



IELTS

ACADEMIC 19

WITH ANSWERS

AUTHENTIC PRACTICE TESTS



WITH AUDIO



CAMBRIDGE





Shaftesbury Road, Cambridge CB2 8EA, United Kingdom
One Liberty Plaza, 20th Floor, New York, NY 10006, USA
477 Williamstown Road, Port Melbourne, VIC 3207, Australia
314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India
103 Penang Road, #05–06/07, Visioncrest Commercial, Singapore 238467

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Introduction

Prepare for the exam with practice tests from Cambridge

Inside you'll find four authentic examination papers from Cambridge University Press & Assessment. They are the perfect way to practise – EXACTLY like the real exam.

Why are they unique?

All our authentic practice tests go through the same design process as the IELTS test. We check every single part of our practice tests with real students under exam conditions, to make sure we give you the most authentic experience possible.

Students can take these tests on their own or with the help of a teacher to familiarise themselves with the exam format, understand the scoring system and practise exam technique.

Further information

IELTS is jointly managed by the British Council, IDP: IELTS Australia and Cambridge University Press & Assessment. Further information can be found on the IELTS official website at ielts.org.

WHAT IS THE TEST FORMAT?

IELTS consists of four components. All candidates take the same Listening and Speaking tests. There is a choice of Reading and Writing tests according to whether a candidate is taking the Academic or General Training module.

| Academic | General Training |
|---|---|
| For candidates wishing to study at undergraduate or postgraduate levels, and for those seeking professional registration. | For candidates wishing to migrate to an English-speaking country (Australia, Canada, New Zealand, UK) and for those wishing to train or study below degree level. |

The test components are taken in the following order:

| | | |
|---|----|---|
| Listening 4 parts, 40 items, approximately 30 minutes | | |
| Academic Reading 3 sections, 40 items 60 minutes | or | General Training Reading 3 sections, 40 items 60 minutes |
| Academic Writing 2 tasks 60 minutes | or | General Training Writing 2 tasks 60 minutes |
| Speaking 11 to 14 minutes | | |
| Total (Maximum) Test Time 2 hours 44 minutes | | |

ACADEMIC TEST FORMAT

Listening

This test consists of four parts, each with ten questions. The first two parts are concerned with social needs. The first part is a conversation between two speakers and the second part is a monologue. The final two parts are concerned with situations related to educational or training contexts. The third part is a conversation between up to four people and the fourth part is a monologue.

A variety of question types is used, including: multiple choice, matching, plan/map/diagram labelling, form completion, note completion, table completion, flowchart completion, summary completion, sentence completion and short-answer questions.

Candidates hear the recording once only and answer the questions as they listen. Ten minutes are allowed at the end for candidates to transfer their answers to the answer sheet.

Reading

This test consists of three sections with 40 questions. There are three texts, which are taken from journals, books, magazines and newspapers. The texts are on topics of general interest. At least one text contains detailed logical argument.

A variety of question types is used, including: multiple choice, identifying information (True/False/Not Given), identifying the writer's views/claims (Yes/No/Not Given), matching information, matching headings, matching features, matching sentence endings, sentence completion, summary completion, note completion, table completion, flowchart completion, diagram-label completion and short-answer questions.

Introduction

Writing

This test consists of two tasks. It is suggested that candidates spend about 20 minutes on Task 1, which requires them to write at least 150 words, and 40 minutes on Task 2, which requires them to write at least 250 words. Task 2 contributes twice as much as Task 1 to the Writing score.

Task 1 requires candidates to look at a diagram or some data (in a graph, table or chart) and to present the information in their own words. They are assessed on their ability to organise, present and possibly compare data, and are required to describe the stages of a process, describe an object or event, or explain how something works.

In Task 2, candidates are presented with a point of view, argument or problem. They are assessed on their ability to present a solution to the problem, present and justify an opinion, compare and contrast evidence and opinions, and evaluate and challenge ideas, evidence or arguments.

Candidates are also assessed on their ability to write in an appropriate style. More information on assessing the Writing test, including Writing assessment criteria (public version), is available at ielts.org.

Speaking

This test takes between 11 and 14 minutes and is conducted by a trained examiner. There are three parts:

Part 1

The candidate and the examiner introduce themselves. Candidates then answer general questions about themselves, their home/family, their job/studies, their interests and a wide range of similar familiar topic areas. This part lasts between four and five minutes.

Part 2

The candidate is given a task card with prompts and is asked to talk on a particular topic. The candidate has one minute to prepare and they can make some notes if they wish, before speaking for between one and two minutes. The examiner then asks one or two questions on the same topic.

Part 3

The examiner and the candidate engage in a discussion of more abstract issues which are thematically linked to the topic in Part 2. The discussion lasts between four and five minutes.

The Speaking test assesses whether candidates can communicate effectively in English. The assessment takes into account Fluency and Coherence, Lexical Resource, Grammatical Range and Accuracy, and Pronunciation. More information on assessing the Speaking test, including Speaking assessment criteria (public version), is available at ielts.org.

HOW IS IELTS SCORED?

IELTS results are reported on a nine-band scale. In addition to the score for overall language ability, IELTS provides a score in the form of a profile for each of the four skills (Listening, Reading, Writing and Speaking). These scores are also reported on a nine-band scale. All scores are recorded on the Test Report Form along with details of the candidate's nationality, first language and date of birth. Each Overall Band Score corresponds to a descriptive statement which gives a summary of the English-language ability of a candidate classified at that level. The nine bands and their descriptive statements are as follows:

- 9 Expert user** – Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
- 8 Very good user** – Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
- 7 Good user** – Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
- 6 Competent user** – Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
- 5 Modest user** – Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
- 4 Limited user** – Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
- 3 Extremely limited user** – Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
- 2 Intermittent user** – Has great difficulty understanding spoken and written English.
- 1 Non-user** – Essentially has no ability to use the language beyond possibly a few isolated words.
- 0 Did not attempt the test** – Did not answer the questions.

Introduction

MARKING THE PRACTICE TESTS

Listening and Reading

The answer keys are on pages 120–127.

Each question in the Listening and Reading tests is worth one mark.

Questions which require letter / Roman numeral answers

For questions where the answers are letters or Roman numerals, you should write *only* the number of answers required. For example, if the answer is a single letter or numeral, you should write only one answer. If you have written more letters or numerals than are required, the answer must be marked wrong.

Questions which require answers in the form of words or numbers

- Answers may be written in upper or lower case.
- Words in brackets are *optional* – they are correct, but not necessary.
- Alternative answers are separated by a slash (/).
- If you are asked to write an answer using a certain number of words and/or (a) number(s), you will be penalised if you exceed this. For example, if a question specifies an answer using **NO MORE THAN THREE WORDS** and the correct answer is 'black leather coat', the answer 'coat of black leather' is *incorrect*.
- In questions where you are expected to complete a gap, you should only transfer the necessary missing word(s) onto the answer sheet. For example, to complete 'in the . . .', where the correct answer is 'morning', the answer 'in the morning' would be *incorrect*.
- All answers require correct spelling (including words in brackets).
- Both US and UK spelling are acceptable and are included in the answer key.
- All standard alternatives for numbers, dates and currencies are acceptable.
- All standard abbreviations are acceptable.
- You will find additional notes about individual answers in the answer key.

Writing

The sample answers are on pages 128–138. It is not possible for you to give yourself a mark for the Writing tasks. We have provided sample answers (written by candidates), showing their score and the examiners' comments. Additional sample and model answers can be downloaded from the Resource Bank. These sample and model answers will give you an insight into what is required for the Writing test.

HOW SHOULD YOU INTERPRET YOUR SCORES?

At the end of each Listening and Reading answer key you will find a chart which will help you assess whether, on the basis of your practice test results, you are ready to take the IELTS test.

In interpreting your score, there are a number of points you should bear in mind. Your performance in the real IELTS test will be reported in two ways: there will be a Band Score from 1 to 9 for each of the components and an Overall Band Score from 1 to 9, which is the average of your scores in the four components. However, institutions considering your application are advised to look at both the Overall Band Score and the Band Score for each component in order to determine whether you have the language skills needed for a particular course of study. For example, if your course involves a lot of reading and writing, but no lectures, listening skills might be less important and a score of 5 in Listening might be acceptable if the Overall Band Score was 7. However, for a course which has lots of lectures and spoken instructions, a score of 5 in Listening might be unacceptable even though the Overall Band Score was 7.

Once you have marked your tests, you should have some idea of whether your listening and reading skills are good enough for you to try the IELTS test. If you did well enough in one component, but not in others, you will have to decide for yourself whether you are ready to take the test.

The practice tests have been checked to ensure that they are the same level of difficulty as the real IELTS test. However, we cannot guarantee that your score in the practice tests will be reflected in the real IELTS test. The practice tests can only give you an idea of your possible future performance and it is ultimately up to you to make decisions based on your score.

Different institutions accept different IELTS scores for different types of courses. We have based our recommendations on the average scores which the majority of institutions accept. The institution to which you are applying may, of course, require a higher or lower score than most other institutions.



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Test 1

LISTENING

PART 1 Questions 1–10

Complete the notes below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

Hinchingsbrooke Country Park

The park

Area: **1** hectares

Habitats: wetland, grassland and woodland

Wetland: lakes, ponds and a **2**

Wildlife includes birds, insects and animals

Subjects studied in educational visits include

Science: Children look at **3** about plants, etc.

Geography: includes learning to use a **4** and compass

History: changes in land use

Leisure and tourism: mostly concentrates on the park's **5**

Music: Children make **6** with natural materials, and experiment with rhythm and speed.

Benefits of outdoor educational visits

They give children a feeling of **7** that they may not have elsewhere.

Children learn new **8** and gain self-confidence.

Practical issues

Cost per child: **9** £

Adults, such as **10** , free

PART 2 Questions 11–20*Questions 11–15*

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

Stanthorpe Twinning Association

- 11 During the visit to Malatte, in France, members especially enjoyed
- A going to a theme park.
 - B experiencing a river trip.
 - C visiting a cheese factory.
- 12 What will happen in Stanthorpe to mark the 25th anniversary of the Twinning Association?
- A A tree will be planted.
 - B A garden seat will be bought.
 - C A footbridge will be built.
- 13 Which event raised most funds this year?
- A the film show
 - B the pancake evening
 - C the cookery demonstration
- 14 For the first evening with the French visitors host families are advised to
- A take them for a walk round the town.
 - B go to a local restaurant.
 - C have a meal at home.
- 15 On Saturday evening there will be the chance to
- A listen to a concert.
 - B watch a match.
 - C take part in a competition.

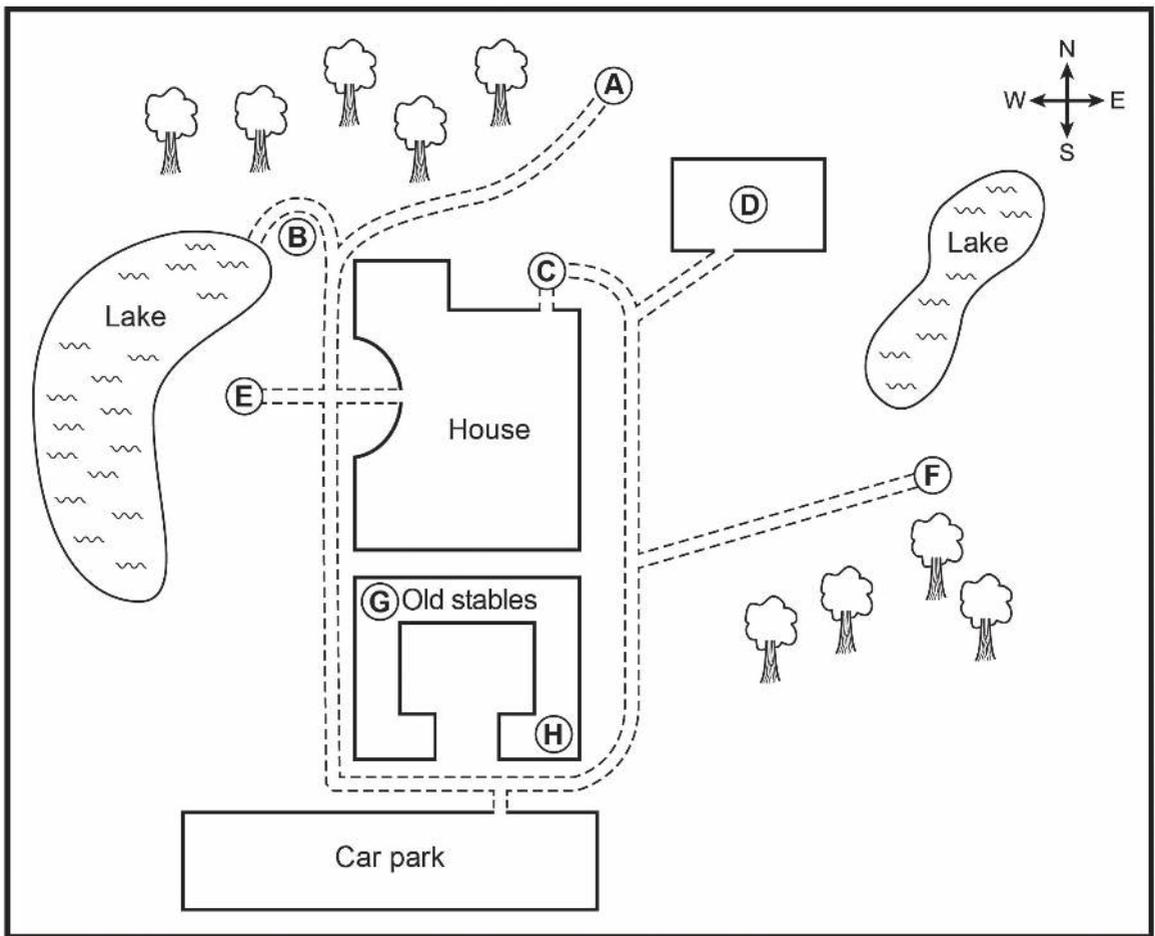
Test 1

Questions 16–20

Label the map below.

Write the correct letter, **A–H**, next to Questions 16–20.

Farley House



- 16 Farm shop
- 17 Disabled entry
- 18 Adventure playground
- 19 Kitchen gardens
- 20 The Temple of the Four Winds

PART 3 Questions 21–30*Questions 21 and 22*

Choose **TWO** letters, **A–E**.

Which **TWO** things did Colin find most satisfying about his bread reuse project?

- A** receiving support from local restaurants
- B** finding a good way to prevent waste
- C** overcoming problems in a basic process
- D** experimenting with designs and colours
- E** learning how to apply 3-D printing

Questions 23 and 24

Choose **TWO** letters, **A–E**.

Which **TWO** ways do the students agree that touch-sensitive sensors for food labels could be developed in future?

- A** for use on medical products
- B** to show that food is no longer fit to eat
- C** for use with drinks as well as foods
- D** to provide applications for blind people
- E** to indicate the weight of certain foods

Test 1

Questions 25–30

What is the students' opinion about each of the following food trends?

Choose **SIX** answers from the box and write the correct letter, **A–H**, next to Questions 25–30.

Opinions

- A** This is only relevant to young people.
- B** This may have disappointing results.
- C** This already seems to be widespread.
- D** Retailers should do more to encourage this.
- E** More financial support is needed for this.
- F** Most people know little about this.
- G** There should be stricter regulations about this.
- H** This could be dangerous.

Food trends

- 25** Use of local products
- 26** Reduction in unnecessary packaging
- 27** Gluten-free and lactose-free food
- 28** Use of branded products related to celebrity chefs
- 29** Development of 'ghost kitchens' for takeaway food
- 30** Use of mushrooms for common health concerns

PART 4 Questions 31–40

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

Céide Fields

- an important Neolithic archaeological site in the northwest of Ireland

Discovery

- In the 1930s, a local teacher realised that stones beneath the bog surface were once **31**
- His **32** became an archaeologist and undertook an investigation of the site:
 - a traditional method used by local people to dig for **33** was used to identify where stones were located
 - carbon dating later proved the site was Neolithic.
- Items are well preserved in the bog because of a lack of **34**

Neolithic farmers

- Houses were **35** in shape and had a hole in the roof.
- Neolithic innovations include:
 - cooking indoors
 - pots used for storage and to make **36**
- Each field at Céide was large enough to support a big **37**
- The fields were probably used to restrict the grazing of animals – no evidence of structures to house them during **38**

Reasons for the decline in farming

- a decline in **39** quality
- an increase in **40**

Test 1

READING

READING PASSAGE 1

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

How tennis rackets have changed

In 2016, the British professional tennis player Andy Murray was ranked as the world's number one. It was an incredible achievement by any standard – made even more remarkable by the fact that he did this during a period considered to be one of the strongest in the sport's history, competing against the likes of Rafael Nadal, Roger Federer and Novak Djokovic, to name just a few. Yet five years previously, he had been regarded as a talented outsider who entered but never won the major tournaments.

Of the changes that account for this transformation, one was visible and widely publicised: in 2011, Murray invited former number one player Ivan Lendl onto his coaching team – a valuable addition that had a visible impact on the player's playing style. Another change was so subtle as to pass more or less unnoticed. Like many players, Murray has long preferred a racket that consists of two types of string: one for the mains (verticals) and another for the crosses (horizontal). While he continued to use natural string in the crosses, in 2012 he switched to a synthetic string for the mains. A small change, perhaps, but its importance should not be underestimated.

The modification that Murray made is just one of a number of options available to players looking to tweak their rackets in order to improve their games. 'Touring professionals have their rackets customised to their specific needs,' says Colin Triplow, a UK-based professional racket stringer. 'It's a highly important part of performance maximisation.' Consequently, the specific rackets used by the world's elite are not actually readily available to the public; rather, each racket is individually made to suit the player who uses it. Take the US professional tennis players Mike and Bob Bryan, for example: 'We're very particular with our racket specifications,' they say. 'All our rackets are sent from our manufacturer to Tampa, Florida, where our frames go through a . . . thorough customisation process.' They explain how they have adjusted not only racket length, but even experimented with different kinds of paint. The rackets they use now weigh more than the average model and also have a denser string pattern (i.e. more crosses and mains).

The primary reason for these modifications is simple: as the line between winning and losing becomes thinner and thinner, even these slight changes become more and more important. As a result, players and their teams are becoming increasingly creative with the modifications to their rackets as they look to maximise their competitive advantage.

Reading

Racket modifications mainly date back to the 1970s, when the amateur German tennis player Werner Fischer started playing with the so-called spaghetti-strung racket. It created a string bed that generated so much topspin that it was quickly banned by the International Tennis Federation. However, within a decade or two, racket modification became a regularity. Today it is, in many ways, an aspect of the game that is equal in significance to nutrition or training.

Modifications can be divided into two categories: those to the string bed and those to the racket frame. The former is far more common than the latter: the choice of the strings and the tension with which they are installed is something that nearly all professional players experiment with. They will continually change it depending on various factors including the court surface, climatic conditions, and game styles. Some will even change it depending on how they feel at the time.

At one time, all tennis rackets were strung with natural gut made from the outer layer of sheep or cow intestines. This all changed in the early 1990s with the development of synthetic strings that were cheaper and more durable. They are made from three materials: nylon (relatively durable and affordable), Kevlar (too stiff to be used alone) or co-polyester (polyester combined with additives that enhance its performance). Even so, many professional players continue to use a 'hybrid set-up', where a combination of both synthetic and natural strings are used.

Of the synthetics, co-polyester is by far the most widely used. It's a perfect fit for the style of tennis now played, where players tend to battle it out from the back of the court rather than coming to the net. Studies indicate that the average spin from a co-polyester string is 25% greater than that from natural string or other synthetics. In a sense, the development of co-polyester strings has revolutionised the game.

However, many players go beyond these basic adjustments to the strings and make changes to the racket frame itself. For example, much of the serving power of US professional player Pete Sampras was attributed to the addition of four to five lead weights onto his rackets, and today many professionals have the weight adjusted during the manufacturing process.

Other changes to the frame involve the handle. Players have individual preferences for the shape of the handle and some will have the handle of one racket moulded onto the frame of a different racket. Other players make different changes. The professional Portuguese player Gonçalo Oliveira replaced the original grips of his rackets with something thinner because they had previously felt uncomfortable to hold.

Racket customisation and modification have pushed the standards of the game to greater levels that few could have anticipated in the days of natural strings and heavy, wooden frames, and it's exciting to see what further developments there will be in the future.

Test 1

Questions 1–7

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1–7 on your answer sheet, write

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 People had expected Andy Murray to become the world's top tennis player for at least five years before 2016.
- 2 The change that Andy Murray made to his rackets attracted a lot of attention.
- 3 Most of the world's top players take a professional racket stringer on tour with them.
- 4 Mike and Bob Bryan use rackets that are light in comparison to the majority of rackets.
- 5 Werner Fischer played with a spaghetti-strung racket that he designed himself.
- 6 The weather can affect how professional players adjust the strings on their rackets.
- 7 It was believed that the change Pete Sampras made to his rackets contributed to his strong serve.

Questions 8–13

Complete the notes below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 8–13 on your answer sheet.

The tennis racket and how it has changed

- Mike and Bob Bryan made changes to the types of **8** used on their racket frames.
- Players were not allowed to use the spaghetti-strung racket because of the amount of **9** it created.
- Changes to rackets can be regarded as being as important as players' diets or the **10** they do.
- All rackets used to have natural strings made from the **11** of animals.
- Pete Sampras had metal **12** put into the frames of his rackets.
- Gonçalo Oliveira changed the **13** on his racket handles.