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The **Official** Cambridge Guide to

IELTS

FOR ACADEMIC & GENERAL TRAINING



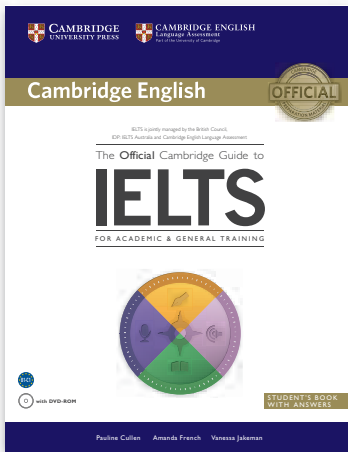
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STUDENT'S BOOK
WITH ANSWERS

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The Official Cambridge Guide to IELTS

The definitive guide to IELTS

Student's Book with answers with DVD-ROM 978-1-107-62069-8

Who is it for?






Test takers

- Self-study guide
- Revision companion

Teachers

- All-in-one reference
- Class revision guide

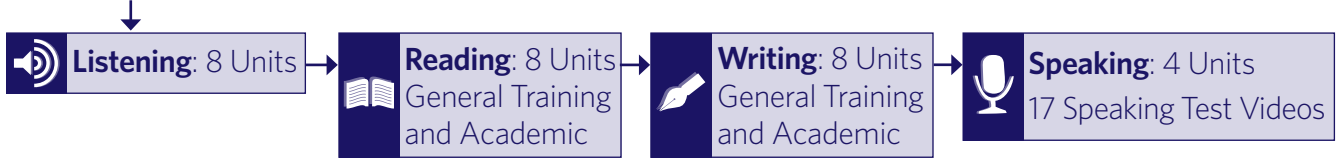
What is it?

-  Comprehensive *IELTS* exam guide
-  Easy access from Band 4.0
-  Divided by skills
-  Develops language level and exam techniques
-  General Training and Academic Modules



What's inside?

IELTS Introduction and Summary



8 Practice Tests: First Test Fully Guided

Use the book section by section, or choose the parts you need, when you need them

Why buy it?

- 400-page total solution for *IELTS*
- Exercises to develop skills
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- Videos of the Speaking test (DVD-ROM)
- 8 full Academic practice tests with 2 additional General Training sections

What is *IELTS*?

IELTS: International English Language Testing System

- Accepted by 8000 organisations worldwide
- For higher education and global migration
- 2 million tests taken per year
- Two versions: General Training and Academic
- Tests the four skills (reading, writing, speaking and listening)
- Reflects real life use of English
- Unique 9-Band scale accurately pinpoints English level

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www.ielts.org



The Cambridge English Corpus is a multi-billion word collection of written and spoken English. It includes the Cambridge Learner Corpus, a unique bank of exam candidate papers.

Our authors study the Corpus to identify typical mistakes made by exam candidates. This means that Cambridge materials help students to avoid common errors and improve their performance. www.cambridge.org/corpus



Listening

Listening skills

4 Places and directions

In this unit, you will practise:

- understanding a description of a place
- following directions
- labelling a map
- multiple choice

1 Describing a place

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

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

A



D



B



E



C



F



Test Tip For labelling a map or plan in IELTS, you may need to follow directions, or you may hear a description of a location.

Each skill has a dedicated section. Study skill by skill or just the parts you need.

Listening skills

1.2 Study the map in section 3.3 for 30 seconds.

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

- 1 What is it a map of?
- 2 Name three landmarks on the map.
- 3 Where is the entrance?
- 4 What is in the centre of the map?

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

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


		landmark(s)	locating words/phrases
1	Where is the gift shop? 	lifts	<ul style="list-style-type: none"> • The entrance is _____ • Then go _____ • The shop you want is _____ • _____ lifts
2	Where can you buy stamps? 		<ul style="list-style-type: none"> • In _____ resort, you'll see a _____ • _____ courtyard, you'll find a _____ • It's just _____ tree
3	What is the proposed location of the new bridge? 		<ul style="list-style-type: none"> • I was thinking of putting it _____ • I think it would be better if it's _____ motorway
4	Where is the ideal habitat for the Traviston Frog? 		<ul style="list-style-type: none"> • ... it is unable to live in _____ of a pond • ... it does need to live in _____ to water • ... in a tiny burrow _____ bushes

Clear Test Tips provide students with exam strategies.

● *Listening skills*

3 Labelling a map

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

- 3.1** Look at this map completion task. Which landmarks might be used to help you to find your way around?
- 3.2**  18 Listen and label the map with the correct letter (A–F).
- 3.3** Check your answers, then listen again.

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

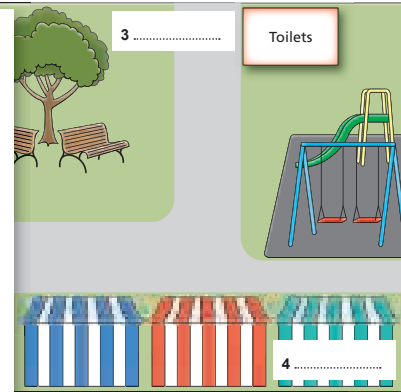
Questions 1–4

Label the map below.

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

A farm animals	D picnic area
B fresh bread	E second-hand book stall
C ticket booth	F cookery shows

Brookside Market




Listening skills ●

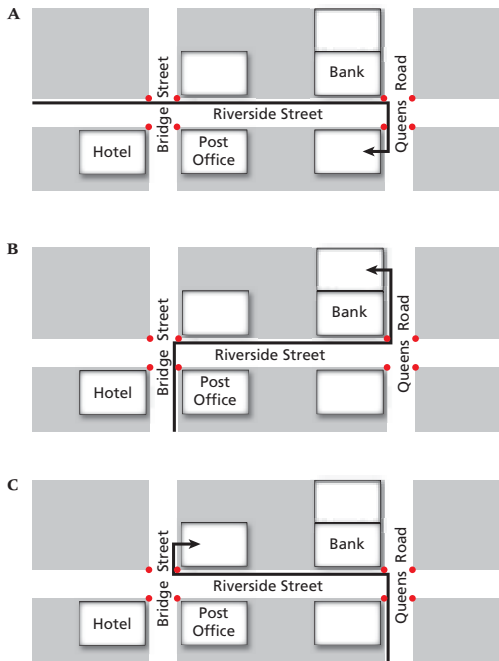
Test Tip You may need to follow directions to locate a place on the map or plan. Marking the way directly on the map can be helpful.

Test Tip The distractors for this type of task might be extra buildings marked on the map, or they might be extra options in a list of possible answers.

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

2 Following directions

- 2.1**  17 Listen and decide which diagram (A, B or C) shows the directions described by the speaker.



- 2.2** Listen again and make a note of any words or phrases that are used to give directions.



Reading skills

4 Locating and matching information

In this unit you will practise:

- identifying types of information
- locating and matching information
- connecting ideas
- matching sentence endings
- matching information

1 Identifying types of information

For **matching information** tasks, you need to locate an idea or piece of information in the text and match it to a phrase that accurately describes it.

1.1 Read the extracts from two separate paragraphs of a Reading passage. What type of information has been underlined?

- A** a description of an animal's habitat
B the issues that can cause something to happen
C an argument for a type of action

<p>A Meerkats devote a significant part of their day to foraging for food with their sensitive noses. When they find it, they eat on the spot. Primarily, meerkats are insectivores, which means their diet is mainly made up of insects.</p>	<p>B These nature <u>short s</u> <u>by a st</u> <u>domin</u> <u>the grc</u> <u>bound</u></p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------

1.2 Look at this matching information task based on the passage above.

Which paragraph contains the following information?

1	two situations that force meerkats to change their behaviour
2	how meerkats generally spend their time

- 1 For this type of question, do you need to locate a specific detail or a whole idea?
 2 Question 1 matches the information underlined in paragraph A, so the answer is A. Underline the part of paragraph B that matches the information in Question 2.

Study Tips help students identify problem areas and improve their performance.

Clear unit goals help users find the areas they need to practise.

Reading skills

These questions describe the information you need to find.

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

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

Types of information

- 1 the findings of a study
- 2 the method used in a research study
- 3 the reaction to something
- 4 a description of a habitat
- 5 the difference between current and past studies
- 6 a description of how something works
- 7 the cause of something
- 8 the amount of time needed for something

2 Locating and matching information

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

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

• a number	• a cause	• a finding
• a date	• an effect	• an account
• a measurement	• a conclusion	• a reaction
• a reason	• the problems	• a description.

When you are reading different passages in this book, think about whether the information matches any of these types.



Test Tips help avoid common mistakes.

● Reading skills

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

Which paragraph contains the following information?

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

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

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

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

- 1 Which of the following do you think is 'visual evidence'?
 - A something the researchers believe

2.1 Spend two minutes skim reading the passage below, so that you are familiar with the type of information it contains.

What is the main purpose of the passage?

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

How geckos cope with wet feet



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

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

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

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

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

Reading skills ●

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



Writing skills

3 Academic Writing Task 1 – Describing diagrams

In this unit you will practise:

- understanding a diagram
- understanding Lexical Resource
- describing a process
- being accurate
- improving coherence and cohesion

1 Understanding a diagram

Another form of visual information is a diagram. Again, you need to spend a little time studying and understanding the diagram before you begin to write. Remember, you need to include all of the most relevant information.

1.1 Look at the diagram below for one minute.

How to make recycled paper from old newspapers.



Test Tip Try drawing your own diagram of an everyday machine in your home (e.g. a washing machine). Divide the process up into different stages and describe it.

Writing skills ●

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

lift	pour	leave	drain	add	put	tear
mix	press	soak	dry	place	slide	beat

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

1.3 Study the diagram again and complete these sentences.

- You need old newspapers, a _____ to hold the mixture and a _____ containing 250 ml of water.
- An _____ is used to form the mixture into a pulp.
- The pulp is poured into a _____.
- Some _____ is used to lift the pulp out of the water.
- A _____ is used to flatten the pulp and press the water out.

Test Tip Remember, you have only 20 minutes to complete Writing Task 1, so you need to identify the most important information in only one or two minutes. To help plan your answer, write the different verbs you will use to describe each stage on the diagram itself. This will help to make sure you don't miss out any important steps in your description.

2 Describing a process – coherence and cohesion

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

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

- | | |
|----------------------------------|-------------------------------------------|
| 1 The diagram explains how to | 6 Then, use a piece of mesh, to carefully |
| 2 First, | 7 Next, open up an old newspaper and |
| 3 Then, add 250 ml of water and | 8 Then, use a rolling pin to |
| 4 Next, using an electric mixer, | 9 Finally, |
| 5 When it is ready, | |

- A place the pulp mixture inside.
- B beat the mixture for about 45 seconds until it forms a pulp.
- C leave your new paper to dry in a warm place for at least 24 hours.
- D make recycled paper from old newspapers.
- E tear some newspaper into small pieces and put them in a bowl.
- F lift the pulp mixture out of the tray, allowing the water to drain.
- G press the paper down and force out any excess water.
- H leave the paper to soak for up to an hour.
- I pour the pulp into a shallow tray and add a further 100 ml of water. Mix it together by hand.




Corpus-informed exercises train students to avoid mistakes that *IELTS* candidates often make.



Writing skills ●


Using the wrong noun

3.2  Accuracy in vocabulary also involves using the most appropriate words. Improve the accuracy of the sentences below by replacing the underlined words with one of the nouns from the box.

percentage	number	means	method
amount	factors	figures	

- 1 The number of traffic on the road continues to increase.
- 2 The diagram shows the way for making canned food.
- 3 The amount of children who do not have access to a computer at home is higher in Newtown than in Westbridge.
- 4 The chart shows figures for four different ways of transport in The Netherlands.
- 5 Another significant figure is the percent of the budget that the school spent on recruiting staff.
- 6 The chart clearly shows the reasons that led to the current energy problems.

Using the wrong form

3.3  Another accuracy problem occurs when you choose the right word but use it in the wrong form. Complete these sentences with the correct form of the words in brackets.

%. (different)
 . (work)
 tend to take for
 c _____ in 2000.
 of women increased far
 05 to 2010, but overall it
 the area make use of the
 ms and art galleries.

● Writing skills

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

Active voice

First, tear some newspaper into small pieces.

Passive voice

First, some newspaper is torn into small pieces.

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


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

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

First, ... Then, ...

3 Lexical Resource – being accurate

Common spelling mistakes

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

- 1 The government increased spending in 1988 and again in 1998.
- 2 The chart shows the percentage of students who have access to the internet in their home.
- 3 From the pie charts, we can see the diffrent sports enjoyed by each age group.
- 4 These figures remained steady untill 1990, when they rose steeply.
- 5 The charts show the energy use of four different contries over a 50-year period.
- 6 The highest rise occurred between 1970 and 1990.
- 7 This figure had decreased by 50% by the end of this decade.
- 8 While the amount of money spent on education remained the same, the budget for transport incresed considerably over this time.

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





Speaking skills

4 Checking, correcting and assessing

In this unit you will practise:

- dealing with problems
- pronunciation and intonation
- running words together (chunking)
- assessing your level

Exercises develop language progressively.

1 Dealing with problems

1.1 **Video 14** Watch five extracts from different interviews and decide which of the problems (A–D) each candidate is experiencing. There may be more than one possible answer and you may use any letter more than once.

Problems

- A the candidate doesn't understand the question
- B the candidate hasn't heard the question properly
- C the candidate has made a mistake
- D the candidate isn't sure how to answer

- | | |
|-------------|------------|
| 1 Emanuele: | 4 Saida: |
| 2 Saida: | 5 Melanie: |
| 3 Melanie: | |

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

Candidate's response to the problem

- A the candidate stays silent
- B the candidate attempts an answer but is hesitant
- C the candidate asks a question to check
- D the candidate corrects him/herself

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

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

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

Speaking skills

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

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

2 Pronunciation, intonation and 'chunking'

Study Tip If you are unsure which individual sounds you are saying incorrectly, try reading a short passage from this book aloud and asking another student to write down what you say. Are there any words or sounds that they have difficulty understanding? Or, record yourself and listen back. How easy is it to write what you hear?

The fourth criterion your examiner will use to assess your English level is **Pronunciation**. This includes:

- pronouncing individual sounds clearly.
- using intonation and stress to help communicate your ideas.
- 'chunking' (running your words together naturally and clearly – not in a robotic way).

Individual sounds

Hearing the difference between sounds you find difficult can be the first step to saying them correctly.

2.1 **34** To help you identify which English sounds you may have a problem with, listen and circle the word that you hear.

- | | | |
|----------------------------|---------------------|---------------------|
| 1 it / eat | 2 look / luck | 3 full / fool |
| 4 bad / bcd | 5 workmen / workman | 6 fur / far |
| 7 board / bird | 8 spot / sport | 9 ankle / uncle |
| 10 stairs / stars | 11 heart / hot | 12 knee / near |
| 13 chest / chased | 14 crawl / cruel | 15 coin / coin |
| 16 could / code | 17 fur / fair | 18 back / bike |
| 19 can't / count | 20 day / they | 21 breathe / breeze |
| 22 depend / defend | 23 bland / brand | 24 sort / thought |
| 25 close (adj) / close (v) | 26 save / shave | 27 hair / air |
| 28 bet / yet | | |

2.2 **35** Listen and practise saying all of the words correctly.


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



Videos of the Speaking Test help students prepare for a part of the test which is difficult to anticipate.

● *Speaking skills*

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

2.10  **38** You will hear part of a talk about conducting a job interview. As you listen, follow the script below and underline the words that the speaker stresses to give emphasis.

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

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

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

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

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


Speaking skills ●

Make sure to focus on the way you pronounce word endings as well.


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

based	played	laughed	changed	waited
arrived	acted	chased	increased	learned
hoped	wanted	poured	decided	washed

/t/	/d/	/ɪd/

2.5  **36** Listen and check your answers.

2.6 Listen again and practise saying the words aloud.


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

Stress, intonation, and running words together

Stress is used to accurately pronounce a word.

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

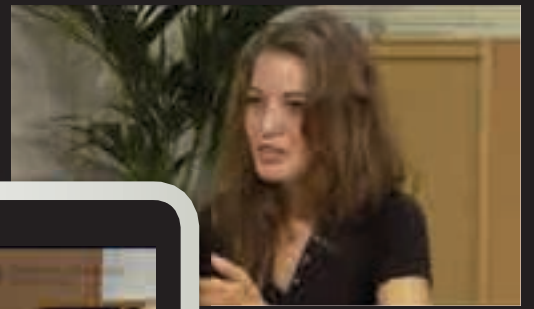
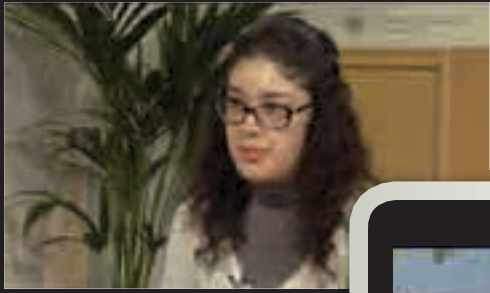
contact	respect	equal	practice	depend
develop	environment	technique	expert	
difficult	expensive			

2.9  **37** Listen and check your answers, then practise saying the words with the correct stress.

...be stressed
...ps of words should be
...a listen to music?
...music every type of
...ke to search from the
...Yeah, every day.
...ideo.
...nking?
...Does she sound
...fluency is by copying
...om the listening
...the script and try
...e speaker on the

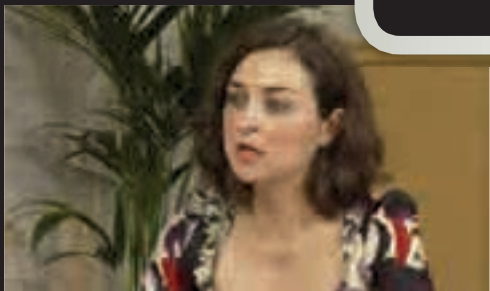


Speaking



17 videos break the test into digestible chunks.

Students can watch, answer, watch again, record themselves and compare.



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

Listening

SECTION 2 Questions 11–20

Questions 11–14

Complete the table below.

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

PACTION-ON-SEA BUS TOUR		
Bus stops	Location	Things to see
Bus stop 1	train station	start of tour
Bus stop 2	the aquarium	dolphins and 11
Bus stop 3	12	yachts and power boats
Bus stop 4	13	very old 14

Test Tip Look carefully at the table before you listen. Note the headings at the top – they tell you what you need to listen for. Use all the information provided in the table to help you predict answers.

You hear the answers in the same order as the questions.

Use the words that you hear to answer the questions.

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

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

Test 1

LISTENING

SECTION 1 Questions 1–10

Questions 1–6

Complete the notes below.

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

PRESTON PARK RUN	
Details of run	
<i>Example</i>	
Day of Park Run:	Saturday
Start of run:	in front of the 1
Time of start:	2
Length of run:	3
At end of run:	volunteer scans 4
Best way to register:	on the 5
Cost of run:	6 £

Test Tip Remember that you only hear the recording once. Check how many words you can use for each answer. Read through the notes to get an overall idea of their content.

Test Tip You can write a time in figures or words, but figures are quicker and easier.

Study Tip 3 The answer is a distance. Make sure you include the unit of measurement – you can write this in an abbreviated form, e.g. 'km' for kilometres or 'm' for miles.

Questions 7–10

Complete the notes below.

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

Volunteering
Contact name: Pete 7
Phone number: 8
Activities: setting up course
9 the runners
10 for the weekly report

Test Tip If part of the answer is given (e.g. \$, £, etc.) remember not to repeat it in your answer.

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

Practice Tests

Test 1

Questions 15–20

Complete the sentences below.

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

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

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

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

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

Tests 1 and 2 provide intensive guidance to help candidates develop their exam technique.

156

Listening

SECTION 3 Questions 21–30

Questions 21–26

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

- 21 Dave Hadley says that the computer system has
 - A too many users.
 - B never worked well.
 - C become outdated.
- 22 The main problem with the computer system is that it
 - A is too slow.
 - B stops working.
 - C displays incorrect data.
- 23 Timetabling has become an issue because
 - A there is not enough time for anyone to do it.
 - B the system does not handle course options.
 - C the courses are constantly changing.
- 24 To solve the timetabling issues, Randhir suggests that
 - A students should create their own timetables.
 - B Dave should have someone to assist him.
 - C the number of courses should be reduced.
- 25 Randhir says that a new system may
 - A need to be trialled.
 - B still have problems.
 - C be more economical.
- 26 Improving the existing system will take
 - A a few weeks.
 - B four or five months.
 - C nine months.

Study Tip Read the questions through and underline important words that tell you what to listen for, e.g. 'main problem' in Question 22.

Study Tip 23 In addition to noting important words in the question ('Timetabling', 'issue'), you need to pick out the important words in the options ('not enough time', 'system', 'not handle', 'options', 'courses', 'changing').

Study Tip 25 Are any of the options positive or negative? Do the speakers' voices sound positive or negative? This may help you answer the question.

157



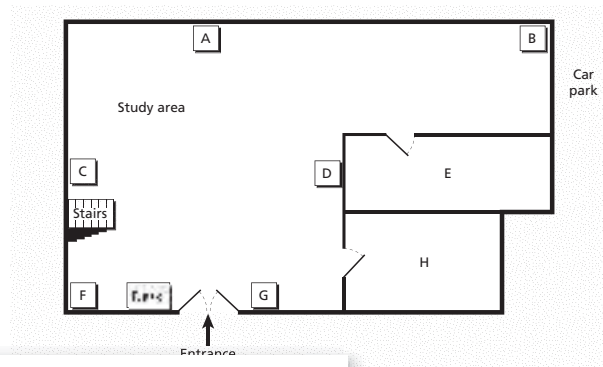
SECTION 2 Questions 11–20

Questions 11–15

Label the plan below.

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

Plan of Learning Resource Centre (Ground Floor)



Test 8

LISTENING





SECTION 1 Questions 1–10

Complete the notes below.

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

Hilary Lodge Retirement Home
<i>Example</i> The name of the manager is Cathy
Activities programme involving volunteers Monday evenings: computer training • Training needed in how to produce 1 Tuesday afternoons: singing • The home has a 2 and someone to play it Thursday mornings: growing 3 • The home doesn't have many 4 for gardening Once a month: meeting for volunteers and staff Interview • Go in on 5, any time • Interview with assistant called 6 • Address of home: 73 7 Road 'Open house' days • Agreed to help on 8 • Will show visitors where to 9 • Possibility of talking to a 10 reporter

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