



Specialist Language Courses



English for International Opportunity

# IELTS Test Preparation

## PRACTICE TEST

### HOW TO USE THIS PRACTICE TEST

Please do this test as instructed by SLC and/or your teacher. If you do the test under exam conditions, you will get a realistic result and you will be able to see which areas of the IELTS test you need to work on. This means that you should keep to the exam timings, don't use any help, and only listen to the audio recording once.

Please provide your name in the boxes provided.

First name:

Email address:

Last name:

Referring company:  
(recruitment co. or employer)

### MODULE ONE: ACADEMIC LISTENING

**Time:** approximately 30 minutes (in the actual exam, you have an additional 10 minutes' to transfer your answers to a separate sheet).

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

Answer all the questions.

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

For this practice test, make sure you are online to take the Listening paper.

The audio is on the SLC website.

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.

**When you are ready, go to [www.specialistlanguagecourses.com/ielts-test-1/](http://www.specialistlanguagecourses.com/ielts-test-1/) to start the audio. Remember, you must only listen to the audio once.**

## SECTION ONE

### Questions 1–10

Complete the notes below. Write NO MORE THAN TWO WORDS OR A NUMBER FOR EACH ANSWER.

SYDNEY EXPRESS DELIVERY SERVICES	
<b>Customer details</b>	
Customer's name:	Diana (0) <i>Hawkins</i>
Phone number:	(1)
<b>Package</b>	
Contents of package to be delivered:	a (2)
Total weight of whole package:	(3) grammes
Length	(4)
<b>Collection</b>	
Address:	Apartment 3C, 87 (5) Avenue, Dilgaddy, Queensland
Additional notes for delivery driver:	go into the (6) and look for a (7) front door
Suitable collection days and times:	every weekday afternoon except (8)
<b>Delivery</b>	
Recipient's name:	Ruth (9)
Address:	26 Nailston Tower, Brisbane
Alternative person to leave the package with:	the (10)

## SECTION TWO

### Questions 11–20

Choose **TWO** letters, A – E for questions 11-12.

Which **TWO** things are happening for the first time at this year's festival?

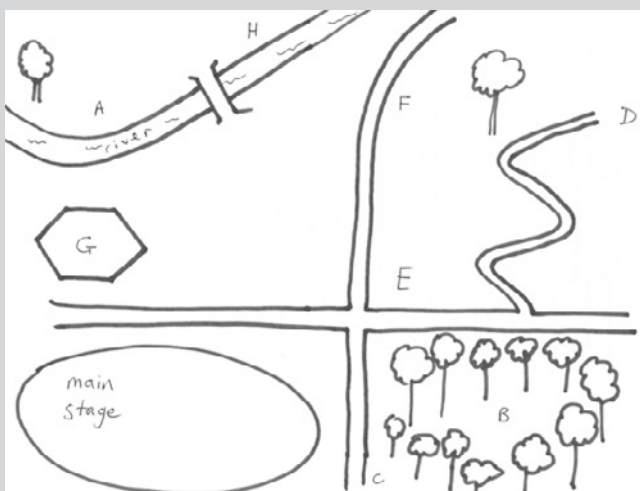
- A. early morning yoga
- B. training day for staff
- C. comedy performances
- D. cookery demonstrations
- E. live online broadcast of full festival

Choose **TWO** letters, A – E for questions 13-14.

Which **TWO** tasks should all staff treat as a priority?

- A. giving first aid
- B. selling programmes
- C. keeping the festival safe
- D. providing information to visitors
- E. ensuring everyone has a valid ticket

Write the correct letter, A – G, next to questions 15 – 20 to label the map below.



### Happy Valley Festival site

Key to map

- (15) lost property office
- (16) phone recharging zone
- (17) jazz area
- (18) poetry tent
- (19) playground
- (20) food stalls

## SECTION THREE

### Questions 21–30

Complete questions 21-25 below. Choose the correct letter, A, B or C.

21. What is the strongest evidence that Varley was a great teacher of art?
- A. the high fees he was able to charge
  - B. the fact that people travelled so far to study with him
  - C. the creative teaching techniques he used
22. What does Liz say is significant about Varley's paintings of the countryside?
- A. They reflected the social changes of the time.
  - B. They appealed to the people who bought his paintings.
  - C. They expressed Varley's love of the place where he lived.
23. Why does Liz criticise Dave for wanting to discuss Varley's work as an astrologer?
- A. She thinks it is irrelevant to his artistic work.
  - B. She wants to avoid any controversial topics.
  - C. She feels the other students would be uninterested.
24. The purpose of the portraits Varley drew in 1828 was to
- A. illustrate a book written by John Linnell.
  - B. depict the faces of some well-known astrologers.
  - C. demonstrate how a person's birth date affects the shape of their head.
25. The writer Kauffman described Varley's later career as 'lean years' because
- A. Varley was producing fewer paintings.
  - B. altering tastes made Varley's work less fashionable.
  - C. the Napoleonic Wars led to economic decline in England.

What comment do the students make about each of the following paintings by John Varley?  
Choose five letters from the box and write the correct letter, A – G, next to questions 26 – 30.

**Comments**

- A. It's in poor condition.
- B. It includes Varley's signature.
- C. Varley made several versions.
- D. The subject matter is unusual for Varley.
- E. Its composition breaks Varley's own rules.
- F. Varley probably copied it from another artist.
- G. It is not known which place the painting shows.

**Paintings by John Varley**

- (26) *Beddgelert Bridge*
- (27) *Coast Scene, Barmouth*
- (28) *Porch of St Margaret's Church, York*
- (29) *Mountain Landscape*
- (30) *St Michael's Mount*

**SECTION FOUR**  
Questions 31–40

Complete the notes below. Write ONE WORD OR A NUMBER for each answer.

**Oily fish in our changing diet**

150 years ago, people ate more than nowadays:

- daily consumption was then up to (31) calories per person.
- five times as much (32) was eaten then as now.

John Stein argues that poor diet, and not the (33) of modern living, account for many of society's problems.

**Oily fish**

Teenagers eat only a (34) of the recommended amount of oily fish.

Oily fish helps young children's (35) skills.

**Stein and Tammam's research**

School pupils were given (36) for a term.

Results suggest oily fish may improve the (37) of teenagers at school.

There is ongoing research into how fish oils could be used in (38) .

**Issues arising from other research**

- Prof Carmine Pariante – fish oils could help people deal with (39) .
- Many fish contain potentially poisonous (40) but in tiny amounts which are probably harmless.

# IELTS Test Preparation

## PRACTICE TEST

### MODULE TWO: ACADEMIC READING

**Time:** 1 hour

Read the instructions for each part of the paper carefully.

Answer all the questions

Write your answers in the spaces provided. In the actual IELTS test, you will write your answers onto a separate answer sheet. You must complete the answers within the time limit.

There are 40 questions on this paper. Each question carries one mark.

#### READING PASSAGE ONE

Questions 1–13

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



#### 1 **The Flatiron Building, New York** <sup>2</sup>

The Flatiron Building has been a New York icon since its construction at the very start of the 20th century. Time has made the building almost into the stuff of legend, frequently but erroneously said now to have been the world's tallest structure at the time of its construction, although in fact the 391-foot Park Row Building that had gone up in 1899 already held that spot.

The building was conceived as the headquarters of the George Fuller construction company and skyscraper builders par excellence, and was going to be known as the George Fuller Building. Instead, the name Flatiron Building was banded around and stuck, even while construction was under way, and the George Fuller one simply never took hold. It was then and always has been the Flatiron, and in fact the surrounding district (roughly between Greenwich Village and 25th Street) is now known as the Flatiron District.

Cynics at the time also labelled the building Burnham's Folly after the chief architect Daniel Burnham, although this short-lived name proved to be no more than a passing fad. These naysayers feared that the building's position at the confluence of two streets, Broadway and Fifth Avenue, would create a wind tunnel, unleashing destructive gusts which would rip the terracotta tiles of the upper levels of the façade and crashing down onto the streets below with disastrous consequences. Not one to treat these concerns lightly, Burnham designed the building to exacting specifications to accommodate four times the envisaged wind loads in order to stabilise the building, and retain its distinctive shape. The fears proved to be ill-founded.

Many of New York's other early skyscrapers essentially consisted of block-like bases, with those closer to the centre reaching up higher, and one central tower finally emerging as if triumphant at the top. It should be noted that many later skyscrapers, including the Empire State Building, followed this form too. However, the Flatiron soared directly up skywards from street level, accentuating its mass and size by avoiding the use of setbacks.

Structurally, the building is a steel frame, which foreshadowed the steel or concrete frameworks advocated by the architect and theorist Le Corbusier 20 years or so later. This enabled construction to proceed at an almost breakneck speed of one storey per week. Yet externally, the façade could hardly be further from the minimal stripped down modernist aesthetic of Le Corbusier and his followers. Burnham borrowed heavily from European architectural history, employing a Renaissance design aesthetic, and breaking down the building into three parts, as if to resemble the base, shaft and capital of ancient Greek and Roman columns.

Perhaps the building's most salient characteristic is its triangular form, arising from its location at an angled road intersection. Burnham handled this skilfully, turning what could have been an impediment into a masterpiece of planning. As a consequence of the triangular site, many of the rooms have walls which are not parallel. Around 4% of the rooms are roughly triangular in plan too and in the building's pointed north-facing tip, known as point offices, where externally the building's north façade measures just 2 metres across. Yet it is these workspaces that have proved the most sought after in the whole building.

It is revealing to consider the reactions of some of the earliest critics to the building; these encompassed a range of views from the positive to the scornful. The American photographer Alfred Stieglitz commented on the Flatiron Building's dynamic symbolism, and described how it "appeared to be moving toward [him] like the bow of a monster ocean steamer". Stieglitz's striking photographs of the building were published in a journal called *Camera Work* with an accompanying text by his friend Sadakichi Hartmann, a writer, and painter, who described it thus: "A curious creation, no doubt, but can it be called beautiful? Beauty is a very abstract idea ... Why should the time not arrive when the majority without hesitation will pronounce the 'Flat-iron' a thing of beauty?"

In the early 1900's, Bannister Fletcher, known for his view of architectural history as a tree-like evolution of styles from the ancient to the contemporary American style made but a passing reference to it in his *A History of Architecture*, but remained uncharacteristically terse, describing it simply as "American". This was not true of HG Wells, who waxed lyrical on the subject, saying "I found myself agape, admiring a skyscraper—the prow of the Flatiron Building, to be particular, ploughing up through the traffic of Broadway and Fifth Avenue in the late-afternoon light." The sculptor William Ordway Partridge passed judgment in 1939, describing the building as "a disgrace to our city, [and] an outrage to our sense of the artistic".

Mindful of the Flatiron Building's intended function as office space and referring to the building's mostly glass facade, Montgomery Schuyler, editor of *Architectural Record* wrote "[The tenant] can, perhaps, find wall space within for one roll top desk without overlapping the windows, with light close in front of him and close behind him and close on one side of him. But suppose he needed a bookcase? Undoubtedly he has a highly eligible place from which to view processions. But for the transaction of business?"

1 Image in the public domain taken from [https://commons.wikimedia.org/wiki/File:Flatiron\\_Building\\_NYC\\_c1903.jpg](https://commons.wikimedia.org/wiki/File:Flatiron_Building_NYC_c1903.jpg)

2 Source material <http://www.archdaily.com/109134/ad-classics-flatiron-building-daniel-burnham>  
[http://www.skyscraper.org/EXHIBITIONS/FAVORITES/fav\\_flatiron.htm](http://www.skyscraper.org/EXHIBITIONS/FAVORITES/fav_flatiron.htm)  
<http://www.history.com/topics/flatiron-building>  
<https://ephemeralnewyork.wordpress.com/tag/flatiron-building/>  
<http://www.history.com/topics/flatiron-building>

Do the following statements agree with the information given in Reading Passage 1?  
On your answer sheet, write one of the three answers for questions 1 – 8 in the box provided.

TRUE                      *if the statement agrees with the information*  
FALSE                     *if the statement contradicts the information*  
NOT GIVEN                *if there is no information on this*

1. When it was built, the Flatiron Building was the world's tallest structure.
2. Construction workers from the Fuller Company built the Flatiron Building.
3. George Fuller was disappointed that the building never bore his name.
4. The building has also been widely known as 'Burnham's Folly' since its construction.
5. Some observers predicted that the building would be unsafe.
6. The Flatiron Building resembled other contemporary New York buildings.
7. Le Corbusier praised the building's modern design.
8. The Flatiron Building's point offices have been popular with the building's

Look at the following comments for questions 9 – 13 and the list of critics below.  
Match each comment with the correct critic, A – F.

9. It is an ugly building.
10. The design is extremely impressive.
11. The building looks like a ship sailing.
12. The building's design might make it impractical for its users.
13. Perhaps one day it will be apparent whether public opinion favours the building's appearance.

*List of critics*

A. HG Wells	C. Bannister Fletcher	E. Montgomery Schuyler
B. Alfred Stieglitz	D. Sadakichi Hartmann	F. William Ordway Partridge



## PASSAGE TWO

### Questions 14–26

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



#### Florida's population of West Indian manatees<sup>4</sup>

##### A

Much attention has been paid in Florida of late to the fate of the manatee, the aquatic mammal that grows up to 3 metres and is affectionately known as the sea cow, reflecting both its bovine appearance and its grazing habits. In fact, the manatee is more closely related to the elephant.

##### B

In accordance with Florida state statute 370.12(4), scientists and groups involved in conservation are obliged to conduct a census impartially. This must take place annually at minimum and up to three times a year if conditions permit, and for ease of viewing, should ideally be scheduled during a cold spell when it is not too windy. This is when manatees head for the warmest water they can find. Manatees live in coastal areas, and can freely move between salinity extremes, enabling them to migrate inland to fresh water such as rivers and springs, such as Blue Spring State Park outside Delton Florida as and when needed. Observers at the water's edge can catch sight of them as they come up to the surface after grazing on vegetation on the bottom. Its diet comprises a range of grasses, hyacinth, acorns, mangrove leaves and various algae.

##### C

These computations are logistically complex, and involve a large number of individuals and agencies. Any such scheduled data collection exercises must be disclosed to the police in advance, and normally receive some (usually positive) attention from the local media. Spotters opt for the vantage points over Florida's waterways afforded by aircraft to identify and register all manatee sightings; these account for the overwhelming proportion of all sightings. In areas where this is not feasible, including in urban zones and in waterways around power stations such as Teco Big Bend in Tampa, (favoured congregation sites, though clearly hazardous due toxic effluence) these crews are augmented by ground researchers, who are best placed to monitor manatee groups in these areas.

##### D

Over the years, research has uncovered a rise in the number of manatees in Florida, from 1,267 in 1991 to 6,300 in 2016. Whether this rise reflects a corresponding growth in population is debatable. Rather, over time, experience gives the research teams enhanced expertise to enable them to pinpoint the creatures with greater speed and accuracy. The scope of the research is such that even if the manatees' migrating patterns shift year to year, their presence should still be logged and movements apparent once the data is thoroughly correlated. Measures are taken to mitigate against any duplicate sightings, and ensure that these do not skew the results.

##### E

Given these changes, the US Fish and Wildlife Service (FWS) has recently announced plans to downlist manatees from endangered to threatened. This decision is based on the Core Biological Model, which 'predicts that it is unlikely (less than 2.5% chance) that the southeastern US population will fall below 4,000 total individuals over the next 100 years, assuming current threats remain constant indefinitely.'

##### F

For many, this is great news. Dr Katie Tripp, Director of Science and Conservation at the Save the Manatee Club, is not so sure the FWS have got it right. The phrasing she takes issue with is 'assuming

current threats remain constant indefinitely.’ Even if they FWS have got all their calculations spot on, she argues that ‘we know that threats won’t remain constant, they’ll increase’ due to manatee habitat loss. The FWS announcement comes prior to the establishment of adequate alternative guidelines for manatee habitat protection, Dr Tripp believes.

### G

According to the latest estimates, there are about as many West Indian manatees in the rest of the range (Central and South America, Mexico and the Greater Antilles) as there are in Florida. In 84% of the countries where manatees are found, populations trends are either in decline or the paucity of detail makes conclusions about numbers all but impossible to draw. It can only be hoped that this will not have an adverse effect on the species globally. For Dr Tripp and many other environmentalists, the future of the West Indian manatee in Florida and its lesser known habitats around the world is far from secure.

- 3 Image in the public domain taken from [https://commons.wikimedia.org/wiki/File:Marine\\_mammal\\_animal\\_manatee\\_surfacing\\_to\\_breathe.jpg](https://commons.wikimedia.org/wiki/File:Marine_mammal_animal_manatee_surfacing_to_breathe.jpg)  
 4 Source material [http://www.biologicaldiversity.org/news/press\\_releases/2016/florida-manatee-01-07-2016.html](http://www.biologicaldiversity.org/news/press_releases/2016/florida-manatee-01-07-2016.html)  
[https://www.fws.gov/news/ShowNews.cfm?ref=u.s.-fish-and-wildlife-service-to-reclassify-west-indian-manatee-from-&\\_ID=35428](https://www.fws.gov/news/ShowNews.cfm?ref=u.s.-fish-and-wildlife-service-to-reclassify-west-indian-manatee-from-&_ID=35428)  
<http://www.sun-sentinel.com/opinion/commentary/fl-viewpoint-manatees-20160115-story.html>  
<http://www.csmonitor.com/Environment/2016/0116/Why-Florida-s-manatee-population-is-rebounding>  
<http://myfwc.com/research/manatee/research/population-monitoring/winter-2012/>

Complete the notes below for questions 14 – 18.  
 Choose no more than ONE WORD from the passage for each answer.

#### Manatees in Florida

Legislation in Florida requires a regular (14) \_\_\_\_\_ of the manatee population. Manatees are best observed in (15) \_\_\_\_\_ weather conditions and at the (16) \_\_\_\_\_ of water. The (17) \_\_\_\_\_ need to be notified of any co-ordinated research undertaking. Observers in (18) search for and locate manatees and undertake the majority of the work.

Choose the correct letter, A, B, C or D for questions 19 – 21.

19. The substantial rise in manatee numbers can probably be explained by
- A. an increase in their population.
  - B. improved knowledge of researchers.
  - C. changes in manatees’ seasonal habits.
  - D. the same animals being counted more than once.
20. What conclusions have been drawn from the Core Biological Model regarding manatee population in the southeastern US?
- A. Manatees have exceeded a target population of 4,000.
  - B. The number of manatees is unlikely to fall by more than 2.5%.
  - C. Manatee population growth will level off over the next century.
  - D. There will probably be at least 4,000 manatees for the foreseeable future.

21. Dr Katie Tripp is critical of the FWS because she believes

- A. their data is inaccurate.
- B. they have taken action prematurely.
- C. they have misrepresented her views.
- D. they are behaving in a threatening manner.

Reading Passage 2 has seven paragraphs, A – G. For questions 22 – 26, which paragraph (A – G):

- 22. discusses the wording of a document?
- 23. mentions the manatees' ability to survive in salt water?
- 24. suggests that a lack of data could lead to problems in the future?
- 25. identifies dangerous places where manatees tend to congregate?
- 26. contains details of a proposed change to the manatee's conservation status?

## PASSAGE THREE

### Questions 27–40

You should spend about 20 minutes on Questions 27 – 40, which are based on Reading Passage 3 below

#### Urbanisation<sup>5</sup>

##### A

The world's urban population is over 4 billion people (see Table 1), the same size as the world's entire population in 1974. Throughout the 1900s, it increased more than tenfold, with 55% of the world's population now living in cities, compared to less than 15% in 1900. During the period 1950 – 2000, many aspects of urban transformation were unprecedented, including the size that cities attained, with many increasing as much as twenty times; indeed, some now sprawl for thousands of square kilometres. The number of countries to become urbanised has risen too during that period, with the world's large cities being concentrated in Asia, rather than in Europe and North America as in the first half of the century.

Table 1 – time taken for each additional 1 billion urban dwellers<sup>6</sup>

World's total urban population	Years taken
0 to 1 billion urban dwellers	10,000 (c.8000BC – 1960)
1 to 2 billion urban dwellers	25 (1960 – 1985)
2 to 3 billion urban dwellers	17 (1985 – 2002)
3 to 4 billion urban dwellers	12 (2002 – 2014)

##### B

But these urban statistics tell us little about the social, economic and demographic upheavals that have underpinned them, including the multiplication in size of the world's economy, and the shift in employment structures away from agriculture to industry and services. This paper seeks to combine a description of urban change with an analysis of its causes.

##### C

Care is needed to distinguish urbanisation from urban growth. In statistical terms, the former is the net movement of people from rural areas into cities. Natural increases in population levels (i.e. the excess of births over deaths) do not necessarily contribute to urbanisation; in fact, in most nations, the rate of natural population increase is higher in rural than urban areas.

##### D

The increasing number of megacities with 10 million inhabitants or more receives a great deal of attention in broadcast, online and in print. While this focus is entirely understandable, there are in fact relatively few of them (28 in 2017) and they constitute less than 7% of the world's population. It is unsurprising that these are concentrated in Asia, given that Asia has many of the world's largest populations and economies, and that historically, Asia has had most of the world's largest cities for most of the last three millennia.

##### E

Although rapid urban growth is nowadays viewed as a problem, as it was throughout the 20th century, it is generally the nations with the strongest economic performance that have urbanised most in recent years. In fact, there is often an association between rapid urban growth and increasing standards of living. While some megacities may seem chaotic, most have life expectancies that are above the national average, as well as higher standards of sanitation, schools and health provision.

##### F

If our concern is to improve the plight of the 700 million or so urban dwellers who live in very overcrowded conditions without access to basic infrastructure and services, a more considerable part of our efforts should in fact focus on relatively small cities or urban centres. And these include thousands of centres that are not growing rapidly.

##### G

Not only are many urban centres not growing at a rate higher than the general increase in the country's population, but there are also some surprising tendencies among some of the world's largest cities.

Mexico City, Buenos Aires, Kolkata and Seoul all have more people moving out than moving in; this is true of a substantial number of urban centres. Yet, as the aggregate statistics show, the trend worldwide is decidedly towards urban population growth.

**H**

The current population of most of the world's largest urban centres, including Los Angeles, Shanghai, Jakarta, Cairo and London could in fact go up or down by several million, depending on which boundaries are used to define the limits up to which the urban population is counted. City boundaries are not set according to universally agreed criteria, but according to local and national criteria. Most cities have at least three different figures, depending on whether it is the city, the metropolitan area or wider planning region that is considered – or whether the city population includes settlements with a high proportion of daily commuters. Clearly, this presents some difficulties for the researcher in terms of being able to compare like with like.

3 Source material TBC  
4 Source material TBC

Reading Passage 3 has eight paragraphs, A – H.  
Choose the correct heading for paragraphs B – H from the list of headings below.  
Write the correct number, i – ix, in each box for questions 27 – 33.

*List of headings*

	Paragraph A	iv
i. Definition	27. Paragraph B	
ii. Shrinking cities	28. Paragraph C	
iii. Reasons for optimism	29. Paragraph D	
iv. A century of urban growth	30. Paragraph E	
v. Shortcomings in population data	31. Paragraph F	
vi. Placing the giants in perspective	32. Paragraph G	
vii. The need for a change in priorities	33. Paragraph H	
viii. The difficulty of obtaining consistent statistics		
ix. Why population growth is a danger that must be addressed		

Do the following statements agree with the information given in Reading Passage 3?  
On your answer sheet, write one of the three answers for questions 34 – 40 in the box provided.

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. The year 1974 saw the most rapid growth ever in the size of cities.
35. In 1950, most of the largest cities in the world were in Europe and North America.
36. Family size tends to rise faster in cities than in the countryside.
37. The media pay too much attention to megacities.
38. There is a correlation between growing cities and improving living conditions.
39. The number of people living in Jakarta is fluctuating at present.
40. The authorities of many cities are unable to accurately measure populations.



Specialist Language Courses



# IELTS Test Preparation

PRACTICE TEST

## MODULE THREE: ACADEMIC WRITING

**Time:** 1 hour

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 spaces given.

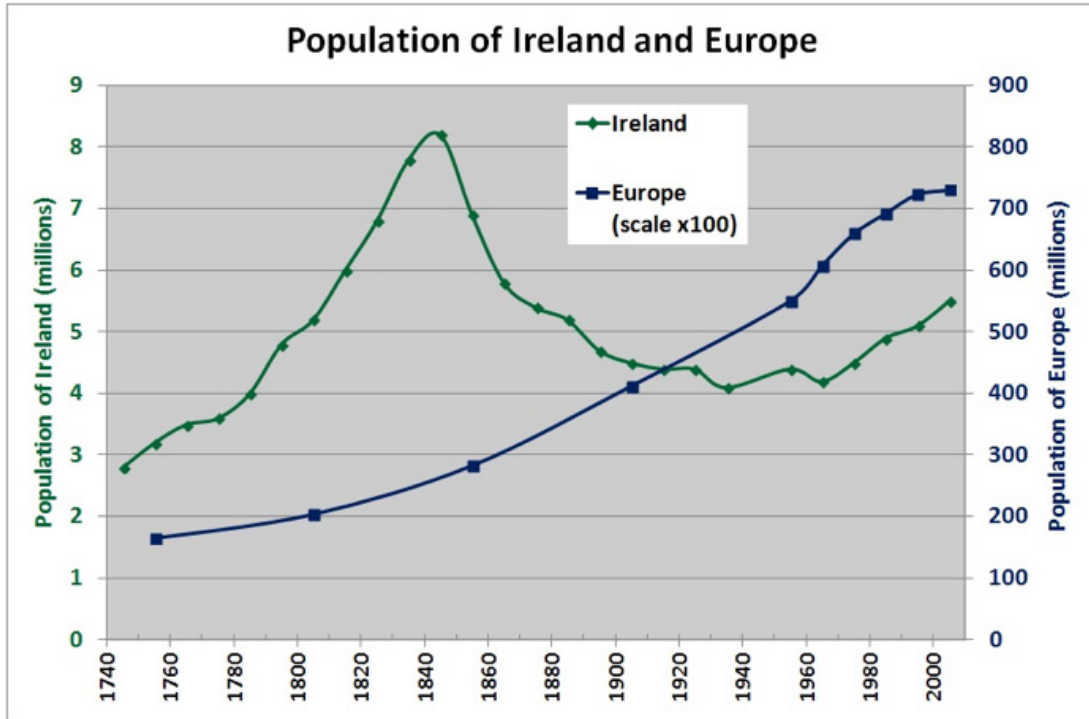
There are two tasks on this question paper.

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

## WRITING TASK ONE

You should spend about 20 minutes on this task. Write your answer in the space provided.

The chart below gives information about the populations of Ireland and of Europe between approximately 1750 and 2000. Summarise the information by selecting and reporting the main features, and making comparisons where relevant.



7 Image in the public domain taken from <https://commons.wikimedia.org/wiki/File:IrelandEuropePopulation1750.PNG>;

## WRITING TASK TWO

You should spend about 40 minutes on this task. Write your answer in the space provided.

Write about the following topic:

*Some people feel that the use of animals for scientific and commercial research, such as testing medicines and cosmetics, is unnecessary and cruel.*

*To what extent do you agree or disagree with this opinion?*

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

Write at least 250 words.

WRITING TASK TWO



# IELTS Test Preparation

## PRACTICE TEST

### MODULE FOUR: ACADEMIC SPEAKING

**Time:** 11-14 minutes

**Format:** Oral interview between candidate and examiner

There are three parts to the test.

#### **Part One: Introduction (4-5 minutes)**

The examiner introduces him/herself and asks you to introduce yourself and confirm your identity. The examiner asks you general questions on some familiar topics, e.g home, family, work, studies and interests.

In this Practice Test, you will see a selection of questions the examiner might ask you.

#### **Part Two: Individual Long Turn (3-4 minutes, including 1 minute preparation time)**

The examiner gives you a card which asks you to talk about a particular topic and which includes points that you can include in your talk.

You are given one minute to prepare to talk about the topic on the card. You can make some notes to help you if you wish.

You talk for one to two minutes on the topic.

The examiner then asks you one to two questions on the same topic to finish this part of the test.

In this Practice Test, you will see an example of a card that you might be given in a Speaking Test.

#### **Part Three: Two-way Discussion (4-5 minutes)**

The examiner asks you further questions which may be connected to the topic in Part 2.

These questions give you an opportunity to discuss more abstract issues and ideas.

In this Practice Test, you will see questions on a selection of topics that an examiner might ask you.

In the actual IELTS test, all interviews are recorded.

## SPEAKING PART ONE

Introduction, 4-5 minutes.

- *Tell me something about your country*
- *What do you like about living in your country?*
- *What would you advise a tourist to do in your country? [Why?]*

### Topic 1: Team Sports

- *What are the most popular team sports in your home town?*
- *Which sports do you find the most interesting? [Why?]*
- *Can young people learn social skills from playing sports? [Which skills?]*
- *Why do you think some people find sports uninteresting?*

### Topic 2: Cooking and Eating

- *Who does most of the cooking in your home / family?*
- *Is it better to cook a meal you have made yourself, or to buy food that's already cooked? [Why?]*
- *What is the best-known dish from your country or region? [What makes it special?]*
- *In many parts of the world, people like to eat food they have grown themselves. What are the advantages and disadvantages of doing this?*

## SPEAKING PART TWO

Individual long turn, 3-4 minutes including 1 minute preparation time.

You will have to talk about the topic for one to two minutes.

You will have one minute to think about what you are going to say.

You can make notes if you wish.

*Describe an electronic object that you use regularly.*

You should say:

what you use this object for

what you would like to change or improve about it and why

how life would be different if you didn't have it

and explain what you find most useful about having this object.

## **SPEAKING PART THREE**

Two-way discussion, 4-5 minutes.

### **Topic 1 Technology and Communication**

- *What are the advantages of using technology such as mobile phone apps to communicate with people?*
- *Considering how people use technology to communicate, do you think that people of your age group behave differently to people of other age groups?*
- *Some people feel that with the increased use of technology, young people are not spending enough time talking to others. Do you agree or disagree? Why?*

### **Topic 2 Technology and Commerce**

- *Why do you think some people are so keen to buy the latest gadgets as soon as they can?*
- *What are the advantages of using mobile phones to buy or to sell things?*
- *Some people believe that electronic devices are manufactured so that they only last a short time before breaking. To what extent do you agree that this is true, and what are your views on this?*

# IELTS Test Preparation

## PRACTICE TEST LISTENING TRANSCRIPTS

### MODULE ONE: ACADEMIC LISTENING TRANSCRIPTS

This recording is copyright. Specialist Language Courses Practice IELTS Test 1.

You will hear a number of different recordings and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions and you will have a chance to check your work. All the recordings will be played once only. The test is in 4 sections. At the end of the test, you will be given 10 minutes to transfer your answers to an answer sheet. Now turn to section 1.

*5 second pause*

#### SECTION ONE

You will hear a phone conversation between an employee at a delivery company and a woman who wants to send a package.

First you have some time to look at questions 1 to 4.

*20 second pause*

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

*(phone ringing)*

M Sydney Express Delivery Services, Mark speaking. How can I help?

W Oh hello, I'd like to arrange a delivery please.

M No problem. Can I take your name please?

W It's Diana Hawkins, that's H-A-W-K-I-N-S

The woman's name is Hawkins, so this 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 4.

*(phone ringing)*

M Sydney Express Delivery Services, Mark speaking. How can I help?

W Oh hello, I'd like to arrange a delivery please.

M No problem. Can I take your name please?

W It's Diana Hawkins, that's H-A-W-K-I-N-S

M Thank you very much. And what's the best number to get you on?

W Right, that'll be my mobile, which is 04 double 2, 329, double 7 6.

M OK, and are you wanting to send a package from you to somewhere else?

W That's right, yes, a parcel.

M OK, and so I know what to charge, what's inside?

W Oh, it's a coat... I need to send it to my sister because she left it when she was staying with me.

M Oh, I see. Easily done! And you said it's wrapped up I think didn't you?

W Yes, it's ready to send.

M Do you know how heavy it is by any chance?

W Yes, I put it on the scales, and the item I want to send was 640 grammes on its own, but now I've wrapped it, it's 825 including all the wrapping and everything.

M Thank you very much. We price things according to weight and size you see.

W Yes, I thought so.

M So can I take the size of it?

W Sure, well, it's in a long thin box about 20 centimetres wide.

M Right, but I just need the largest dimension.

W OK, it's 58 centimetres.

M That's fine.

Before you hear the rest of the conversation you have some time to look at questions 5 to 10.

*20 second pause*

Now listen and answer questions 5 to 10

- M And is it being collected from your home address?
- W From my home, yes. It's an apartment actually, apartment 3C. I'm assuming you need the address now?
- M Yes please.
- W And that's at 87 Forest Avenue
- M Spelt the usual way, like, you know woods and trees?
- W That's right, you got it!
- M OK, is there any advisory information the driver will need when he comes to collect?
- W Oh, you mean to help him find me?
- M Exactly.
- W Yes, absolutely. My apartment is quite hard to find. Instead of going in by the main entrance of the building, he'll need to walk round to the courtyard, that's where I am you see.
- M Right, thank you, I'll just make a note of that. We don't want him walking round in circles getting lost!
- W No, of course not! And then, when he's there, he'll see a couple of other doors, blue ones, but they aren't actually my front door. Mine's the purple one over on the other side.
- M Thank you. And which days and times could you be at home for the collection?
- W Well, almost any weekday afternoon should be fine, other than Thursday when I'll be out. I'm busy on Tuesday but working from home, so it could be then too.
- M Thank you. And can I take full details of where the parcel's going to? You said it was for your sister I think?
- W Yes, her name's Ruth Manzoni, that's M-A-N-Z-O-N-I.
- M And what's the address please?
- W It's 26 Nailston Tower, Brisbane.
- M And is there an alternative person the courier could give the delivery to if your sister is unavailable?
- W Yes, she's a secretary and sometimes works very long hours, so the security guard should be able to sign for it if she's out.
- M OK, thanks very much. So if I could just get the payment details now please...

[FADE]

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

*30 second pause*

Now turn to Section 2

*5 second pause*

## SECTION TWO

You will hear a woman talking to a group of people who are starting work at a music festival.

First you have some time to look at questions 11 to 14.

*20 second pause*

Listen carefully and answer questions 11 to 14

Hello everyone and welcome to the annual Happy Valley Festival, with music and much more. It's great to have so many of you joining us here to work at the festival, and make it a success.

We've decided that from this year onwards, we need to hold a full day of induction for anyone working before the festival itself starts, so that's what today's all about. You get paid of course! As well as bands, we've got loads of activities from old favourites like yoga at dawn, which always draws quite a crowd, to our celebrity chefs who'll give talks and show us some culinary magic while they knock up a quick meal. One innovation this year is that we're staging gigs by stand-up comics, so there'll be a range of one-liners and sketches for all to enjoy, something we've never tried before. Something we did for the first last year was to film all the concerts and performances and make them available online to anyone anywhere, and it was such a success that we're doing that again this year.

Right, moving on to your role. I know that people here will be doing a wide range of tasks, from selling festival programmes to cleaning and all sorts. You'll get more specific instruction about your particular role this afternoon from your team leader, but I want to talk about the responsibilities of everyone who's working here. Above all, we want to make sure the festival is as free of hazards as it can be, so you need to be vigilant, so if you think someone needs first aid for example, rather than trying to do it yourself, go and get someone who is appropriately trained. Remember, you're working alongside all the professionals you'd expect to find at a festival, like the security guards, so checking that all visitors have the right ticket for example... that's their job and not yours. You can expect to get all sorts of enquiries from festival guests, so the more you know, the more you'll be able to help them. And that's what it's all about.

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

*20 second pause*

Now listen and answer questions 15 to 20.

Which brings me to the site map, which I'll talk you through, so you know your way around. Starting with the lost property office. You'll see where the Main Stage area is, and there are roads running across two sides of it. Well they converge at a crossroads and just to the north east of that is lost property. We get all sorts handed in there I can tell you!

A lot of people will want to recharge their phones during the festival. Well, they can do that if they go from the main part of the site over the footbridge, and then where there's a little bend in the river there's a phone charging facility there. It's totally free to use, but I'm afraid it does get busy, especially towards the end of the day.

One area of the festival site is devoted to live jazz, and that's over in the corner at the end of the path that goes in a zig-zag way away from the central crossroads area. And I have to say the line-up is superb this year.

Poetry – that's in the tent shown on the site map as a hexagon, quite close to the Central Stage and sort of towards the river, so I imagine it gets a bit noisy, but it's another really popular venue which always gets a good crowd.

Of course there's lots for kids too. Parents with children can take them to the playground, which is the secluded woodland area surrounded by oak trees on all sides.

And finally food stalls, if you can't tell by following the smell, these are just off the path running from south to north. Keep going up and where it starts to curve round, you'll find the food stalls just there on your right. OK, well this talk of food is making me hungry! Any questions?

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

*30 second pause*

Now turn to Section 3

*5 second pause*



### SECTION THREE

You will hear two art history students called Liz and Dave discussing research for a presentation they are going to give about the English painter John Varley.

First, you have some time to look at questions 21 to 25.

*20 second pause*

Listen carefully and answer questions 21 to 25.

- W Hi Dave, shall we have a chat about our art history research?
- M Hi Liz, OK.
- W When the teacher asked our group to research John Varley for a presentation, I knew he was an English landscape painter working in the early 1800's, but that's about it.
- M Right, well he had a really interesting career didn't he?
- W Yeah. Like so many artists at the time, he gave lessons. And excelled at it, it seems.
- M Well yes, that must have been the case if his pupils came from all over the country to be taught by him.
- W Right, I wasn't able to find out if it made him rich. But it sounds as though his teaching style was incredibly conservative.
- M Yes, he just got his pupils to copy pictures all the time! Not very imaginative.
- W That's right.
- M But I love his rural landscape paintings.
- W Yes, I suppose the key thing about these is that they reflected the tastes of his patrons. They couldn't get enough of these calm rural scenes with fields, hills and farms. It's as if they were all turning back on the social developments of the day, like the urbanisation of places like London, where Varley lived.
- M Sure. But the other stuff about Varley fascinates me. Like his work as an astrologer, you know, he used to believe he could talk to ghosts, forecast people's future, lots of things that seem really eccentric. Including that in our presentation could make it really interesting.
- W But our presentation is about his career as an artist, and although the others might be intrigued by the astrology stuff, I can't see what has got to do with the topic. So we'd be going off track if we included it. We should be trying to prompt argument and counter-argument about paintings, not his bizarre beliefs!
- M Well I'm not so sure.
- W Why?
- M Well, take the portrait drawings he produced in 1828 for a book on astrology he wrote and illustrated. A man called John Linnell helped by copying and engraving Varley's drawings for print.
- W Oh yes, I've seen these. Varley's idea was to show that the day and time when a person is born determines the form their skull will take on once they're adults.
- M Yeah... I get the impression that the second half of his career wasn't so successful though. CM Kauffman, in his book on Varley, he uses the phrase 'lean years' to describe that period.
- W Right, well it was just after the Napoleonic Wars in Europe. But ironically, that prompted quite a boom in trade. And it seems that Varley's output continued but his income fell, because watercolours like his just weren't sought-after any more, and he was slow to adapt.

Before you hear the rest of the conversation you have some time to look at questions 26 to 30

*20 second pause*

Now listen and answer questions 26 to 30.

M OK, so we need to choose some pictures painted by Varley to show to the group and showcase his style.

W Right. We could go for *Beddgelert Bridge*. It's a typical sort of Varley scene. The thing is though that it has faded over the years and looks a bit shabby.

M I suppose so, yes, we want something that still looks pristine, don't we?

W Yeah.

M Or there's *Coast Scene, Barmouth*.

W Right, that's in North Wales isn't it? Like a lot of his paintings.

M Barmouth is yes, but I read that they can't be certain that that's actually the place depicted, just that it could be. It has a really prominent area of blue sky, which you quite often get with Varley.

W OK, so there's a bit of a question mark over the accuracy of the title then... Possibly one to include, but we can decide later.

M What about *Porch of St Margaret's Church, York*? It's really carefully drawn, very detailed. The thing is that it's a close-up study of architectural detail.

W Right, not very typical of Varley's work is it?

M Exactly, and I think we should choose pictures that are more representative of his the kinds of thing he liked to paint.

W Fair enough. Well in that case how about *Mountain Landscape*?

M Yes, I read that in this one, he actually wrote the name of the mountain in Wales which it shows, on the back of the picture.

W Oh right. It's interesting that he was showing the view from the top of the mountain, and the horizon is halfway down the picture. But in his teaching and writing, he always said the artist should arrange the picture with the horizon about a third of the way up.

M Right, so it's at odds with his own principles.

W Exactly.

M Another one we could feature is *St Michael's Mount*.

W Oh yes. The building on the rock makes it unmistakable. But I read in Kauffman's book that there's no record of him actually being in the area at all, so it's likely that his picture is in fact a reproduction of an image made by someone else.

M Oh really? I didn't know that.

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

*30 second pause.*

Now turn to Section 4

*5 second pause*

## SECTION FOUR

You will hear part of a lecture about the role of oily fish in people's diet.

First, you have some time to look at questions 31 to 40.

*20 second pause*

Listen carefully and answer questions 31 to 40.

Right, now I'd like to talk about how people's diets have changed over the last couple of centuries, and what this is doing to our health. Many people assume we eat far more than we used to. In actual fact, it's the opposite. 150 years ago, women would typically consume about 3,500 calories a day, and for the highest consumers, in other words men doing physical work, it was closer to 6,500. That compares to around 2,200 calories per day for an adult these days.

What people eat has changed too. Consumption of bread for example has fallen to a fifth of what it was 150 years ago, while far more food with sugar is eaten these days, compared to back then. Plus we get through more alcohol and tobacco nowadays too, not to mention processed food.

So, does it all matter? Well, one person who thinks it does is Professor John Stein of Oxford University, who argues that observers of the range of ills plaguing contemporary society should in fact be blaming our substandard diet rather than the stress of our hectic lifestyles, as is customarily the case in much of the media. It's a bold claim, but it deserves consideration.

One case in point according to Stein is another foodstuff that we eat less of, namely oily fish, which I'm going to focus on in more detail in my lecture today. Research shows that teenagers consume as little as a tenth of the quantity advocated by health professionals. I'm talking about foods like salmon, mackerel, that sort of thing, which ideally we should be having a helping of, that's 140 grammes or so, twice a week. Another shocking statistic is that over 80% of youngsters don't eat any oily fish whatsoever.

Stein's research has shown how these foodstuffs can have a range of benefits: in toddlers, motor skills appear to be more developed among those who have a regular intake, in other words, who are frequently eating oily fish. I'm not going to make exaggerated claims and tell you it boosts communication skills too, because I don't think there's robust research to suggest that that is the case.

The benefits of consuming oily fish can be observed later on in life too. Along with Jonathon Tammam, Stein conducted research amongst adolescents between the ages of 13 and 16, and for the duration of one full school term, administered the vitamins found in oily fish in order to replicate the effects of a diet rich in fish. They also used a control group, and concluded that the incidence of poor behaviour in the classroom dropped sharply. This is an encouraging finding, and investigations at various universities into the benefits of fish oils are evaluating the potential for their introduction in prisons across the country. It'll be interesting to find out more as time goes on.

As for other research, the work of Professor Carmine Pariante raises questions about how fish oils may be able to combat depression, especially as many sufferers find they don't notice significant improvement with the medication they are using.

Now, I've been very positive about the potential of fish oil, but I don't want to sound as if it's without drawbacks. It isn't, and perhaps chief among them is the levels of mercury that tuna, pike and other fish have in them, which of course can be toxic. Now, Britain's Food Standards Agency have had to revise their guidelines, because the quantities are so small, at least compared with other sources like air pollution and dental fillings. So they're unlikely to pose a major threat.

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

*30 second pause.*

That is the end of the listening test.

You now have 10 minutes to transfer your answers to the listening answer sheet.

## MODULE ONE: ACADEMIC LISTENING

### SECTION ONE

#### Questions 1–10

Complete the notes below. Write NO MORE THAN TWO WORDS OR A NUMBER FOR EACH ANSWER.

<b>Customer details</b>	
Customer's name:	Diana (0) <i>Hawkins</i>
Phone number:	(1) 0422329776
<b>Package</b>	
Contents of package to be delivered:	a (2) coat
Total weight of whole package:	(3) 825 grammes
Length	(4) 58
<b>Collection</b>	
Address:	Apartment 3C, 87 (5) Forest Avenue, Dilgaddy, Queensland
Additional notes for delivery driver:	go into the (6) courtyard and look for a (7) purple front door
Suitable collection days and times:	every weekday afternoon except (8) Thursday
<b>Delivery</b>	
Recipient's name:	Ruth (9) Manzoni
Address:	26 Nailston Tower, Brisbane
Alternative person to leave the package with:	the (10) security guard

## SECTION TWO

### Questions 11–20

Choose **TWO** letters, A – E for questions 11-12.

Which **TWO** things are happening for the first time at this year's festival?

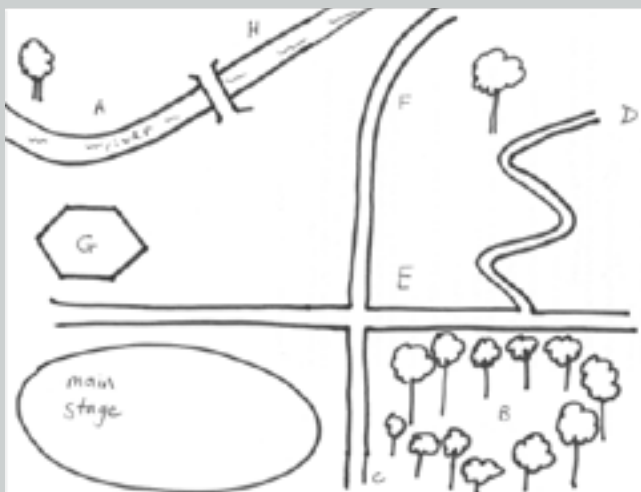
- A.  early morning yoga
- B.  training day for staff
- C.  comedy performances
- D.  cookery demonstrations
- E.  live online broadcast of full festival

Choose **TWO** letters, A – E for questions 13-14.

Which **TWO** tasks should all staff treat as a priority?

- A.  giving first aid
- B.  selling programmes
- C.  keeping the festival safe
- D.  providing information to visitors
- E.  ensuring everyone has a valid ticket

Write the correct letter, A – G, next to questions 15 – 20 to label the map below.



### Happy Valley Festival site

Key to map

- E (15) lost property office
- A (16) phone recharging zone
- D (17) jazz area
- G (18) poetry tent
- B (19) playground
- F (20) food stalls

## SECTION THREE

### Questions 21–30

Complete questions 21-25 below. Choose the correct letter, A, B or C.

21. What is the strongest evidence that Varley was a great teacher of art?
- A.  the high fees he was able to charge
  - B.  the fact that people travelled so far to study with him
  - C.  the creative teaching techniques he used
22. What does Liz say is significant about Varley's paintings of the countryside?
- A.  They reflected the social changes of the time.
  - B.  They appealed to the people who bought his paintings.
  - C.  They expressed Varley's love of the place where he lived.
23. Why does Liz criticise Dave for wanting to discuss Varley's work as an astrologer?
- A.  She thinks it is irrelevant to his artistic work.
  - B.  She wants to avoid any controversial topics.
  - C.  She feels the other students would be uninterested.
24. The purpose of the portraits Varley drew in 1828 was to
- A.  illustrate a book written by John Linnell.
  - B.  depict the faces of some well-known astrologers.
  - C.  demonstrate how a person's birth date affects the shape of their head.
25. The writer Kauffman described Varley's later career as 'lean years' because
- A.  Varley was producing fewer paintings.
  - B.  altering tastes made Varley's work less fashionable.
  - C.  the Napoleonic Wars led to economic decline in England.

What comment do the students make about each of the following paintings by John Varley?  
Choose five letters from the box and write the correct letter, A – G, next to questions 26 – 30.

### Comments

- A. It's in poor condition.
- B. It includes Varley's signature.
- C. Varley made several versions.
- D. The subject matter is unusual for Varley.
- E. Its composition breaks Varley's own rules.
- F. Varley probably copied it from another artist.
- G. It is not known which place the painting shows.

### Paintings by John Varley

- A (26) *Beddgelert Bridge*
- G (27) *Coast Scene, Barmouth*
- D (28) *Porch of St Margaret's Church, York*
- E (29) *Mountain Landscape*
- F (30) *St Michael's Mount*

## SECTION FOUR

### Questions 31–40

Complete the notes below. Write ONE WORD OR A NUMBER for each answer.

#### Oily fish in our changing diet

150 years ago, people ate more than nowadays:

- daily consumption was then up to (31) 3500 calories per person.
- five times as much (32) bread was eaten then as now.

John Stein argues that poor diet, and not the (33) stress of modern living, account for many of society's problems.

#### Oily fish

Teenagers eat only a (34) tenth /10th of the recommended amount of oily fish.

Oily fish helps young children's (35) motor skills.

#### Stein and Tammam's research

School pupils were given (36) vitamins for a term.

Results suggest oily fish may improve the (37) behaviour<sup>(UK)</sup> / behavior<sup>(US)</sup> of teenagers at school.

There is ongoing research into how fish oils could be used in (38) prisons .

#### Issues arising from other research

- Prof Carmine Pariante – fish oils could help people deal with (39) depression .
- Many fish contain potentially poisonous (40) mercury but in tiny amounts which are probably harmless.

## MODULE TWO: ACADEMIC READING

Do the following statements agree with the information given in Reading Passage 1?  
On your answer sheet, write one of the three answers for questions 1 – 8 in the box provided.

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>

1. When it was built, the Flatiron Building was the world's tallest structure.	FALSE
2. Construction workers from the Fuller Company built the Flatiron Building.	NOT GIVEN
3. George Fuller was disappointed that the building never bore his name.	NOT GIVEN
4. The building has also been widely known as 'Burnham's Folly' since its construction.	FALSE
5. Some observers predicted that the building would be unsafe.	TRUE
6. The Flatiron Building resembled other contemporary New York buildings.	FALSE
7. Le Corbusier praised the building's modern design.	NOT GIVEN
8. The Flatiron Building's point offices have been popular with the building's	TRUE

Look at the following comments for questions 9 – 13 and the list of critics below.  
Match each comment with the correct critic, A – F.

- F 9. It is an ugly building.
- A 10. The design is extremely impressive.
- B 11. The building looks like a ship sailing.
- E 12. The building's design might make it impractical for its users.
- D 13. Perhaps one day it will be apparent whether public opinion favours the building's appearance.

### List of critics

A. HG Wells	C. Bannister Fletcher	E. Montgomery Schuyler
B. Alfred Stieglitz	D. Sadakichi Hartmann	F. William Ordway Partridge



Complete the notes below for questions 14 – 18.  
Choose no more than ONE WORD from the passage for each answer.

### Manatees in Florida

Legislation in Florida requires a regular (14)  of the manatee population. Manatees are best observed in (15)  weather conditions and at the (16)  of water. The (17)  need to be notified of any co-ordinated research undertaking. Observers in (18)  search for and locate manatees and undertake the majority of the work.

Choose the correct letter, A, B, C or D for questions 19 – 21.

19. The substantial rise in manatee numbers can probably be explained by

- A.  an increase in their population.
- B.  improved knowledge of researchers.
- C.  changes in manatees' seasonal habits.
- D.  the same animals being counted more than once.

20. What conclusions have been drawn from the Core Biological Model regarding manatee population in the southeastern US?

- A.  Manatees have exceeded a target population of 4,000.
- B.  The number of manatees is unlikely to fall by more than 2.5%.
- C.  Manatee population growth will level off over the next century.
- D.  There will probably be at least 4,000 manatees for the foreseeable future.

21. Dr Katie Tripp is critical of the FWS because she believes

- A.  their data is inaccurate.
- B.  they have taken action prematurely.
- C.  they have misrepresented her views.
- D.  they are behaving in a threatening manner.

Reading Passage 2 has seven paragraphs, A – G. For questions 22 – 26, which paragraph (A – G):

- 22. **F** discusses the wording of a document?
- 23. **B** mentions the manatees' ability to survive in salt water?
- 24. **G** suggests that a lack of data could lead to problems in the future?
- 25. **C** identifies dangerous places where manatees tend to congregate?
- 26. **E** contains details of a proposed change to the manatee's conservation status?

Reading Passage 3 has eight paragraphs, A – H.  
 Choose the correct heading for paragraphs B – H from the list of headings below.  
 Write the correct number, i – ix, in each box for questions 27 – 33.

<i>List of headings</i>	Paragraph	
	Paragraph A	iv
i. Definition	27. Paragraph B	v
ii. Shrinking cities	28. Paragraph C	i
iii. Reasons for optimism	29. Paragraph D	vi
iv. A century of urban growth	30. Paragraph E	iii
v. Shortcomings in population data	31. Paragraph F	vii
vi. Placing the giants in perspective	32. Paragraph G	ii
vii. The need for a change in priorities	33. Paragraph H	viii
viii. The difficulty of obtaining consistent statistics		
ix. Why population growth is a danger that must be addressed		

Do the following statements agree with the information given in Reading Passage 3?  
 On your answer sheet, write one of the three answers for questions 34 – 40 in the box provided.

- TRUE *if the statement agrees with the information*  
 FALSE *if the statement contradicts the information*  
 NOT GIVEN *if there is no information on this*

34. The year 1974 saw the most rapid growth ever in the size of cities.	NOT GIVEN
35. In 1950, most of the largest cities in the world were in Europe and North America.	TRUE
36. Family size tends to rise faster in cities than in the countryside.	FALSE
37. The media pay too much attention to megacities.	FALSE
38. There is a correlation between growing cities and improving living conditions.	TRUE
39. The number of people living in Jakarta is fluctuating at present.	NOT GIVEN
40. The authorities of many cities are unable to accurately measure populations.	NOT GIVEN

## WHAT YOUR SCORES MEAN

ACADEMIC LISTENING		
Your score/40	%	Band score
40	100	9
39	97.5	9
38	95	8.5
37	92.5	8.5
36	90	8
35	87.5	8
34	85	7.5
33	82.5	7.5
32	80	7
31	77.5	7
30	75	7
29	72.5	6.5
28	70	6.5
27	67.5	6.5
26	65	6
25	62.5	6
24	60	6
23	57.5	6
22	55	5.5
21	52.5	5.5
20	50	5.5
19	47.5	5
18	45	5
17	42.5	5
16	40	5
15	37.5	4.5
14	35	4.5
13	32.5	4.5
12	30	4
11	27.5	4
10	25	4
9	22.5	4
8	20	3
7	17.5	3
6	15	3
5	12.5	3
4	10	2

ACADEMIC READING		
Your score/40	%	Band score
40	100	9
39	97.5	9
38	95	8.5
37	92.5	8.5
36	90	8
35	87.5	8
34	85	7.5
33	82.5	7.5
32	80	7
31	77.5	7
30	75	7
29	72.5	6.5
28	70	6.5
27	67.5	6.5
26	65	6
25	62.5	6
24	60	6
23	57.5	6
22	55	5.5
21	52.5	5.5
20	50	5.5
19	47.5	5.5
18	45	5
17	42.5	5
16	40	5
15	37.5	5
14	35	4.5
13	32.5	4.5
12	30	4.5
11	27.5	4
10	25	4
9	22.5	4
8	20	3
7	17.5	3
6	15	3
5	12.5	3
4	10	2

The table shows the band score you would get in the IELTS test for the Listening and Reading papers. Remember, your overall band score will be the average of the 4 papers – Listening, Reading, Writing and Speaking.