Patel explains that abdominal breathing activates the parasympathetic nervous system, which reverses the body's stress response. Because the abdominal muscles and diaphragm are engaged, there is also less strain on the muscles of the neck and upper chest which assist shallow breathing; thus, tightness is released in these areas.

The Kripalu Center for Yoga and Health in the United States developed a four-month programme for 18–25 year olds combining daily asana and pranayama practice and study of the principles of yoga. Research on the effects of the programme found that it significantly predicted increases in quality of life and self-compassion, and decreases in perceived stress. The researchers suggested that yoga could be used to assist those coping with the stresses of studying, job-searching and transitioning to adulthood.

G. Duraiswamy compared the effects of four months of either daily yoga practice or exercise on schizophrenic patients. The exercise involved activities including walking, jogging and stretching. While there was a decrease in psychotic symptoms in both groups, the decrease was more pronounced in the yoga group. The yoga group also performed better in terms of perception of increased quality of life as measured by the World Health Organization Quality of Life (WHOQOL) form. In addition, yoga has been shown to be effective in relieving symptoms of depression, anxiety and obsessive-compulsive disorder.

Further studies suggest that emptying the mind of thoughts, achieved during yoga practice through concentration on the postures and breath, leads to variations in the neural circuitry of the brain. Dr Sara Lazar, an American neuroscientist, used MRI scans to monitor changes in the brains of a group of adults who participated in an 8-week programme. Prior to the study, participants had never meditated; during the study, they did so for 30–40 minutes a day for 8 weeks. Results showed greater activity in the left hippocampus at the end of the study, the hippocampus being the segment of the brain that assists learning, retention and recall, and emotional regulation. There was also greater activity in the temporo-parietal junction, which controls empathy and compassion, and a reduction in the size of the amygdala, which suggests a reduction in stress.

Questions 14–18

Complete the sentences below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 14–18 on your answer sheet.

- 14 Pilates was originally designed as physical therapy for and sportspersons.
- 15 The practice of yoga differs from Pilates in that it has a
- 16 Pilates practice does not seem to produce measurable effects on
- 17 EMG results indicate that gains in core strength are greater from Pilates training than
- 18 Pilates may be beneficial for sufferers of pain although there is not a great deal of research to prove this.

Questions 19–24

Look at the following findings (Questions 19–24) and the list of researchers below.

Match each finding with the correct researcher, **A–F**.

Write the correct letter, **A–F**, in boxes 19–24 on your answer sheet.

- 19** Yoga successfully reduces the characteristics of severe psychiatric disturbance, more so than other physical exercise.
- 20** The practice of yoga postures and breathing might be valuable for young adults facing difficulties in life.
- 21** The practice of yoga improves mental and emotional calmness and stability.
- 22** Meditation stimulates neuron activity in the brain.
- 23** Yoga provides relief from physical tension in the upper body.
- 24** Research on the benefits of yoga is insignificant and unconvincing.

List of Researchers

- A** Deshpande
B Weil
C Patel
D Kripalu Center
E Duraiswamy
F Lazar

Questions 25–26

Answer the questions below.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

Write your answers in boxes 25–26 on your answer sheet.

- 25** What did WHOQOL assess?
- 26** Which part of the brain is important for memory?

READING PASSAGE 3

You should spend about 20 minutes on **Questions 27–40**, which are based on Reading Passage 3 on the following pages.

Questions 27–33

Reading Passage 3 has seven paragraphs, **A–G**.

Choose the correct heading for paragraphs **A–G** from the list of headings below.

Write the correct number, **i–x**, in boxes 27–33 on your answer sheet.

List of Headings

- i** A reflection of recent social developments
- ii** A high price to pay
- iii** A stunning success
- iv** Hopper's art no longer popular
- v** The end of an era in American art
- vi** Working with a new kind of paint
- vii** A grouping together yet detached
- viii** Speculation about origins of creative influence
- ix** First-time portrayal of new type of lighting
- x** Exact site of restaurant unknown

- 27** Paragraph **A**
- 28** Paragraph **B**
- 29** Paragraph **C**
- 30** Paragraph **D**
- 31** Paragraph **E**
- 32** Paragraph **F**
- 33** Paragraph **G**

Nighthawks

A One of the most distinctive works of modern American art is Edward Hopper's *Nighthawks*. Completed in 1942 – the last touches were added on 21st January according to an annotation in Hopper's journal – the painting was immediately recognised as a masterpiece by the director of the Art Institute of Chicago, who called it “as fine as anything by Homer”, in a reference to the renowned American landscape painter. The Art Institute purchased *Nighthawks* for \$3000, an impressive sum at the time, and it has remained in the Institute's holdings to this day.

B The painting itself depicts a scene in a small urban diner, with three patrons sitting around a circular bar and a young barman reaching down, possibly preparing to mix a drink. One of the customers, in a suit jacket and bowler hat, sits alone with his back hunched and facing away from the viewer. Another man and a woman sit together, facing the viewer. They are seemingly a couple, yet each is unresponsive to the other's presence – they appear lost in their own thoughts. The male partner is possibly making eye contact with the waiter, yet here too their faces remain blank, with little sign of verbal engagement. Indeed, one of the contradictory effects of *Nighthawks* is how this motley gathering appears somehow intimate, enveloped by the dark streets outside, yet alone as individuals. As if to accentuate the sense of disconnection, Hopper does not paint any entrance to the diner – we see the inhabitants of this urban world only through surrounding plate glass windows and so we are as removed from their lives as they are from each other's.

C Perhaps the most impressive stylistic feature of *Nighthawks* is Hopper's depiction of the diner's fluorescent illumination, which cascades with eerie shades of paleness across both interior and exterior elements of the scene. At the time of painting, fluorescent lamps were a recent development, so Hopper ran into difficulty recreating its effects on canvas. An initial attempt to use zinc-based paint proved unsuccessful, as it later cracked and peeled, so the artist was forced to amend the painting using traditional lead-based paint. Nonetheless, the effect is striking and marks a truly modern turn in Western artwork.

D Thematically, *Nighthawks* seems to represent a shift in social relations that the USA was undergoing in the early decades of the 20th century. As cities boomed, along with their white-collar industries, inhabitants of rural areas began heading to metropolitan areas in search of better opportunities for employment. As the modern city took shape, these economic forces drew populations together while at the same time wedging them apart. Old family and community ties were broken, and new divisions, such as those of social class, became starker. Does *Nighthawks* represent a peek into this fractured landscape – the physical togetherness of the city alongside its alienating social forces? Although he typically resisted the urge to self-analyse his work, Hopper eventually conceded that, perhaps unconsciously, he was painting “the loneliness of a large city”.

E Just like the lives of the customers it depicts, much still remains a mystery about Hopper's painting. Although fans and critics have scoured historical photographs and street maps to ascertain the precise location of the restaurant (the painter revealed only that *Nighthawks* was based on "a restaurant on Greenwich Avenue where two streets meet"), the combination of structural elements such as the circular bar, the expansive plate-glass windows, and the bar's relatively small size, suggests that Hopper drew inspiration from several New York buildings.

F Another mystery – whether Hopper was inspired by any particular work of art – remains the subject of pure conjecture. His biographer, Gail Levin, suggests that Vincent Van Gogh's *Café at Night* was conceivably a source of inspiration, as it would have been on display at a gallery in New York in the months prior to the completion of *Nighthawks*. Another possibility is that Hopper was attempting to recreate visually the narrative style of Ernest Hemingway's short story *The Killers*. Hopper was a great fan of the story, applauding Hemingway's sparse and unsentimental style, and many art critics have noted a similar aesthetic in *Nighthawks*.

G *Nighthawks* stands today as possibly the last work of American representational art to achieve almost universal recognition across all strands of society. Because of this, Hopper's work has been subject to numerous homages and parodies in the mainstream of Western media, with references turning up in *The Simpsons*, the *Peanuts* comic strip, and even *Sesame Street* colouring books. In the decades following the release of *Nighthawks*, American art took an increasingly abstract turn through movements such as abstract expressionism and pop art. Although these subsequent traditions produced their own share of memorable imagery, ranging from Jackson Pollock's *No. 1* (1950) to Andy Warhol's infamous *Campbell's Soup Cans* (1962), *Nighthawks* remains a lasting symbol of its time and the acme of realism in the American visual arts.

Questions 34–40

Do the following statements agree with the information given in Reading Passage 3?

In boxes 34–40 on your answer sheet, write

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 34 Hopper recorded in his diary the exact date when he finished the painting.
- 35 The Art Institute of Chicago paid a lot of money for the painting because it was instantly thought to be a great work of art.
- 36 *Nighthawks* got its name because of the distinctive facial features of one of its characters.
- 37 *Nighthawks* was inspired by a single real-life diner incorporating a range of architectural features.
- 38 A painting by Van Gogh was exhibited shortly before *Nighthawks* was released.
- 39 Hopper enjoyed the short story *The Killers* because it showed strong emotion.
- 40 Works of popular culture have often made reference to *Nighthawks*.

Answer Key**TEST 15****ACADEMIC READING*****Reading Passage 1, Questions
1–13***

- 1 quinine
- 2 complex
- 3 physiology
- 4 dormant
- 5 extermination (campaign)
- 6 hibernate
- 7 infrastructure
- 8 normal
- 9 TRUE
- 10 FALSE
- 11 FALSE
- 12 NOT GIVEN
- 13 TRUE

***Reading Passage 2, Questions
14–26***

- 14 dancers
- 15 spiritual side

- 16 posture/height
- 17 abdominal crunches/the crunch
- 18 lower back
- 19 E
- 20 D
- 21 A
- 22 F
- 23 C
- 24 B
- 25 quality of life
- 26 (left) hippocampus

***Reading Passage 3, Questions
27–40***

- 27 iii
- 28 vii
- 29 ix
- 30 i
- 31 x
- 32 viii
- 33 v
- 34 TRUE
- 35 TRUE
- 36 NOT GIVEN
- 37 FALSE
- 38 TRUE
- 39 FALSE
- 40 TRUE

Candidate Number

Candidate Name _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM**Academic Writing Test****PRACTICE TEST**

1 hour

Time 1 hour**INSTRUCTIONS TO CANDIDATES**

Do not open this question paper until you are told to do so.

Write your name and candidate number in the spaces at the top of this page.

Read the instructions for each task carefully.

Answer both of the tasks.

Write at least 150 words for Task 1.

Write at least 250 words for Task 2.

Write your answers in the answer booklet.

Write clearly in pen or pencil. You may make alterations, but make sure your work is easy to read.

At the end of the test, hand in both this question paper and your answer booklet.

INFORMATION FOR CANDIDATES

There are **two** tasks on this question paper.

Task 2 contributes twice as much as Task 1 to the Writing score.

WRITING TASK 1

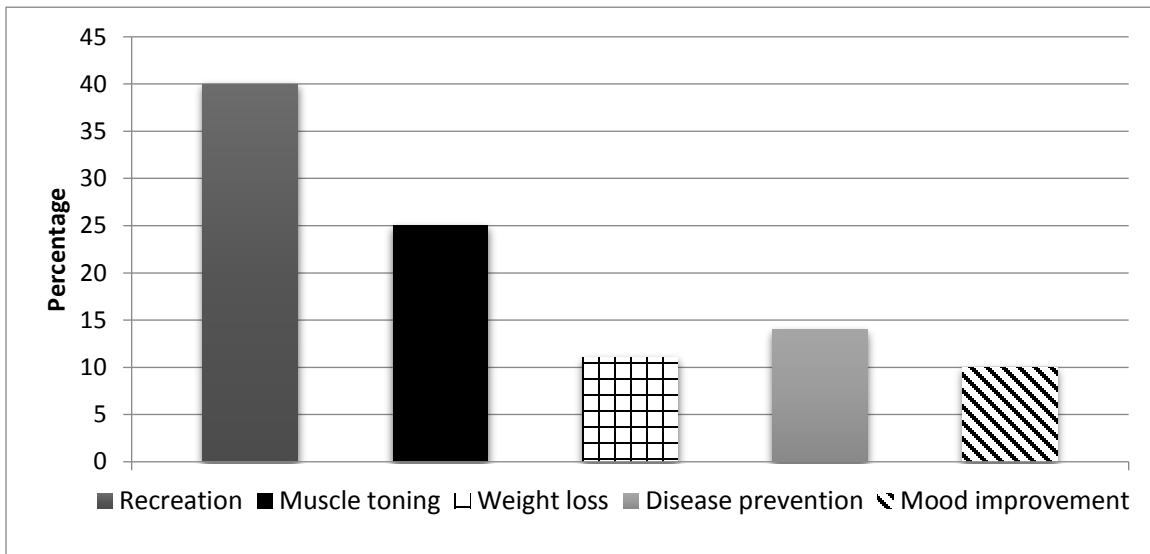
You should spend about 20 minutes on this task.

The charts below show the results of a survey of the primary exercise objectives and locations of a selected group of adults between 20 and 50 years of age.

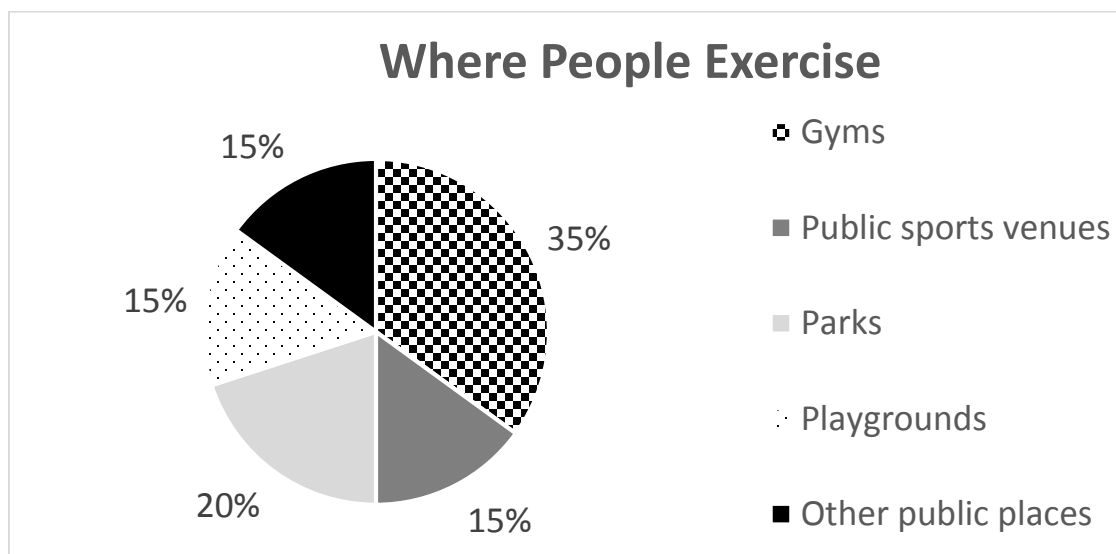
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Main Aims of Exercise



Where People Exercise



WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

These days, many university courses are offered through the internet. Some people think that online teaching has more advantages than conventional classroom teaching or lectures, while others claim that there are significant disadvantages.

Do the benefits of online teaching outweigh the disadvantages?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

WRITING TASK 1

Model response:

The chart gives information about the main reasons for exercise for a group of adults from 20 to 50 years old, and the pie chart shows the locations where they exercised. In general, more of the people in the survey exercised for recreation than for other purposes, and gymnasiums were the most preferred setting.

Forty per cent of the selected group regarded exercise mainly as a form of recreation, while a quarter of them worked out primarily to tone their muscles. Almost fifteen per cent exercised mainly to avoid illness, while around 10% of the survey participants wanted to lose weight. A further 10% did physical exercise primarily to enhance their mood.

More than a third of the people surveyed used a gymnasium, while the rest of the group frequented public places, with twenty per cent using parks for keeping fit, while playgrounds, public sports grounds and other public places were favoured by the remaining 45%, equally distributed at 15% each.

159 words

WRITING TASK 2

Model response:

The internet is becoming ever more popular as a medium of instruction. Naturally, not all courses lend themselves to online teaching; hands-on subjects or those requiring physical involvement are inappropriate for this method. However, for those subjects that are suitable, this way of learning has numerous advantages.

The strengths of online teaching are many and varied. Firstly, it is convenient, as it allows both teachers and students to work at their own pace, in their own time. The classroom never closes; there is round-the-clock access to materials, resources and bulletins, enabling students to fit their studies around work commitments. If they can manage a job while studying, they will be less financially encumbered once they graduate. Secondly, it is flexible. Sessions can be offered throughout the year instead of being restricted to just two semesters. Yet another advantage, for institutions, is that online teaching is much more economical, as there is much less financial outlay on buildings and amenities. Likewise, students in remote regions do not have the expense of travel and accommodation away from home.

There are a few drawbacks, however. Firstly, online learning requires that students have access to relatively up-to-date and suitable computers, and in some places this is not the case. Consequently, there is a presupposition that both teachers and students can use the technology confidently and comfortably, and that it will not fail. Not all teachers understand how to deliver instruction over the internet in pedagogically sound ways, so they may need extra training in this field. Some students may find it difficult to establish study routines and relationships when there is no face-to-face interaction, and they definitely need maturity, self-discipline and organisational skills to balance their online tasks with the other priorities in their lives.

In conclusion, although there are compelling arguments both for and against online teaching, any shortcomings are offset by the fact that distance education is low-cost and reaches a broader student population, offering convenience and flexibility. With good technological support and training for both staff and students, internet-based education can offer many benefits.

343 words

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM**Speaking Test****PRACTICE TEST**

11-14 min

Time 11-14 min**ABOUT THE TEST**

In the Speaking test, you will have a discussion with a certified examiner. It will be interactive and as close to a real-life situation as a test can get.

The Speaking test is the same for both IELTS Academic and IELTS General Training tests.

Part 1	You will answer questions about yourself and your family.
Part 2	You will speak about a topic.
Part 3	You will have a longer discussion about the topic introduced in Part 2.

HOW TO PRACTISE

This practice material is designed for two people working together. Find a study partner to help you practise. This might be a teacher or a friend.

Take the three parts of this practice test one after another without a break to make your practice as realistic as possible.

Remember, you need to speak fluently, clearly and accurately. It is important to say as much as you can and to be spontaneous. Do not prepare answers in advance.

Record yourself if you can so that you can go back and check your performance.

REVIEW YOUR SPEAKING TEST

Listen to your recordings and discuss your test with your study partner. Think about how you spoke. Were you fluent? Did your speech sound natural? Were you able to express yourself clearly?

Use the audio recordings and transcripts in each section to gain an insight into the test format. Note that these are not model answers, so do not try to imitate them.

There are no 'answers'. You and your study partner will need to assess how well you do.

SPEAKING PART 1

In part 1 of the Speaking test the examiner will introduce him or herself and ask general questions on familiar topics.

The examiner will ask you to confirm your identity.

He or she will then ask general questions on familiar topics such as home, family, work, studies and interests. Part 1 of the test will last 4-5 minutes.

HOW TO PRACTISE

You will need a study partner to practise the Speaking test.

Ask your study partner to interview you using the questions below. Record yourself if you can.



Speaking test part 1: questions

Let's talk about your home town or village:

- what kind of place is it?
- what's the most interesting part of your town/village?
- what kind of jobs do the people in your town/village do?
- would you say it's a good place to live? (why?)

Let's move on to talk about accommodation:

- tell me about the kind of accommodation you live in?
- how long have you lived there?
- what do you like about living there?
- what sort of accommodation would you most like to live in?

SPEAKING PART 2

In the IELTS speaking part 2 test you will be given a task card on a particular topic, and this will include key points that you should talk about.

This section of the Speaking test gives you the opportunity to speak for longer on a topic.

You will be given one minute to prepare to talk about the topic on the task card. A pencil and paper will be provided for you to make notes.

You will have to talk for 1-2 minutes, and then the examiner will ask you one or two questions on the same topic. Part 2 takes 3-4 minutes in total.

HOW TO PRACTISE

Ask your study partner to listen while you speak about the task card topic. You should talk for 1-2 minutes.

Your study partner should then ask you one or two questions on the same topic using the rounding off questions. Record yourself if you can.



Speaking test part 2: candidate task card

Describe something you own which is very important to you.

You should say:

- where you got it from
- how long you have had it
- what you use it for; and
- explain why it is important to you.

You will have to talk about the topic for 1 to 2 minutes.

You have one minute to think about what you're going to say.

You can make some notes to help you if you wish.

Rounding off questions

Tell me

- is it valuable in terms of money?
- would it be easy to replace?

SPEAKING PART 3

In part 3 of the Speaking test the examiner will ask further questions which are connected to the topics discussed in part 2.

This part of the test is designed to give you the opportunity to talk about more abstract issues and ideas. It is a two-way discussion with the examiner, and will last 4-5 minutes.

HOW TO PRACTISE

Ask your study partner to prompt your practice test discussion using the questions below. Try to speak as naturally and fluently as possible. Record your discussion if you can.



Let's consider first of all how people's values have changed.

- What kind of things give status to people in your country?
- Have things changed since your parents' time?

Finally, let's talk about the role of advertising.

- Do you think advertising influences what people buy?

ADVICE

You have now completed all three parts of the practice Speaking test.

How did you do?

Listen to your recording of your own practice test.

Which part of the test do you think you did best in? Are there any areas where you think that you need to do better?

Think about how you can improve your own Speaking test performance.

REVIEW THE EXAMPLES

Go back through the test and listen to the recordings and read the audio transcripts for each part. You can read the transcript of the audio to check any words that you did not understand.

These are designed to give you an understanding of the format of the test. They do not represent a candidate at a particular level of competency.

Do you think that this candidate performed well?

Think about how you can improve your own Speaking test.

TRANSCRIPT SPEAKING TEST 1

Examiner: Now, in this first part, I'd like to ask you some more questions about yourself, OK?

Let's talk about your home town or village. What kind of place is it?

Candidate: It's quite a small village, about 20km from Zurich. And it's very quiet. And we have only little ... two little shops because most of the people work in Zurich or are orientated to the city.

Examiner: What's the most interesting part of this place ... village?

Candidate: On the top of a hill we have a little castle which is very old and quite well known in Switzerland.

Examiner: What kind of jobs do people in the village do?

Candidate: We have some farmers in the village as well as people who work in Zurich as bankers or journalists or there are also teachers and some doctors, some medicines.

Examiner: Would you say it's a good place to live?

Candidate: Yes. Although it is very quiet, it is ... people are friendly and I would say it is a good place to live there, yes.

Examiner: Let's move on to talk about accommodation. Tell me about the kind of accommodation you live in ...

TRANSCRIPT SPEAKING TEST 2

Examiner: Alright? Remember you have one to two minutes for this, so don't worry if I stop you. I'll tell you when the time is up.

Candidate: OK

Examiner: Can you start speaking now, please?

Candidate: Yes. One of the most important things I have is my piano because I like playing the piano. I got it from my parents to my twelve birthday, so I have it for about nine years, and the reason why it is so important for me is that I can go into another world when I'm playing piano. I can forget what's around me and what ... I can forget my problems and this is sometimes quite good for a few minutes. Or I can play to relax or just, yes to ... to relax and to think of something completely different.

Examiner: Thank you. Would it be easy to replace this, this piano?

Candidate: Yes, I think it wouldn't be that big problem but I like my piano as it is because I have it from my parents, it's some kind unique for me.

TRANSCRIPT SPEAKING TEST 3

Examiner: We've been talking about things we own. I'd like to discuss with you one or two more general questions relating to this topic. First, let's consider values and the way they can change. In Switzerland, what kind of possessions do you think give status to people?

Candidate: The first thing which comes in my mind is the car. Yes, because lots of people like to have posh cars or expensive cars to show their status, their place in the society.

Examiner: Is that a new development?

Candidate: No, I think it isn't.

Examiner: People have thought like that for quite a long time?

Candidate: Yes. Another thing is probably the clothing. It starts already when you are young. When the children go to school they want to have posh labels on their jumpers or good shoes.

Examiner: What do you think of this way of thinking that I need to have a car or certain clothes to show my status?

Candidate: Probably it's sometimes a replacement for something you don't have, so if your wife has left you or your girlfriend, you just buy some new, I don't know, new watches or new clothes to make you satisfied again.

Examiner: You don't think of it as a healthy way of thinking?

Candidate: It's probably not honest to yourself. You can understand what I mean?

Examiner: Yes. And do you think this will change? In the future, will cars and designer clothes be status symbols in the same way?

Candidate: I'm sure that clothes will be ... that the thing with the clothes will be the same. I'm not so sure about the cars because cars cause lots of environmental problems and probably in some years, a few years, this will change because it's not reasonable to drive a car anymore.

Examiner: Can you tell me a little bit more about that?