

Cambridge Practice Tests for IELTS 1

Vanessa Jakeman
Clare McDowell



CAMBRIDGE
UNIVERSITY PRESS

PUBLISHED BY THE PRESS SYNDICATE OF THE UNIVERSITY OF CAMBRIDGE
The Pitt Building, Trumpington Street, Cambridge, United Kingdom

CAMBRIDGE UNIVERSITY PRESS

The Edinburgh Building, Cambridge CB2 2RU, UK
40 West 20th Street, New York NY 10011-4211, USA
477 Williamstown Road, Port Melbourne, VIC 3207, Australia
Ruiz de Alarcón 13, 28014 Madrid, Spain
Dock House, The Waterfront, Cape Town 8001, South Africa

<http://www.cambridge.org>

© Cambridge University Press 2002

This book is in copyright. Subject to statutory exception
and to the provisions of relevant collective licensing agreements,
no reproduction of any part may take place without
the written permission of Cambridge University Press.

First published 2002
Reprinted 2003 (twice)

Printed in the United Kingdom at the University Press, Cambridge

Typeface Times NR MT 11/13pt System QuarkXPress™ [SE]

ISBN 0 521 01333 X Student's Book with answers

ISBN 0 521 01335 6 Cassette Set

ISBN 0 521 01336 4 Audio CD Set

ISBN 0 521 01337 2 Self-study Pack



انتهای دکه زبان

عرشه کتده کاملترین و جدیدترین محصولات آموزشی زبان
با عالیترین کیفیت در سراسر کشور

WWW.DEHKADEH.ZABAN.COM

1	میکس، وکس	1	انتشارات	1	ناشر: انتشارات دهکده زبان
2	Cambridge University Press	2	معاون و نام پدیدآور	2	نویسندگان: اول، ۱۳۶۱
3	University of Cambridge	3	مستندات نشر	3	شمارگان: ۵۰۰۰ نسخه
4	۱۳۶۸	4	مستندات نشر	4	چاپ: هفت نویسنده
5	۱۳۶۸	5	مستندات نشر	5	ناشر: چاپ: وحید مهرآموز
6	۱۳۶۸	6	مستندات نشر	6	قیمت: ۵۰۰۰ تومان
7	۱۳۶۸	7	مستندات نشر	7	مرکز پخش: تهران، میدان انقلاب خیابان ۱۲ فروردین، نرسیده به تقاطع لیاقتی تراز
8	۱۳۶۸	8	مستندات نشر	8	پست بانک، پلاک ۱، طبقه سوم
9	۱۳۶۸	9	مستندات نشر	9	تلفن: ۶۶۴۴۹۴۱-۲ - ۶۶۴۴۹۴۲
10	۱۳۶۸	10	مستندات نشر	10	هزرات ۹۱۲۵۸۵۵۵۶

Contents

Acknowledgements	iv
Introduction	1
Practice Test 1	12
Practice Test 2	34
Practice Test 3	54
Practice Test 4	75
General Training Reading and Writing Modules	94
Tapescripts	107
Answer keys	130
Sample answer sheets	153
Revised speaking module	155

Acknowledgements

We would like to thank the staff and students of the following institutions for their assistance in trialling these materials:

Wollongong English Language Centre; Australian College of English, Sydney; Hong Kong Polytechnic; Waratah Education Centre, Sydney; International House, Queensland; Milton English Language Centre, Sydney; Oxford Academy of English.

In addition, a number of our non-English speaking friends were kind enough to trial the materials in their early formats.

The authors and publishers are grateful to the following for permission to reproduce copyright material.

Focus magazine for the extract on pp. 20–21 from *A spark, a flint, how fire leapt to life*; *BBC WILDLIFE Magazine* for the extract on pp. 24–5 from *Showboat as Ark*; *The Guardian* for the extract on pp. 28–9 from *Architecture – Reaching for the Sky* by Ruth Coleman and for the graphs on pp. 31 and 72; Geoff Maslen for the extract on pp. 40–41 from *The Rights of the Left*, published by *Good Weekend* magazine; *National Geographic* magazine for the extract and map on pp. 44–5 from *America's Beekeepers: Hives for Hire* by Alan Marston, *National Geographic*, May 1993, and for the extract on pp. 80–81 from *Glass: Capturing the Dance of Light* by William S. Ellis, *National Geographic*, December 1993; the extract on pp. 48–9 is reprinted from *The Tourist Gaze*, © John Urry 1990, by permission of Sage Publications Ltd; *The European* for the extract on pp. 60–61 from *Spoken Corpus Comes to Life*, for the extract on pp. 64–5 from *Hobbits happy as homes go underground*, and for the extract on pp. 84–5 from *Why some women cross the finish line ahead of men* by Andrew Crisp; The Royal Zoological Society of New South Wales for the extract on pp. 87–8 from an article by Hugh Possingham in *Conservation of Australia's Forest Fauna*; Moulinex/Swan for the extract and illustrations on pp. 94–5 from *Instructions for a Moulinex Iron*; Cambridge Coach Services for the extract on p. 96; International Students House for the extracts on p. 99 and p. 101 from the *International Students' A–Z: A guide to studying and living in London*; Gore and Osment Publications for the diagram on p. 51 and the extract on pp. 102–3 from *The Science and Technology Project Book*; *BBC Good Food Magazine* for the extract from *Space Invaders*, *BBC Good Food Magazine*, January 1995, on which Practice Test 3, Listening, Section 4 is based; University of Westminster for the extract from *Getting it right: Essential information for international students* on which Practice Test 4, Listening, Section 2 is based; the IELTS Reading and Listening answer sheets are reproduced by permission of the University of Cambridge Local Examinations Syndicate.

Photographs: p. 20 The Science Photo Library/Adam Hart-Davis; p. 80 (top) Image Bank; p. 80 (bottom) Damien Lovegrove.

The illustration on p. 84 is reproduced by permission of Min Cooper/*The European*. The drawings are by Julian Page. Maps and diagrams by HardLines.

Book design by Peter Ducker MSTD

The cassette recording was produced by James Richardson at Studio AVP, London.

Introduction

TO THE STUDENT

About the book

This book has been written for candidates preparing for the revised version of the International English Language Testing System, known as IELTS. This is a test designed to assess the English language skills of non-English speaking students seeking to study in an English speaking country.

Aims of the book

to prepare you for the test by familiarising you with the types of texts and tasks that you will meet in the IELTS test, and the level and style of language used in the test.
to help you prepare for your studies at university or college by introducing you to the types of communication tasks which you are likely to meet in an English speaking study environment.

Content of the book

The book contains four complete sample IELTS tests, each comprising Listening and Speaking modules and Academic Reading and Writing modules. In addition there is one set of the General Training Reading and Writing modules. (NB all candidates do the same Listening and Speaking modules.) To accompany the tests there is an answer key at the back of the book and you should refer to this after you have attempted each of the practice tests. Also included is an annotated copy of the listening tapescripts with the appropriate sections highlighted to help you to check your answers. In addition, you will find one model answer for each type of writing task to guide you with your writing. There is a comprehensive key for the Reading and Listening sections, but if you are in any doubt about your answers, talk to a teacher or an English speaking friend. Where you are required to answer in your own words, the answer must be accurate in both meaning as well as grammar in order to be scored correct.

Benefits of studying for IELTS

By studying for IELTS you will not only be preparing for the test but also for your future as a student in an English speaking environment. The test is designed to assess your ability to understand and produce written and spoken language in an educational context. The book makes reference to the ways in which university study is organised in many English speaking countries and the types of academic tasks you will be expected to perform.

These include:

- Reading and understanding written academic or training language
- Writing assignments in an appropriate style for university study or within a training context
- Listening to and comprehending spoken language in both lecture format as well as formal and informal conversational style
- Speaking to colleagues and lecturers on general and given topics in formal and informal situations

Description of the test

There are two versions of the IELTS test:

Academic Module

for students seeking entry to a university or institution of higher education offering degree and diploma courses

General Training Module

for students seeking entry to a secondary school or to vocational training courses

Note: All candidates must take a test for each of the four skills: listening reading, writing and speaking. All candidates take the same Listening and Speaking modules but may choose between the Academic or General Training versions of the Reading and Writing sections of the test. You should seek advice from a teacher or a student adviser if you are in any doubt about whether to sit for the Academic modules or the General Training modules. The two do not carry the same weight and are not interchangeable.

Test format

Listening

4 sections, around 40 questions
30 minutes + transfer time

Academic Reading

3 sections, around 40 questions
60 minutes

OR

General Training Reading

3 sections, around 40 questions
60 minutes

Academic Writing

2 tasks
60 minutes

OR

General Training Writing

2 tasks
60 minutes

Speaking

10 to 15 minutes (11 to 14 minutes from July 2001)

Total test time

2 hours 45 minutes

WHAT DOES THE TEST CONSIST OF?

The Listening Module

Requirements	Situation types	Question types
You must listen to four separate sections and answer questions as you listen. You will hear the tape <i>once only</i>. There will be between 38 and 42 questions. The test will take about 30 minutes. There will be time to read the questions during the test and time to transfer your answers on to the answer sheet at the end of the test. The level of difficulty of the texts and tasks increases through the paper.	The first two sections are based on social situations. There will be a conversation between two speakers and then a monologue. The second two sections are related to an educational or training context. There will be a conversation with up to four speakers and a lecture or talk of general academic interest.	You will meet a variety of question types which may include: • multiple choice • short answer questions • sentence completion • notes/summary/flow chart/table completion • labelling a diagram which has numbered parts • matching

Academic Reading Module

Requirements	Types of material	Question types
You must read three reading passages with a total of 1,500 to 2,500 words. There will be between 38 and 42 questions. You will have 60 minutes to answer all the questions. The level of difficulty of the texts and tasks increases through the paper.	Magazines, journals, textbooks and newspapers. Topics are not discipline specific but all are in a style appropriate and accessible to candidates entering postgraduate and undergraduate courses.	You will meet a variety of question types, which may include: • multiple choice • short answer questions • sentence completion • notes/summary/flow chart/table completion • choosing from a bank of headings • identification of writer's views or attitudes (Yes/No/Not given) • classification • matching lists • matching phrases

Academic Writing Module

Requirements

You must complete two writing tasks.
You will have 60 minutes to complete both tasks.

You should spend about 20 minutes on Task 1 and write at least 150 words.

You should spend about 40 minutes on Task 2 and write at least 250 words.

Task types

Task 1

You will have to look at a diagram, a table or short piece of text and then present the information in your own words.

Your writing will be assessed on your ability to:

- organise, present and compare data
- describe the stages of a process
- describe an object or event
- explain how something works

You will also be judged on your ability to:

- answer the question without straying from the topic
- write in a way which allows your reader to follow your ideas
- use English grammar and syntax accurately
- use appropriate language in terms of register, style and content

Task 2

You will have to present an argument or discuss a problem.

Your writing will be assessed on your ability to:

- present the solution to a problem
- present and justify an opinion
- compare and contrast evidence and opinions
- evaluate and challenge ideas, evidence or an argument

You will also be judged on your ability to:

- communicate an idea to the reader in an appropriate style
- address the problem without straying from the topic
- use English grammar and syntax accurately
- use appropriate language in terms of register, style and content

General Training Reading Module

Requirements	Types of material	Question types
You must answer questions on three sections of increasing difficulty with a total of 1,500 to 2,500 words. There will be between 38 and 42 questions. You will have 60 minutes to answer all the questions. The level of difficulty of the texts and tasks increases through the paper.	Notices, advertisements, booklets, newspapers, leaflets, timetables, books and magazine articles. <i>Section 1</i> Social survival – retrieving factual information <i>Section 2</i> Training survival – language in a training context <i>Section 3</i> General reading – extended prose with emphasis on descriptive and instructive texts of general interest	You will meet a variety of question types, which may include: • multiple choice • short answer questions • sentence completion • notes/summary/flow chart/table completion • choosing from a bank of headings • identification of writer's views or attitudes (Yes/No/Not given) • classification • matching lists • matching phrases

General Training Writing Module

Requirements You must complete two writing tasks. You will have 60 minutes to complete both tasks. You should spend about 20 minutes on Task 1 and write at least 150 words. You should spend about 40 minutes on Task 2 and write at least 250 words.	Task types <i>Task 1</i> You will have to write a short letter in response to a given problem or situation. Your writing will be assessed on your ability to: • engage in personal correspondence • elicit and provide general factual information • express needs, wants, likes and dislikes • express opinions You will also be judged on your ability to: • answer the question without straying from the topic • write in a way which allows your reader to follow your ideas • use English grammar and syntax accurately • use appropriate language in terms of register, style and content <i>Task 2</i> You will have to present an argument or discuss a problem. Your writing will be assessed on your ability to: • provide general factual information • outline a problem and present a solution • present and justify an opinion You will also be judged on your ability to: • communicate an idea to the reader in an appropriate style • address the problem without straying from the topic • use English grammar and syntax accurately • use appropriate language in terms of register, style and content
---	--

The Speaking Module (A revised Speaking Module will be operational from July 2001. See page 155 for details.)

Requirements	Assessment criteria
You will have to talk to an examiner for about 15 minutes. The interview will be recorded. It is in 5 parts: 1 Introduction – Basic introductions 2 Extended discourse – You will talk at some length about general topics of relevance or interest which will involve explanation and description. 3 Elicitation – You will be given a cue card which describes a situation or problem. You must ask the examiner questions to obtain information. 4 Speculation and attitudes – You will be asked to talk about your plans or proposed course of study. You should demonstrate your ability to speculate or defend a point of view. 5 Conclusion – The interview comes to an end.	You will be assessed on the following criteria: • ability to communicate effectively • ability to use appropriate vocabulary and structures • ability to ask questions • ability to take initiative in a conversation • general fluency • structural accuracy • intelligibility

How is IELTS scored?

IELTS provides a profile of your ability to use English. In other words your IELTS result will consist of a score in each of the four skills (listening, reading, writing, speaking) which is then averaged to give the Overall Band Score or final mark. Performance is rated in each skill on a scale of 9 to 1. The nine overall 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 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.

Non user

Essentially has no ability to use the language beyond possibly a few isolated words.

Did not attempt the test

No assessable information provided.

What is the pass mark?

There is no fixed pass mark in IELTS. The institution you want to enter will decide whether your score is appropriate for the demands of the course of study or training you want to undertake. However, as a general rule, scores below Band 5 in any one skill are considered too low for academic

study; scores above Band 6 are deemed to be adequate to good. Overall Band scores of 5 or 6 are borderline and may not be acceptable at many institutions. If you are getting only about half of the questions in these sample tests correct, then you are probably not quite ready to take the IELTS test. Again you should seek advice from a teacher about your level of English. Remember you must allow a duration of at least 3 months between each attempt at the test.

For further information about the test, see the IELTS Handbook available from all test centres and also from UCLES (University of Cambridge Local Examinations Syndicate), from IDP Education Australia and from British Council Centres.

HOW TO USE THIS BOOK

The tests in this book are similar in length, format and content to the real test, but success in these tests will not guarantee success in the real test. It often seems easier to work on practice materials than to sit the tests themselves because you are not under the same pressure.

Timing

In order to maximise your use of these tests, you should make a note of the time it takes you to answer each of the sections. As you progress through the book, be stricter with yourself about the time you allow yourself to complete the sections.

Answer sheets

When you sit for the real IELTS test, you will have answer sheets on which to write your answers. A sample of these is given at the end of this book. To help you prepare for the test, we suggest that you write your answers on separate sheets of paper, rather than in the book itself.

Answer keys

Listening

In addition to the answer key, you will find tapescripts for all of the listening passages. These have been annotated to show where in the text the answer to each question can be found. There is very often a signpost word which will cue your listening. Look out for these signposts. Remember, the answers are usually short and never more than three words. Read the questions carefully, in the time provided on the tape, before you listen to each section of the tape.

Introduction

Reading

You will meet a number of different question types in the IELTS test. It is a useful strategy to become familiar with them and learn how best to approach them. The answer keys at the back of this book not only provide you with the answer to each question, but also give a suggested approach to each type of question, so take the time to work through them carefully.

Writing

You will find four sample answers to the writing tasks, one for each task type on each module. These have been included to give you an *idea* of the type of writing expected. However, there will be alternative approaches to each question and the model answers given should not be seen as prescriptive. Look carefully at the description of the writing test (given above in the Introduction) to see exactly which criteria you should be paying attention to in each task.

Speaking

The sample speaking tasks are to help you prepare for part 3 of the Speaking test. Remember that the examiner will expect you to show how much English you know and it is up to you to demonstrate that. You are expected to ask a lot of questions in part 3 and the examiner will not speak very much and may even appear to be 'unhelpful' at times, to encourage you to ask more questions. The sample speaking tasks include suggested examiner's prompts so that you can see how the interaction might unfold. It may be a useful preparation strategy to work with a friend and practise the interview format in this way, using the sample tasks in the book.

Note: A revised Speaking Module will be operational from July 2001. See page 155 for details and sample tasks.