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The Official Cambridge Guide to

IELTS

FOR ACADEMIC & GENERAL TRAINING

Sample Material

STUDENT'S BOOK
WITH ANSWERS

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The Official Cambridge Guide to IELTS

The definitive guide to IELTS

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• Revision companion

Teachers
• All-in-one reference
• Class revision guide

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Divided by skills
Develops language level and exam techniques
General Training and Academic Modules

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- 2 million tests taken per year
- Two versions: General Training and Academic
- Tests the four skills (reading, writing, speaking and listening)
- Reflects real life use of English
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The Cambridge English Corpus is a multi-billion word collection of written and spoken English. It includes the Cambridge Learner Corpus, a unique bank of exam candidate papers.

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1 Describing a place
For some questions in the Listening paper, you need to look at a map of
a place, or a plan of a building.

1.1 Look at drawings A–F and decide what the images are.

A

B

C

D

E

F

Listening skills
4 Places and directions
In this unit, you will practise:
• understanding a description of a place
• following directions
• labelling a map
• multiple choice

1.2 Study the map in section 3.3 for 30 seconds.

1.3 Try to answer questions 1–4 without looking back at the map.

1. What is it a map of?

2. Name three landmarks on the map.

3. Where is the entrance?

4. What is in the centre of the map?

Features already on the map are often used as landmarks to help you
find your way.

1.4 Listen to extracts from the four sections of the Listening
test. Complete the first column in the table by choosing the
correct letter (A, B or C).

<table>
<thead>
<tr>
<th>Question</th>
<th>landmark(s) locating words/phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Where is the gift shop?</td>
</tr>
<tr>
<td></td>
<td>The entrance is</td>
</tr>
<tr>
<td></td>
<td>Then go</td>
</tr>
<tr>
<td></td>
<td>The shop you want is</td>
</tr>
<tr>
<td></td>
<td>_______________ lifts</td>
</tr>
<tr>
<td>2</td>
<td>Where can you buy stamps?</td>
</tr>
<tr>
<td></td>
<td>In</td>
</tr>
<tr>
<td></td>
<td>_______________ courtyard, you’ll find a</td>
</tr>
<tr>
<td></td>
<td>It’s just</td>
</tr>
<tr>
<td>3</td>
<td>What is the proposed location of the new bridge?</td>
</tr>
<tr>
<td></td>
<td>I was thinking of putting it</td>
</tr>
<tr>
<td></td>
<td>I think it would be better if it’s</td>
</tr>
<tr>
<td></td>
<td>_______________ motorway</td>
</tr>
<tr>
<td>4</td>
<td>Where is the ideal habitat for the Traveston Frog?</td>
</tr>
<tr>
<td></td>
<td>… it is unable to live in</td>
</tr>
<tr>
<td></td>
<td>… it does need to live in</td>
</tr>
<tr>
<td></td>
<td>_______________ to</td>
</tr>
<tr>
<td></td>
<td>_______________ bushes</td>
</tr>
</tbody>
</table>
Listening skills

3 Labelling a map
Sometimes, a map completion task asks you to identify an area on a map and then choose an answer from a list. For this type of question, you need to familiarise yourself with both the list of options and the features on the map before you start.

3.1 Look at this map completion task. Which landmarks might be used to help you to find your way around?

3.2 Listen and label the map with the correct letter (A–F).

3.3 Check your answers, then listen again.

Questions 1–4
Label the map below.

Choose the correct letter A–F and write the answers next to questions 1–4.

<table>
<thead>
<tr>
<th></th>
<th>A farm animals</th>
<th>B fresh bread</th>
<th>C ticket booth</th>
<th>D picnic area</th>
<th>E second-hand book stall</th>
<th>F cookery shows</th>
</tr>
</thead>
</table>

Test Tip Before you listen, read the options several times so that you become familiar with the information you need to listen for. Don’t cross out any options unless you are sure they are wrong. If you can’t decide between two answers, write both down and decide later.

1.5 Listen again and complete the table on the previous page. Write down the landmarks mentioned and fill in the gaps in the phrases that help you to locate the correct answer.

2 Following directions
2.1 Listen and decide which diagram (A, B or C) shows the directions described by the speaker.

2.2 Listen again and make a note of any words or phrases that are used to give directions.
1 Identifying types of information
For matching information tasks, you need to locate an idea or piece of information in the text and match it to a phrase that accurately describes it.

1.1 Read the extracts from two separate paragraphs of a Reading passage. What type of information has been underlined?
A a description of an animal's habitat
B the issues that can cause something to happen
C an argument for a type of action

A Meerkats devote a significant part of their day to foraging for food with their sensitive noses. When they find it, they eat on the spot. Primarily, meerkats are insectivores, which means their diet is mainly made up of insects.
B These nature shot as they are roaming the group's boundary from rivals and predators.

1.2 Look at this matching information task based on the extracts above.
Which paragraph contains the following information?
1 two situations that force meerkats to change where they live.
2 how meerkats generally spend their time.

1 For this type of question, do you need to look for individual words or a whole idea?
2 Question 1 matches the information underlined in the paragraph above, so the answer is B. Underline the part of paragraph A that matches the information in Question 2.

1.3 Look at extracts A–H from different Reading passages and match them to the type of information that best describes them.

| Types of information | A Water is forced at pressure through a narrow pipe. The water hits the top of the water wheel, causing it to turn.
|-----------------------| B The water is warm thanks to a natural hot spring beneath the riverbed.
|                       | C Our study looked at the surrounding environment while previous researchers have concentrated on diet.
|                       | D We achieved this by weighing the animals both before and after periods of exercise.
|                       | E They live in dark, humid areas and so tend to be found in and around tropical rainforests.
|                       | F A month later we were able to test it again and the results showed a significant change in temperature when the insulation was used.
|                       | G After ten years, they gave up. The experiment had failed and, as a result, the public grew angry at the waste of public funds.
|                       | H It takes 35 days for the chick to leave the nest and fly. |

2 Locating and matching information
Just like matching headings, matching information questions are not in the same order as the passage.

Study Tip Some examples of the type of information you may be asked to find are:

- a number
- a date
- a measurement
- a cause
- an effect
- a conclusion
- a finding
- an account
- a reaction
- a description.

When you are reading different passages in this book, think about whether the information matches any of these types.
2.1 Spend two minutes skim reading the passage below, so that you are familiar with the type of information it contains.

What is the main purpose of the passage?

A. to describe the habitat and eating habits of one specific animal
B. to explain the background to a proposed study into tropical animals
C. to argue that scientists can learn a great deal from studying nature
D. to give the findings of new research into an animal’s behaviour

2.2 Look at this task based on the Reading passage. For each question, underline the type of information you need to scan for. The first two have been done for you.

Which paragraph contains the following information?

N.B. You may use any letter more than once

Write the correct letter, A–E, next to questions 1–7 below.

1. visual evidence of the gecko’s ability to resist water
2. a question that is yet to be answered by the researchers
3. the method used to calculate the gripping power of geckos
4. the researcher’s opinion of the gecko’s gripping ability
5. a mention of the different environments where geckos can be found
6. the contrast between Stark’s research and the work of other researchers
7. the definition of a scientific term

2.3 It is important to fully understand what you are looking for in the passage. Answer these questions, based on Question 1 in the task above.

Which of the following do you think is ‘visual evidence’?

A. something the researchers believe
B. something the researchers have seen
C. a mention of the different environments where geckos can be found
D. a question that is yet to be answered by the researchers
E. the researcher’s opinion of the gecko’s gripping ability

Which of the following means the same as ‘ability to resist water’?

A. Water repellent
B. Super-hydrophobic
C. Water-resistant
D. Water-sink
E. Water-absorbent

Which of the following do you think is ‘visual evidence’?

A. Water repellent
B. Super-hydrophobic
C. Water-resistant
D. Water-sink
E. Water-absorbent

2.4 Which of the following do you think is ‘visual evidence’?

A. Water repellent
B. Super-hydrophobic
C. Water-resistant
D. Water-sink
E. Water-absorbent

2.5 Which paragraph contains the following information?

Which of the following do you think is ‘visual evidence’?

A. Water repellent
B. Super-hydrophobic
C. Water-resistant
D. Water-sink
E. Water-absorbent

2.6 Which of the following do you think is ‘visual evidence’?

A. Water repellent
B. Super-hydrophobic
C. Water-resistant
D. Water-sink
E. Water-absorbent

2.7 Which of the following do you think is ‘visual evidence’?

A. Water repellent
B. Super-hydrophobic
C. Water-resistant
D. Water-sink
E. Water-absorbent

Reading skills

Test Tip Make sure to note any plural in the questions (e.g. *two examples of* / *the different environments*, etc.). There may be parts of the passage that refer to only one of the things mentioned, so you need to find the paragraph that has more than one...

How geckos cope with wet feet

A. Geckos are remarkable little lizards, clinging to almost any dry surface, and Alyssa Stark, from the University of Akron, US, explains that they appear to be equally happy scrambling through tropical rainforest canopies as they are in urban settings. A lot of gecko studies look at the very small adhesive structures on their toes to understand how the system works at the most basic level, says Stark. She adds that the animals grip surfaces with microscopic hairs on the soles of their feet, which make close enough contact to be attracted to the surface by the minute forces between atoms.

B. However, she and her colleagues Timothy Sullivan and Peter Niewiarowski were curious about how the lizards cope on surfaces in their natural habitat. Explaining that previous studies had focused on the reptiles clinging to artificial dry surfaces, Stark says, ‘We know they are in tropical environments that probably have a lot of rain and geckos don’t suddenly fall out of the trees when it’s wet’. Yet, the animals do seem to have trouble getting a grip on smooth, wet, artificial surfaces, sliding down wet vertical glass after several steps. The team decided to find out how geckos with wet feet cope on both wet and dry surfaces.

C. First, they had to find out how well their geckos clung onto glass with dry feet. Fitting a tiny harness around the lizard’s pelvis and gently lowering the animal onto a plate of smooth glass, Stark and Sullivan allowed the animal to become well attached before connecting the harness to a tiny motor and gently pulling the lizard until it came unstuck. The geckos hung on tenaciously, and only came unstuck at forces of around 20N – about 20 times their own body weight. ‘In my view, the gecko attachment system is over-designed’, says Stark.

D. Next, the trio sprayed the glass plate with a mist of water and re-tested the lizards, but this time the animals had problems holding tight. The droplets were interfering with the lizard’s attachment mechanism, but it wasn’t clear how. And when the team immersed the geckos in a bath of room-temperature water with a smooth glass bottom, the animals were completely unable to anchor themselves to the smooth surface. The toes are super-hydrophobic (i.e. water repellent) explains Stark, who could see a silvery bubble of air around their toes. But, they were unable to displace the water around their feet to make the tight contact that usually keeps the geckos in place.

E. Then the team tested the lizard’s adhesive forces on the dry surface when their feet had been soaking for 90 minutes, and found that the lizards could barely hold on, detaching when they were pulled with a force roughly equaling their own weight. That might be the sliding behaviour that we see when the geckos climb vertically up misted glass, says Stark. So, geckos climbing on wet surfaces with damp feet are constantly on the verge of slipping and Stark adds that when the soggy lizards were faced with the misted and immersed horizontal surfaces, they slipped as soon as the rig started pulling. Therefore, geckos can walk on wet surfaces, as long as their feet are reasonably dry. However, as soon as their feet get wet, they are barely able to hang on, and the team is keen to understand how long it takes geckos to recover from a drenching.

Test Tips help avoid common mistakes.
1 Understanding a diagram
Another form of visual information is a diagram. Again, you need to spend a little time studying and understanding the diagram before you begin to write. Remember, you need to include all of the most relevant information.

1.1 Look at the diagram below for one minute.

How to make recycled paper from old newspapers.

1.2 Match the verbs to parts 1–9 in the diagram. You may use more than one verb for each image.

<table>
<thead>
<tr>
<th>Verb</th>
<th>1</th>
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</tbody>
</table>

There may be some labels included in the diagram. These are usually the names of different objects that you are not expected to know. You should use these in your description.

1.3 Study the diagram again and complete these sentences.

1. You need old newspapers, a _______ to hold the mixture and a _______ containing 250 ml of water.
2. An _______ is used to form the mixture into a pulp.
3. The pulp is poured into a _______.
4. Some _______ is used to lift the pulp out of the water.
5. A _______ is used to flatten the pulp and press the water out.

2 Describing a process – coherence and cohesion
Your Writing Task answer will be assessed based on its coherence (is it easy to understand?) and its cohesion (are the ideas connected well?). For every Writing Task answer, your ideas must be organised in a logical way and be connected together. Your answer must not be a list of individual sentences.

2.1 Complete sentences 1–9 with endings A–I.

1. The diagram explains how to _______.
   A. place the pulp mixture inside.
   B. beat the mixture for about 45 seconds until it forms a pulp.
   C. leave your new paper to dry in a warm place for at least 24 hours.
   D. make recycled paper from old newspapers.
   E. tear some newspaper into small pieces and put them in a bowl.
   F. lift the pulp mixture out of the tray, allowing the water to drain.
   G. press the paper down and force out any excess water.
   H. leave the paper to soak for up to an hour.
   I. pour the pulp into a shallow tray and add a further 100 ml of water. Mix it together by hand.
2. First,
3. Then, add 250 ml of water and _______.
4. Next, using an electric mixer, _______.
5. When it is ready, _______.
6. Then, use a piece of mesh, to carefully _______.
7. Next, open up an old newspaper and _______.
8. Then, use a rolling pin to _______.
9. Finally, _______.

Writing skills are covered as follows:
Academic Task 1 – four units;
General Training Task 1 – one unit;
Writing Task 2 – three units.
Writing skills

To describe a process, we usually use the passive voice.

Active voice
First, tear some newspaper into small pieces.

Passive voice
First, some newspaper is torn into small pieces.

2.2 Now complete the description below by changing the sentences in 2.1 to the passive voice.

The diagram explains how recycled paper is made from old newspapers. First, some newspaper is torn into small pieces and put into a bowl. Then, ...

2.3 Look at the complete description in the Answer Key. The beginning of each sentence helps to organise the information and link it together. Complete the list of words/phrases below that help do this.
First, ... Then, ...

3 Lexical Resource – being accurate

Common spelling mistakes

3.1 Accuracy in vocabulary includes using the correct spelling. The sentences below each contain one spelling mistake. Find the mistakes and correct them.

2. The chart shows the percentage of students who have access to the internet in their home.
3. From the pie charts, we can see the different sports enjoyed by each age group.
4. These figures remained steady until 1990, when they rose steeply.
5. The chart shows the energy use of four different countries over a 50-year period.
7. This figure had decreased by 50% by the end of this decade.
8. While the amount of money spent on education remained the same, the budget for transport increased considerably over this time.

Test Tip
Remember, your answer for Writing Task 1 will be marked against specific criteria. One of these is Lexical Resource. To get a good score, you need to use a wide range of vocabulary (not repeating the same common words) and use vocabulary accurately (without mistakes).
Speaking skills

4 Checking, correcting and assessing

In this unit you will practise:
• dealing with problems
• pronunciation and intonation
• running words together (chunking)
• assessing your level

1 Dealing with problems

1.1 Watch five extracts from different interviews and decide which of the problems (A–D) each candidate is experiencing. There may be more than one possible answer and you may use any letter more than once.

Problems
A the candidate doesn't understand the question
B the candidate hasn't heard the question properly
C the candidate has made a mistake
D the candidate isn't sure how to answer
1 Emanuele:
2 Saida:
3 Melanie:
4 Saida:
5 Melanie:

1.2 Watch again and notice how the candidate responds to the problem. Choose the correct letter (A–D).

Candidate's response to the problem
A the candidate stays silent
B the candidate attempts an answer but is hesitant
C the candidate asks a question to check
D the candidate corrects him/herself
1 Emanuele:
2 Saida:
3 Melanie:

1.3 Which of these ways of dealing with problems do you think could give you a lower mark? Why?

1.4 What did the examiner do in extracts 1 and 2 to help keep the candidate talking?

Test Tip
Listen carefully to the examiner's questions to make sure that you answer them fully and appropriately. Don't be too shy to ask for help in the interview if you need it.

Speaking

1.5 Here are some useful phrases you can use to deal with problems in the test. Match the phrases to the problems (A–D) in 1.1. You can use any of the phrases more than once.

Sorry, I meant to say ... I'm sorry, could you repeat the question?
I honestly have no idea. I'm not really sure what you mean.
I've never really thought about that before.

2 Pronunciation, intonation and ‘chunking’

2.1 To help you identify which English sounds you may have a problem with, listen and circle the word that you hear.

1 pit / pet
4 boy / bed
7 beard / bird
10 stand / stand
13 chape / chape
16 could / curl
19 could / cuss
22 stand / stand
25 close (adj) / close (v)
28 let / yet
29 bank / back
5 workman / workman
8 spot / sport
11 speak / speak
14 cuss / cuss
17 fig / fig
20 day / day
23 hand / hand
26 save / shave
3 house / air
4 wall / wall
6 fig / fig
9 ankle / uncle
12 knee / rigor
15 cuss / cuss
18 neck / bice
21 breathe / breeze
24 start / thought
27 hair / air

2.2 Listen and practise saying all of the words correctly.

2.3 Read one word from each pair in 2.1 to a friend and ask them to write down the word they hear. Did they write the correct word?
151 Speaking skills

Stress is also used to give emphasis to a word and add extra meaning to it.

2.10 You will hear part of a talk about conducting a job interview. As you listen, follow the script below and underline the words that the speaker stresses to give emphasis.

Over the years // I've interviewed hundreds of candidates // for jobs at many different levels //. The point of every job interview is to make sure a candidate has the skills necessary to do the work. Hiring the wrong person can be an expensive mistake. But, apart from references, how can you determine if the candidate actually knows what he says he knows? A very effective way to sort out the good candidates from the bad is by asking 'How did you do that?' and 'Why did you do that?' at appropriate stages in the interview.

Intonation is an important part of your pronunciation. Good intonation stops your speech sounding too monotonous.

Chunking, or running words together, also helps to make your language sound more natural.

2.11 The first few lines of the script above have // marks to show how the speaker chunks words and phrases together. Listen again and add // marks to show where the speaker naturally pauses.

2.12 Look at this extract from Sanem's video and say it aloud.

EXAMINER: Let's talk about music. How often do you listen to music?
SANEM: Every day. I love music, yeah I'm a fan of music every type of music especially rock music and classical music and I like to search from the internet, new groups, new bands, new type of genres. Yeah, every day.

2.13 Video 16 Watch the extract from Sanem's video.

1 Does she show a good use of stress and chunking?

2 Does she show a good use of intonation or does she sound monotonous?

Study Tip A good way to practise intonation and fluency is by copying the rhythm of native speakers. Choose a recording from the listening section and play it at a low volume. Read aloud from the script and try to keep the same time and intonation patterns as the speaker on the recording.

2.4 Put the words into the correct column depending on how the ending is pronounced.

<table>
<thead>
<tr>
<th>based</th>
<th>played</th>
<th>laughed</th>
<th>changed</th>
<th>waited</th>
</tr>
</thead>
<tbody>
<tr>
<td>arrived</td>
<td>acted</td>
<td>chased</td>
<td>increased</td>
<td>learned</td>
</tr>
<tr>
<td>hoped</td>
<td>wanted</td>
<td>poured</td>
<td>decided</td>
<td>washed</td>
</tr>
</tbody>
</table>

/r/ | /d/ | /id/ |

2.5 Listen and check your answers.

2.6 Listen again and practise saying the words aloud.

2.7 Video 15 Watch extracts from Saida and Melanie's talks. What problems can you hear with individual sounds?

Stress, intonation, and running words together

Stress is used to accurately pronounce a word.

2.8 Which part of these words should be stressed? Underline the correct syllable.

contact respect equal practice depend developed environment technique expert difficult expensive

2.9 Listen and check your answers, then practise saying the words with the correct stress.
17 videos break the test into digestible chunks.

Students can watch, answer, watch again, record themselves and compare.
### SECTION 2  Questions 11–20

Questions 11–14

Complete the table below.
Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

<table>
<thead>
<tr>
<th>Bus stops</th>
<th>Location</th>
<th>Things to see</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus stop 1</td>
<td>train station</td>
<td>start of tour</td>
</tr>
<tr>
<td>Bus stop 2</td>
<td>the aquarium</td>
<td>dolphins and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11 _______________</td>
</tr>
<tr>
<td>Bus stop 3</td>
<td>12 _______________</td>
<td>yachts and power</td>
</tr>
<tr>
<td></td>
<td></td>
<td>boats</td>
</tr>
<tr>
<td>Bus stop 4</td>
<td>13 _______________</td>
<td>very old</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14 _______________</td>
</tr>
</tbody>
</table>

**Study Tip 11** “dolphins” is plural so the answer to this question is also likely to be plural – don’t forget the “s”.

**Study Tip 14** You may hear a synonym of “very old” on the recording (e.g. “ancient”). Don’t repeat it in your answer.

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### Test 1

**LISTENING**

### SECTION 1  Questions 1–10

Questions 1–6

Complete the notes below.
Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

**PRESTON PARK RUN**

Details of run

Example

Day of Park Run: ___________

Start of run: in front of the 1 _______________

Time of start: 2 _______________

Length of run: 3 _______________

At end of run: volunteer scans 4 _______________

Best way to register: on the 5 _______________

Cost of run: 6 £ _______________

Questions 7–10

Complete the notes below.
Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

Volunteering

Contact name: Pete 7 _______________

Phone number: 8 _______________

Activities: setting up course 9 _______________

10 _______________ for the weekly report

**Test Tip** Names are often spelled out on the recording. Make sure you know how all the letters of the English alphabet are pronounced. Listen carefully and write down the letters as you hear them.

**Test Tip** Check that you have spelled all the answers correctly.

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Eight practice tests prepare students progressively to take the exam on their own.
Test 1

Questions 15–20

Complete the sentences below. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

15 You need to have a ______________ to buy a ticket for £10.
16 The bus tour lasts ______________ in total.
17 The cost of the bus ticket includes entrance to the ______________
18 You can listen to an audio commentary which has been made by the ______________
19 If the weather is wet, it is a good idea to bring ______________
20 Don’t forget to bring your ______________ when you book online.

Study Tip

18 If you do not know the phrase ‘audio commentary’, use the context and other words in the sentence to help you decide what it means, e.g. ‘It is something you listen to on a tour bus’.

Study Tip

Check that all the sentences are grammatically correct and make sense, e.g. don’t repeat ‘the’ before your answer to Question 18.

Test Tip

Read the sentences through in the preparation time and think about what type of information is missing.

Study Tip

If you do not know the phrase ‘audio commentary’, use the context and other words in the sentence to help you decide what it means, e.g. ‘It is something you listen to on a tour bus’.

Study Tip

Check that all the sentences are grammatically correct and make sense, e.g. don’t repeat ‘the’ before your answer to Question 18.

Study Tip

18 If you do not know the phrase ‘audio commentary’, use the context and other words in the sentence to help you decide what it means, e.g. ‘It is something you listen to on a tour bus’.

Study Tip

Check that all the sentences are grammatically correct and make sense, e.g. don’t repeat ‘the’ before your answer to Question 18.

Study Tip

18 If you do not know the phrase ‘audio commentary’, use the context and other words in the sentence to help you decide what it means, e.g. ‘It is something you listen to on a tour bus’.

Study Tip

Check that all the sentences are grammatically correct and make sense, e.g. don’t repeat ‘the’ before your answer to Question 18.

Questions 21–26

Choose the correct letter, A, B or C.

21 Dave Hadley says that the computer system has
A too many users.
B never worked well.
C become outdated.

22 The main problem with the computer system is that it
A is too slow.
B stops working.
C displays incorrect data.

23 Timetabling has become an issue because
A there is not enough time for anyone to do it.
B the system does not handle course options.
C the courses are constantly changing.

24 To solve the timetabling issues, Randhir suggests that
A students should create their own timetables.
B Dave should have someone to assist him.
C the number of courses should be reduced.

25 Randhir says that a new system may
A need to be trialled.
B still have problems.
C be more economical.

26 Improving the existing system will take
A a few weeks.
B four or five months.
C nine months.
SECTION 2 Questions 11–20

Questions 11–15
Label the plan below.
Write the correct letter, A–H, next to Questions 11–15.

Plan of Learning Resource Centre (Ground Floor)

11 Newspapers
12 Computers
13 Photocopier
14 Café
15 Sports books

Test 8

SECTION 1 Questions 1–10

Complete the notes below.
Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

Hilary Lodge Retirement Home

Example
The name of the ______ manager ______ is Cathy

Activities programme involving volunteers
Monday evenings: computer training
• Training needed in how to produce 1 ________________
Tuesday afternoons: singing
• The home has a 2 ________________ and someone to play it
Thursday mornings: growing 3 ________________
• The home doesn’t have many 4 ________________ for gardening
Once a month: meeting for volunteers and staff
Interview
• Go in on 5 ________________ any time
• Interview with assistant called 6 ________________
• Address of home: 73 7 ________________ Road
‘Open house’ days
• Agreed to help on 8 ________________
• Will show visitors where to 9 ________________
• Possibility of talking to a 10 ________________ reporter
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