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IELTS

Practice

Tests ▶ Plus 2

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Introduction to IELTS	4	Test 5	109
Overview of the test	4	Listening module	109
Results	4	Reading module	115
The IELTS Nine-band Scale	4	Writing module	126
Overview of the IELTS Test	5	Speaking module	127
Listening	5	Test 6	128
Academic Reading	5	Listening module	128
Academic Writing	6	Reading module	132
General Training Reading	6	Writing module	141
General Training Writing	7	Speaking module	142
Speaking	7	General Training Test	143
Test 1	8	Reading module	143
Listening module	8	Writing module	153
Reading module	16	Assessing Your Writing	155
Writing module	32	Vocabulary Pages	159
Speaking module	36	1 The Language of Change	159
Test 2	38	2 The Language of Cause and Effect	160
Listening module	38	3 The Language of Comparison and Contrast	161
Reading module	46	4 The Language of Education and Research	162
Writing module	60	5 The Language of Technology	163
Speaking module	64	6 The Language of Man and the Natural World	164
Test 3	66	7 The Language of the Urban Environment	165
Listening module	66	8 General Academic Language	166
Reading module	73	Answer Key	167
Writing module	85	Tapescripts	190
Speaking module	87		
Test 4	88		
Listening module	88		
Reading module	95		
Writing module	106		
Speaking module	108		

Vocabulary Development

As well as providing exam practice, these Practice Tests can help you to develop or consolidate the core language needed for understanding the passages and talks in these tests, and for doing the writing and speaking tasks. There are eight vocabulary sections in the back of the book on pages 159–166 and although the language comes from the specific tests in this book, all the words and structures are commonly found in IELTS. You may wish to work through the topic-related exercises after you have tried a test or before, but try to use these sections to build up your core language.

Listening module (approx 30 minutes + transfer time)

About the Listening module

The Listening module has four sections. Before each section, you will hear a short introduction telling you about the speaker/s and the situation. (This is not printed on the question paper.) You then have some time to look through the questions. In Sections 1–3 (but not Section 4) there is also a break in the middle giving you time to look at the questions in the second half. There will be a variety of tasks in the test, and there may be several different task types in one section. Each section is heard once only and the questions always follow the order of information in the recording. **All answers must be correctly spelt.**

SECTION 1

Questions 1–10

Section 1 is always a conversation between two people. It is on a topic related to daily life, and often one of the speakers wants to find out information or get something done.

Strategy

Identifying the topic

1 Look at the task on page 9. What is the topic of this listening? What tells you?

Doing the tasks

Task: Note completion

Completing gapped notes is a common activity in IELTS listening. The headings and layout of the notes give you information about what the conversation is about and the type of information required.

2 Look at the notes on the opposite page and read the five headings written in **bold**. What do they tell you about the conversation you will hear?

3 Match these phrases from the recording to the appropriate headings: a) *the details of where you live* b) *They're both ...* c) *But the second one's ...* d) *the first bookcase is ...*

4 Which question/s will need: a) a number b) a material c) a proper name?

Task: Multiple-choice questions

For one type of listening multiple-choice question, you have to choose one answer from a choice of three.

5 Look at Question 10. In this case, you have to choose the correct map. Look at the three maps. What do they all have in common? What are the differences? What key language should you listen for?

Tip Strip

- When you read the instructions for tasks such as note-taking, underline the number of words you are allowed to write for each answer.
- Questions 1, 3, 8:** For questions involving things like measurements or money you must write the unit of measurement (e.g. *cm, m, £*) if this is not already given on the question paper. You do not need to write the full form (e.g. **centimetres**) – the abbreviated form or the symbol is fine.
- At the end of each section, check your work. Notice that although the instructions say *write no more than three words*, your answers may all be shorter than this. For Questions 2, 4, 5, 6, 7 and 9 your answers should be just one word.

Complete the notes below.

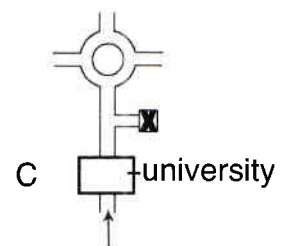
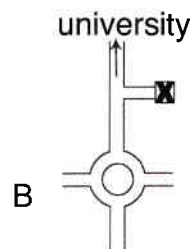
Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

ENQUIRY ABOUT BOOKCASES	
Example	Answer
Number of bookcases available:two.....
Both bookcases	
Width:	1
Made of:	2
First bookcase	
Cost:	3
Colour:	4
Number of shelves:	six (four are 5
Second bookcase	
Colour:	dark brown
Other features:	– almost 80 years old
	– has a 6 at the bottom
	– has glass 7
Cost:	8
Details of seller	
Name:	Mrs 9
Address:	41 Oak Rise, Stanton.

Question 10

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

Which map shows the correct location of the seller's house?



key X 41 Oak Rise

Questions 11–20

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In **Section 2** you will hear one main speaker giving information about a public event or about something that the listeners may be involved in or take part in.

Strategy

Identifying the topic

1 Look through Questions 11–20. What is the main topic of the talk? How many different task types are there? What are they?

Doing the tasks

Task: Summary completion

In summary completion tasks you have to fill in gaps in a short paragraph which summarises the main ideas of one part of the talk. The sentences will not be exactly the same as what you hear – you need to listen for parallel expressions. Use words from the recording to complete the gaps.

2 Look at Questions 11–13 below. Is the information given in note form or in complete sentences? Which question will need a) an adjective b) a number c) a place?

3 Where will the break in the recording probably come?

Task: Table completion

In table completion tasks you have to fill in gaps in a table which will have several columns. Each column will have a heading. The information is usually in note form, so you do not generally need to include words like articles or verbs.

4 Look at the table on page 11. What three general types of information will be given in this part of the talk? What tells you?

5 Match these phrases from the recording to the appropriate headings: a) *His paintings depict* b) *who came here from* c) *was born in* d) *her paintings use* e) *when she arrived in New Zealand* (the extracts are in order).

6 Look at the numbered gaps in the table. Do they go a) across the rows b) up and down the columns?

7 Look carefully at the gaps in the table. How many will probably require a noun? Which of the gapped words will definitely be plural forms? How do you know? Which may be either singular or plural?

Questions 11–13

Complete the summary below.

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

Charity Art Sale

The paintings will be displayed in the Star Gallery and in a nearby

11 The sale of pictures will begin at 12 on

Thursday, and there will be refreshments beforehand. The money raised

will all be used to help 13 children in New Zealand and other countries.

Tip Strip

- **Questions 11–20:** Often the best answer is just one word, even if the rubric says you can use up to three.
- Check that the completed sentences are grammatically correct.

Tip Strip

- Remember to check your work, especially plural endings. When you have finished, check that you have written five plural nouns in your answers to this section.

Questions 14–20

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Complete the table below.

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

Artist	Personal information	Type of painting
Don Studley	<ul style="list-style-type: none"> daughter is recovering from a problem with her back self-taught artist 	<ul style="list-style-type: none"> pictures of the 14 of New Zealand
James Chang	<ul style="list-style-type: none"> originally from Taiwan had a number of 15 there 	<ul style="list-style-type: none"> 16 paintings strong colours
Natalie Stevens	<ul style="list-style-type: none"> has shown pictures in many countries is an artist and a website 17 	<ul style="list-style-type: none"> soft colours, various media mainly does 18
Christine Shin	<ul style="list-style-type: none"> lived in New Zealand for 19 Korean 	<ul style="list-style-type: none"> paintings are based on 20 watercolours of New Zealand landscapes

Questions 21–30

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Section 3 is a conversation about an academic topic such as a course, project, assignment or piece of research. It usually involves two or three speakers, who may be students and/or tutors.

Strategy

Identifying the topic

1 Look at the first task below. Is this discussion going to be about a course, a project or a piece of research? How do you know?

Doing the tasks

Task: Classification

In a classification task you have to match points from the listening to a set of groups or classes. As with all IELTS listening tasks, the numbered points will be heard in order.

- 2 What general idea are the three choices for the classification task below all related to?
- 3 To do the task, you need to listen for expressions related to this general idea. Match each extract from the recording to one of the options A–C in the task.
- a) *We can't just choose anyone.*
 - b) *'I guess it's OK if 'No, it's got to be'*
 - c) *it's up to us*

Task: Note completion

4 Look at Questions 26–29 on page 13. Are they on the same topic as the first task or a completely different topic? How do you know?

Questions 21–25

What instructions were the students given about their project?

- A** *they must do this*
- B** *they can do this if they want to*
- C** *they can't do this*

Write the correct letter, A, B or C next to Questions 21–25.

- 21 Choose a writer from a list provided.
- 22 Get biographical information from the Internet.
- 23 Study a collection of poems.
- 24 Make a one-hour video.
- 25 Refer to key facts in the writer's life.

Tip Strip

- In a conversation, one person may know more about the topic than the other. Listen carefully to what both people say before deciding on your answer.

Complete the notes below.

Tip Strip

- The word limit includes ALL words – including articles and prepositions.
- Never go above the word limit. If you do, your answer will be marked wrong.
- Academic vocabulary for topics such as projects and assessment is important for Sections 3 and 4. Make a note of important words from this conversation (e.g. *lecture, handout, component*) and check you can spell them correctly.

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

Other requirements for the project

- extract chosen from the author's work must reflect the **26** and of the author.
- students must find sound effects and **27** to match the texts they choose.
- students must use a **28** of computer software programs to make the video.
- students must include information about the **29** of all material

Criteria for assessment

- completion of all components – 25%
- **30** (must represent essence of author's work) – 50%
- artistic and technical design of video – 25%

Questions 31–40

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Section 4 is a talk or lecture on an academic topic. There is only one speaker. There is no break in the middle, so you must look through all the questions in the time given at the beginning.

Strategy

Identifying the topic

- 1 At the beginning, the lecturer tells you this talk is about ecology. Look through the questions and decide how the talk is structured. Is it a) a problem and its solution b) a discovery and its explanation c) an event and its result?

Doing the tasks

Task: Multiple choice

- 2 Look at multiple-choice Questions 31–33 below and underline key words in the sentence opening.
- 3 Key ideas may be expressed differently in the recording and the questions. Find phrases in Question 31 which match these expressions from the recording
a) *remoter regions* b) *environment is harsh*.

Identifying topic shift

As there is no break in Section 4, it is especially important to listen for words signalling a change from one part of the lecture to another.

- 4 Which of the following expressions could be used to introduce the second half of the lecture: a) *Now the research I want to tell you about was ...* b) *So, the big question is: how can these colonies survive there?* c) *All of this might have great significance for ... ?*

Task: Sentence completion

In sentence completion tasks, the sentences summarise the main ideas, so this is similar to a summary completion task. The sentences will have the same meaning as the information in the recording but will use parallel expressions. The completed sentences must be grammatically correct.

- 5 Underline key words and phrases in Sentences 34–40.
- 6 Which gap in Sentences 34–40 needs a) the name of a process b) the name of a place c) an adjective?

Questions 31–33

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

- 31 'Extremophiles' are life forms that can live in
- A isolated areas.
 - B hostile conditions.
 - C new habitats.
- 32 The researchers think that some of the organisms they found in Antarctica are
- A new species.
 - B ancient colonies.
 - C types of insects.
- 33 The researchers were the first people to find life forms in Antarctica
- A in the soil.
 - B under the rock surface.
 - C on the rocks.

Tip Strip

Questions 34–40:

- In questions where you have to write words, the word you need for the answer will always be in the recording.
- You should write the word exactly as you hear it, without changing the form in any way (e.g. from plural to singular).
- If the word you choose is not grammatically correct, you have chosen the wrong answer.
- **Question 37:** You only need to write an adjective here. If you add an extra noun from the recording (e.g. *form*) your answer will be grammatically incorrect.

Questions 34–40

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Complete the sentences below.

Write **ONE WORD** for each answer.

How the extremophiles survive

- 34** Access to the sun's heat can create a for some organisms.
- 35** The deeper the soil, the higher the of salt.
- 36** Salt can protect organisms against the effects of , even at very low temperatures.
- 37** All living things must have access to water.
- 38** Salt plays a part in the process of , which prevents freezing.
- 39** The environment of is similar to the dry valleys of Antarctica.
- 40** This research may provide evidence of the existence of extraterrestrial life forms and their possible on other planets.

Tip Strip

Questions 1–40:

- When you have finished all the sections, practise transferring your answers to the answer sheet (page 208).
- You should only copy what you have written yourself. Do not copy anything printed on the question paper.
- As you copy your answers, check that the words you have written make sense in the context, are grammatically correct and are correctly spelt.
- Notice how long it takes you to transfer your answers. (In the exam you will have ten minutes.)

About the Reading module

The Reading module has three reading passages on academic topics of general interest. There are forty questions, and a variety of task types. Each question is worth one mark, so you should aim to spend about the same amount of time on each part.

READING PASSAGE 1

You should spend about 20 minutes on **Questions 1–13**, which are based on Reading Passage 1 on pages 18–19.

Strategy

Finding out what the text is about

In order to locate the answers to the questions, and also to follow the writer's main argument, it is useful to spend a short time getting an overview of the text.

- 1 Read the title and subtitle of Reading Passage 1 on page 18 and look quickly through Paragraph 1. Which phrase has a similar meaning to *snow-maker*? Why is this device needed?

Strategy

Task: Matching paragraph headings

Often it is useful to skim quickly through the entire text to get a better idea of the content. However, here the first task (matching headings to paragraphs) will help you to do this. You have to choose the heading which best summarises the paragraph.

- 1 Read the first paragraph carefully, then look through the list of headings. The answer (v) has been given as an example. In Paragraph A, underline the part of the text that refers to a) the problem and b) the solution.
- 2 Why is heading iii not the correct heading for Paragraph A?
- 3 Read Paragraph B and look at the example heading (x). Why is this a better answer than heading ix?

Now do Questions 1–5. Look down the list of headings and choose the one that you think matches best. You need to find a heading that summarises or paraphrases the overall meaning of the paragraph.

Reading Passage 1 has seven paragraphs **A–G**.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number (**i–x**) in boxes 1–5 on your answer sheet.

List of headings

- i** Considering ecological costs
- ii** Modifications to the design of the snow gun
- iii** The need for different varieties of snow
- iv** Local concern over environmental issues
- v** A problem and a solution
- vi** Applications beyond the ski slopes
- vii** Converting wet snow to dry snow
- viii** New method for calculating modifications
- ix** Artificial process, natural product
- x** Snow formation in nature

<i>Example</i>	<i>Answer</i>
Paragraph A	v
Paragraph B	x

- 1** Paragraph **C**
- 2** Paragraph **D**
- 3** Paragraph **E**
- 4** Paragraph **F**
- 5** Paragraph **G**

Skiing is big business nowadays. But what can ski resort owners do if the snow doesn't come?

- A** In the early to mid twentieth century, with the growing popularity of skiing, ski slopes became extremely profitable businesses. But ski resort owners were completely dependent on the weather; if it didn't snow, or didn't snow enough, they had to close everything down. Fortunately, a device called the snow gun can now provide snow whenever it is needed. These days such machines are standard equipment in the vast majority of ski resorts around the world, making it possible for many resorts to stay open four months or more a year.
- B** Snow formed by natural weather systems comes from water vapour in the atmosphere. The water vapour condenses into droplets, forming clouds. If the temperature is sufficiently low, the water droplets freeze into tiny ice crystals. More water particles then condense onto the crystal and join with it to form a snowflake. As the snowflake grows heavier, it falls towards the Earth.
- C** The snow gun works very differently from a natural weather system, but it accomplishes exactly the same thing. The device basically works by combining water and air. Two different hoses are attached to the gun, one leading from a water pumping station which pumps water up from a lake or reservoir, and the other leading from an air compressor. When the compressed air passes through the hose into the gun, it atomises the water – that is, it disrupts the stream so that the water splits up into tiny droplets. The droplets are then blown out of the gun and if the outside temperature is below 0°C, ice crystals will form, and will then make snowflakes in the same way as natural snow.
- D** Snow-makers often talk about dry snow and wet snow. Dry snow has a relatively low amount of water, so it is very light and powdery. This type of snow is excellent for skiing because skis glide over it easily without getting stuck in wet slush. One of the advantages of using a snow-maker is that this powdery snow can be produced to give the ski slopes a level surface. However, on slopes which receive heavy use, resort owners also use denser, wet snow underneath the dry snow. Many resorts build up the snow depth this way once or twice a year, and then regularly coat the trails with a layer of dry snow throughout the winter.

- E** The wetness of snow is dependent on the temperature and humidity outside, as well as the size of the water droplets launched by the gun. Snow-makers have to adjust the proportions of water and air in their snow guns to get the perfect snow consistency for the outdoor weather conditions. Many ski slopes now do this with a central computer system that is connected to weather-reading stations all over the slope.
- F** But man-made snow makes heavy demands on the environment. It takes about 275,000 litres of water to create a blanket of snow covering a 60 x 60 metre area. Most resorts pump water from one or more reservoirs located in low-lying areas. The run-off water from the slopes feeds back into these reservoirs, so the resort can actually use the same water over and over again. However, considerable amounts of energy are needed to run the large air-compressing pumps, and the diesel engines which run them also cause air pollution.
- G** Because of the expense of making snow, ski resorts have to balance the cost of running the machines with the benefits of extending the ski season, making sure they only make snow when it is really needed, and when it will bring the maximum amount of profit in return for the investment. But man-made snow has a number of other uses as well. A layer of snow keeps a lot of the Earth's heat from escaping into the atmosphere, so farmers often use man-made snow to provide insulation for winter crops. Snow-making machines have played a big part in many movie productions. Movie producers often take several months to shoot scenes that cover just a few days. If the movie takes place in a snowy setting, the set decorators have to get the right amount of snow for each day of shooting either by adding man-made snow or melting natural snow. And another important application of man-made snow is its use in the tests that aircraft must undergo in order to ensure that they can function safely in extreme conditions.