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NEW EDITION

Practice  
Tests

IELTS

Plus 3 with Key

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TEACHING NOT JUST TESTING

<b>Introduction to IELTS</b>	<b>4</b>	<b>Test 5</b>	<b>96</b>
Overview of the test	4	Listening module	96
Results	4	Reading module	101
The IELTS nine-band scale	4	Writing module	112
Overview of the IELTS Test	5	Speaking module	113
Listening	5	<b>Test 6</b>	<b>114</b>
Academic Reading	5	Listening module	114
Academic Writing	6	Reading module	119
General Training Reading	6	Writing module	131
General Training Writing	7	Speaking module	132
Speaking	7	<b>Test 7</b>	<b>133</b>
<b>Test 1</b>	<b>8</b>	Listening module	133
Listening module	8	Reading module	139
Reading module	15	Writing module	151
Writing module	28	Speaking module	152
Speaking module	30	<b>General Training Test</b>	<b>153</b>
<b>Test 2</b>	<b>32</b>	Reading module	153
Listening module	32	Writing module	164
Reading module	39	<b>Speaking File</b>	<b>166</b>
Writing module	52	<b>Writing File</b>	<b>169</b>
Speaking module	54	<b>Answer Key</b>	<b>173</b>
<b>Test 3</b>	<b>56</b>		
Listening module	56		
Reading module	62		
Writing module	74		
Speaking module	75		
<b>Test 4</b>	<b>76</b>		
Listening module	76		
Reading module	82		
Writing module	94		
Speaking module	95		

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Listening	5	<b>Test 6</b>	<b>114</b>
Academic Reading	5	Listening module	114
Academic Writing	6	Reading module	119
General Training Reading	6	Writing module	131
General Training Writing	7	Speaking module	132
Speaking	7	<b>Test 7</b>	<b>133</b>
<b>Test 1</b>	<b>8</b>	Listening module	133
Listening module	8	Reading module	139
Reading module	15	Writing module	151
Writing module	28	Speaking module	152
Speaking module	30	<b>General Training Test</b>	<b>153</b>
<b>Test 2</b>	<b>32</b>	Reading module	153
Listening module	32	Writing module	164
Reading module	39	<b>Speaking File</b>	<b>166</b>
Writing module	52	<b>Writing File</b>	<b>169</b>
Speaking module	54	<b>Answer Key</b>	<b>173</b>
<b>Test 3</b>	<b>56</b>		
Listening module	56		
Reading module	62		
Writing module	74		
Speaking module	75		
<b>Test 4</b>	<b>76</b>		
Listening module	76		
Reading module	82		
Writing module	94		
Speaking module	95		

## Listening module (approx 30 minutes + 10 minutes transfer time)

### Guidance

#### Overview

The Listening test is taken by both Academic and General Training candidates. It lasts for forty minutes (thirty minutes plus ten minutes transfer time) and consists of four sections. There are a total of forty questions: ten in each section. The recording is only played ONCE. As you listen, you must note down your answers on the question paper. When the recording is finished you will be given ten minutes to transfer your answers to the answer sheet.

**Sections 1 and 2** relate to social contexts, testing the listening skills you need for survival in an English-speaking country. Section 1 is a conversation between two speakers, e.g. two people talking about holiday preparations, and Section 2 is a monologue, e.g. a podcast about what you can do at a theme park.

**Sections 3 and 4** have a more academic or training context. Section 3 is a conversation between two or more people, e.g. a seminar between a tutor and a student about a work placement, and Section 4 is a monologue, e.g. a lecturer presenting the findings of a research project.

Before each section, you will hear a brief introduction explaining who the speakers are and what the situation is. You will also be given a short time to look through the questions before the recording for that section starts. In sections 1 to 3, there is a short break in the middle giving you time to look at the questions in the second half. There is no break in Section 4.

All answers will occur in the correct form in the recording (so you will not change it), and you will only get a mark if the answer is correctly spelt. You must also follow the instructions regarding the maximum number of words for each answer.

#### Tasks

A variety of questions are used, chosen from the following types:

- Multiple choice.
- Note/table/summary/flow chart completion.
- Matching.
- Diagram/map/plan labelling.
- True, false, not given.

In some tasks you will have to write words or phrases, and in other tasks you will have to write letters or numbers.

**Tip strip**

**Questions 1–10**

- When you read task instructions, always underline how many words are allowed for each answer. Never write more than the maximum stated, though you *can* use fewer. In this task, the maximum number of words you can use is two, but many of the answers are just one word.
- Only write down words you hear, in the form you hear them. If you need to change the form of a word to make it fit grammatically, then it's incorrect.

**Example**

For Section 1 only, you will be given an example and you will hear the first few lines twice. After that you will only hear the recording once.

**Question 1**

Listen for a phrase which means the same as 'occupation'.

**Question 4**

You will hear several numbers mentioned. Don't just write down the first number you hear – wait until the woman confirms how many years she has been a member.

**Questions 1–10**

We know

**Questions 1–10**

Complete the form below.

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

Health club customer research	
Example	Answer
Name:	Selina Thompson
Occupation:	1 .....
Age group:	2 .....
Type of membership:	3 .....
Length of membership:	4 ..... years
Why joined:	Recommended by a 5 .....
Visits to club per month:	Eight (on an average) .....
Facility used most:	6 .....
Facility not used (If any):	Tennis courts (because reluctant to 7 .....
Suggestions for improvements:	Have more 8 .....
	Install 9 ..... in the gym.
	Open 10 ..... later at weekends.

**Tip strip**

**Question 6 and Question 9**

Listen to both speakers. Most of the answers are supplied by the woman, but not all of them. For Questions 6 and 9, the man suggests something and the woman agrees.

**Question 8**

Be careful with answers which require plural

endings. You will not get a mark if you leave off the 's'.

**Questions 8–10**

There are three suggestions for improvements listed. Carefully read the words given for each bullet point: this will tell you where to note each suggested improvement. You will lose a mark if you do not put the word in the correct gap.

**Questions 11–20**

Questions 11–16

**Tip strip**

**Questions 11–16**

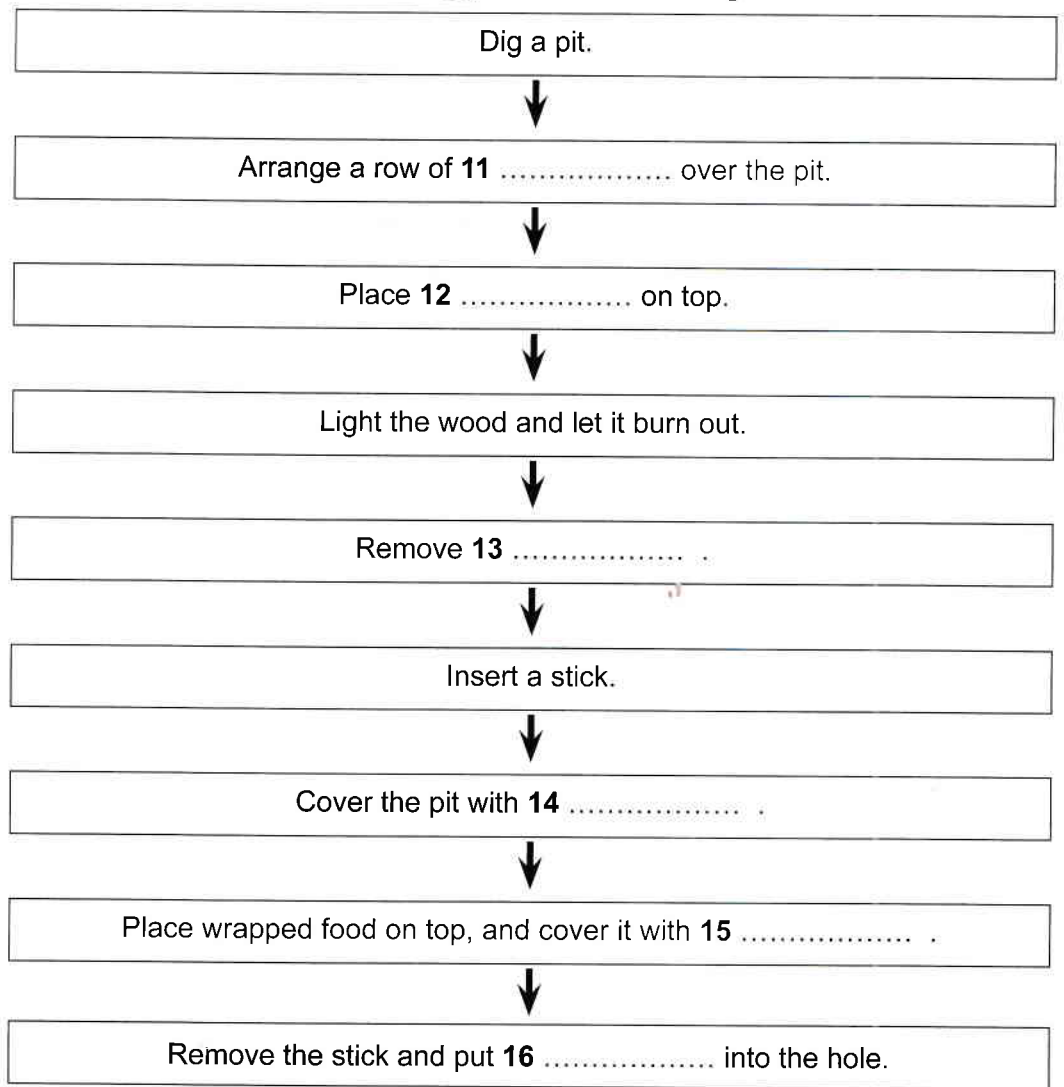
- As with all flow chart tasks, listen carefully for the words and phrases which signal the beginning of each new stage in the sequence.
- For this type of question, check how many extra options are given: in this case, there is just ONE.
- In these tasks, options are only used once. (In tasks where you can use options more than once, the instructions will clearly state this.)

Complete the flow chart below.

Choose **SIX** answers from the box and write the correct letter, **A–G**, next to questions 11–16.

- |                 |                 |                |                |
|-----------------|-----------------|----------------|----------------|
| <b>A</b> air    | <b>B</b> ash    | <b>C</b> earth | <b>D</b> grass |
| <b>E</b> sticks | <b>F</b> stones | <b>G</b> water |                |

## Making a steam pit



## Tip strip

### Questions 17–20

- In this type of multiple-choice item, you must choose **TWO** options from a list of five.
- The options might not be in the same order as the information in the recording.

### Questions 17–18

Choose **TWO** letters, **A–E**.

Which **TWO** characteristics apply to the bamboo oven?

- A** It's suitable for windy weather.
- B** The fire is lit below the bottom end of the bamboo.
- C** The bamboo is cut into equal lengths.
- D** The oven hangs from a stick.
- E** It cooks food by steaming it.

### Questions 19–20

Choose **TWO** letters, **A–E**.

Which **TWO** pieces of advice does the speaker give about eating wild fungi?

- A** Cooking doesn't make poisonous fungi edible.
- B** Edible wild fungi can be eaten without cooking.
- C** Wild fungi are highly nutritious.
- D** Some edible fungi look very similar to poisonous varieties.
- E** Fungi which cannot be identified should only be eaten in small quantities.

## Tip strip

## Questions 21–30

- For these questions it is important to know who is talking – their names and roles. Listen to the context information given at the beginning of this section: Phoebe is the young female student and Tony is her male tutor. (Note that this information is only spoken – it is not written on the answer paper.)
- For **Questions 21–24**, listen for what Phoebe does/thinks. For **Question 25**, listen for what Tony thinks.

## Question 24

Listen for a paraphrase of 'flexibility'.

## Questions 21–30

We know  
Questions 21–25

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

## Research project on attitudes towards study

- 21** Phoebe's main reason for choosing her topic was that
- A** her classmates had been very interested in it.
  - B** it would help prepare her for her first teaching post.
  - C** she had been inspired by a particular book.
- 22** Phoebe's main research question related to
- A** the effect of teacher discipline.
  - B** the variety of learning activities.
  - C** levels of pupil confidence.
- 23** Phoebe was most surprised by her finding that
- A** gender did not influence behaviour significantly.
  - B** girls were more negative about school than boys.
  - C** boys were more talkative than girls in class.
- 24** Regarding teaching, Phoebe says she has learned that
- A** teachers should be flexible in their lesson planning.
  - B** brighter children learn from supporting weaker ones.
  - C** children vary from each other in unpredictable ways.
- 25** Tony is particularly impressed by Phoebe's ability to
- A** recognise the limitations of such small-scale research.
  - B** reflect on her own research experience in an interesting way.
  - C** design her research in such a way as to minimise difficulties.

## Tip strip

### Questions 26–30

- For matching exercises like these, it is important to be clear on the specific task. In this case you must listen for what is DIFFICULT about each of the five research techniques. The focus will also be indicated in the heading of the box: 'Difficulties'.

### Questions 26–30

We know

What did Phoebe find difficult about the different research techniques she used?

Choose **FIVE** answers from the box and write the correct letter A–G, next to questions 26–30.

#### Difficulties

- A** Obtaining permission
- B** Deciding on a suitable focus
- C** Concentrating while gathering data
- D** Working collaboratively
- E** Processing data she had gathered
- F** Finding a suitable time to conduct the research
- G** Getting hold of suitable equipment

#### Research techniques

- 26** Observing lessons .....
- 27** Interviewing teachers .....
- 28** Interviewing pupils .....
- 29** Using questionnaires .....
- 30** Taking photographs .....

**Questions 31–40**

**Questions 31–40**

Complete the sentences below.

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

**Saving the juniper plant**

**Background**

**31** Juniper was one of the first plants to colonise Britain after the last .....

**32** Its smoke is virtually ....., so juniper wood was used as fuel in illegal activities.

**33** Oils from the plant were used to prevent ..... spreading.

**34** Nowadays, its berries are widely used to ..... food and drink.

**Ecology**

**35** Juniper plants also support several species of insects and .....

**Problems**

**36** In current juniper populations, ratios of the ..... are poor.

**37** Many of the bushes in each group are of the same age so ..... of whole populations is rapid.

**Solutions**

**38** Plantlife is trialling novel techniques across ..... areas of England.

**39** One measure is to introduce ..... for seedlings.

**40** A further step is to plant ..... from healthy bushes.

**Tip strip**

**Question 31**

Listen for a synonym for 'colonise'.

**Question 32**

Listen for a synonym for 'illegal'.

**Question 37**

Listen for a synonym for 'rapid'.

**Question 38**

Listen for a synonym for 'novel'.

**Tip strip**

**Questions 31–40**

- Section 4 of the listening paper is a presentation or lecture. Read the heading and listen carefully to the information given at the beginning of the recording. It tells you who is talking and his/her general subject or field. Also the first part of the lecture itself often gives useful information about the focus.
- The field of this presentation is Environmental Science – knowing this will help you predict

what will be important to the speaker: the destruction of an ancient species of plant and ways to protect it.

- Read the sub-headings on the answer sheet. The speaker will clearly state when he/she is changing to a new sub-section. He/She will either mention the word in the heading or give a close paraphrase. Listen for structuring phrases such as 'Turning now to ...' or a rhetorical question such as 'Why is the juniper plant declining ...?'

## Guidance

### Overview

The Academic Reading test lasts for an hour, and it consists of three parts, so you should spend about twenty minutes on each part. The first part is generally a bit easier than the second and third parts, so you might decide to spend a little less time on this.

As you do the test you can make notes on the question paper, but all your answers have to be written on a separate mark sheet, so you must allow enough time to do this.

The test has a total of 40 questions, so in two of the sections there are 13 questions, and in one there are 14 questions.

### Reading passages

The reading passages in all three sections are of a similar length, each one consisting of between 750–950 words. The first passage is usually more factual than the others, and the third contains more opinion. There is a range of topics, and these might be related to any academic subject area, such as natural sciences, history, archaeology or education. However, the subject matter of the passages is not highly technical, and should be accessible to any IELTS candidate, whatever their personal educational history.

### Tasks

The Academic Reading paper uses a variety of task types, including:

- Giving short answers to questions.
- Deciding whether statements/opinions correspond to what is written in the reading passage.
- Matching statements to people or events which are mentioned in the reading passage.
- Completing a summary, or individual sentences, which are based on the reading passage.
- Completing a table, a diagram, a flow chart, or notes which are based on the reading passage.
- Choosing a statement about the reading passage from several options.
- Choosing the answer to a question about the reading passage from several options.
- Choosing the best heading for each of the paragraphs in a reading passage.

In some tasks, you will have to write words or phrases, and in other tasks you will have to write letters or numbers.