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IELTS

ACADEMIC

IELTS 11

ACADEMIC

WITH ANSWERS

WITH ANSWERS

AUTHENTIC EXAMINATION PAPERS

Cambridge English



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Introduction

The International English Language Testing System (IELTS) is widely recognised as a reliable means of assessing the language ability of candidates who need to study or work where English is the language of communication. These Practice Tests are designed to give future IELTS candidates an idea of whether their English is at the required level.

IELTS is owned by three partners, Cambridge English Language Assessment, part of the University of Cambridge, the British Council and IDP Education Pty Limited (through its subsidiary company, IELTS Australia Pty Limited). Further information on IELTS can be found on the IELTS website www.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 For candidates wishing to study at undergraduate or postgraduate levels, and for those seeking professional registration.	General Training For candidates wishing to migrate to an English-speaking country (Australia, Canada, New Zealand, UK), and for those wishing to train or study at below degree level.
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The test components are taken in the following order:

Listening 4 sections, 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 Test Time 2 hours 44 minutes		

ACADEMIC TEST FORMAT

Listening

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

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

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 (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, 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, 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 on the IELTS website.

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 on the IELTS website.

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** – *No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. 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** – *No assessable information provided.*

MARKING THE PRACTICE TESTS

Listening and Reading

The Answer Keys are on pages 124–131.

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 ...', and 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 132–139. 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 examiner's comments. These sample 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 Bands 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 has 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 of approximately 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.

Further information

For more information about IELTS or any other Cambridge English Language Assessment examination, write to:

Cambridge English Language Assessment
1 Hills Road
Cambridge
CB1 2EU
United Kingdom

<https://support.cambridgeenglish.org>
<http://www.ielts.org>

Test 1

LISTENING

SECTION 1 Questions 1–10

Complete the notes below.

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

HIRING A PUBLIC ROOM

Example

- the Main Hall – seats200.....

Room and cost

- the 1 Room – seats 100
- Cost of Main Hall for Saturday evening: 2 £
+ £250 deposit (3 payment is required)
- Cost includes use of tables and chairs and also 4
- Additional charge for use of the kitchen: £25

Before the event

- Will need a 5 licence
- Need to contact caretaker (Mr Evans) in advance to arrange
6

During the event

- The building is no smoking
- The band should use the 7 door at the back
- Don't touch the system that controls the volume
- For microphones, contact the caretaker

After the event

- Need to know the **8** for the cleaning cupboard
- The **9** must be washed and rubbish placed in black bags
- All **10** must be taken down
- Chairs and tables must be piled up

SECTION 2 Questions 11–20

Questions 11–14

Complete the notes below.

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

Fiddy Working Heritage Farm

Advice about visiting the farm

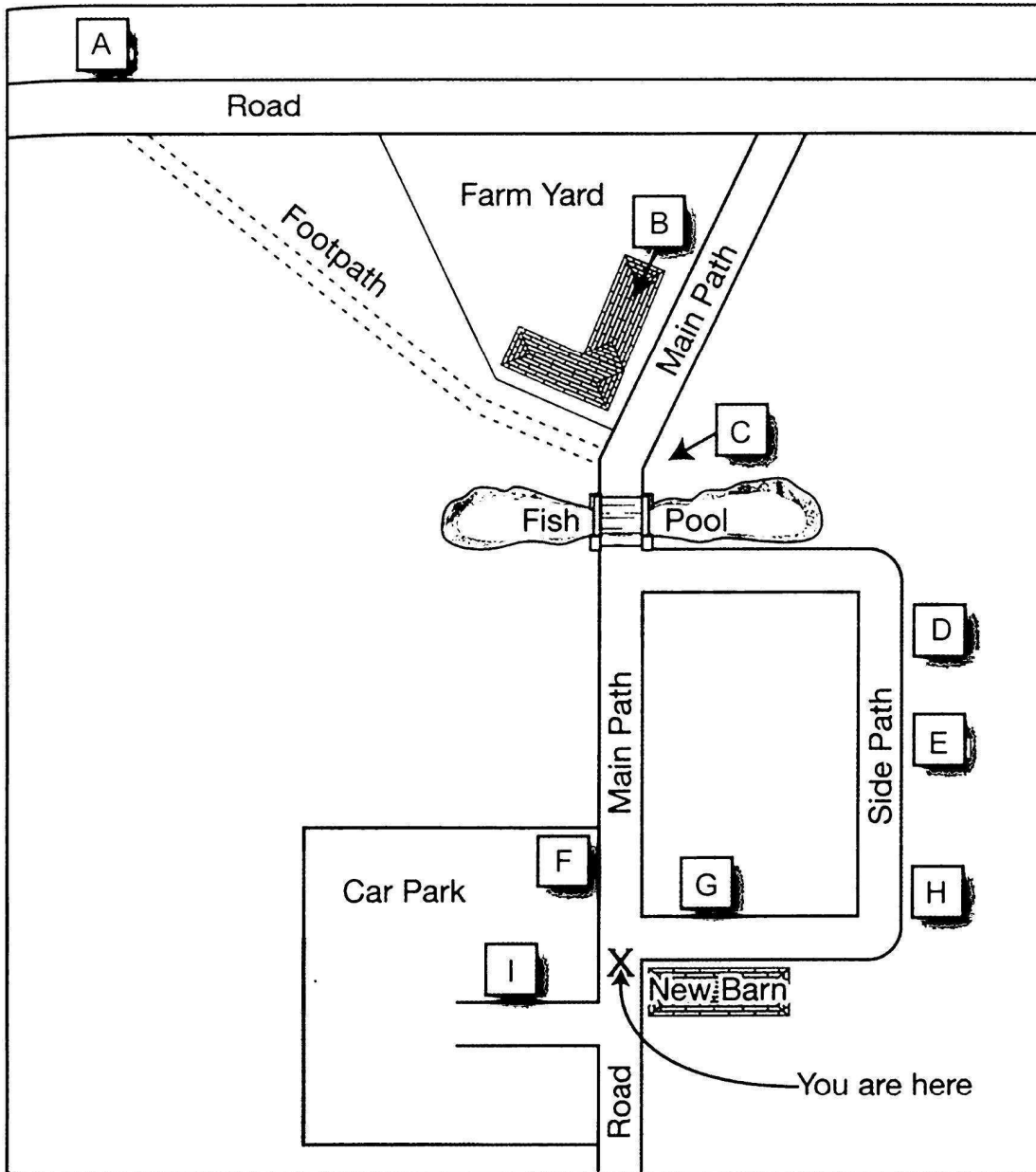
Visitors should

- take care not to harm any **11**
- not touch any **12**
- wear **13**
- not bring **14** into the farm, with certain exceptions

Questions 15–20

Label the map below.

Write the correct letter **A–I**, next to Questions 15–20.



15 Scarecrow

18 Black Barn

16 Maze

19 Covered picnic area

17 Café

20 Fiddy House

SECTION 3 *Questions 21–30*

Choose the correct letter, A, B or C.

Study on Gender in Physics

- 21 The students in Akira Miyake's study were all majoring in
- A physics.
 - B psychology or physics.
 - C science, technology, engineering or mathematics.
- 22 The aim of Miyake's study was to investigate
- A what kind of women choose to study physics.
 - B a way of improving women's performance in physics.
 - C whether fewer women than men study physics at college.
- 23 The female physics students were wrong to believe that
- A the teachers marked them in an unfair way.
 - B the male students expected them to do badly.
 - C their test results were lower than the male students'.
- 24 Miyake's team asked the students to write about
- A what they enjoyed about studying physics.
 - B the successful experiences of other people.
 - C something that was important to them personally.
- 25 What was the aim of the writing exercise done by the subjects?
- A to reduce stress
 - B to strengthen verbal ability
 - C to encourage logical thinking
- 26 What surprised the researchers about the study?
- A how few students managed to get A grades
 - B the positive impact it had on physics results for women
 - C the difference between male and female performance
- 27 Greg and Lisa think Miyake's results could have been affected by
- A the length of the writing task.
 - B the number of students who took part.
 - C the information the students were given.

- 28 Greg and Lisa decide that in their own project, they will compare the effects of
- A two different writing tasks.
 - B a writing task with an oral task.
 - C two different oral tasks.
- 29 The main finding of Smolinsky's research was that class teamwork activities
- A were most effective when done by all-women groups.
 - B had no effect on the performance of men or women.
 - C improved the results of men more than of women.
- 30 What will Lisa and Greg do next?
- A talk to a professor
 - B observe a science class
 - C look at the science timetable

SECTION 4 Questions 31–40

Complete the notes below.

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

Ocean Biodiversity

Biodiversity hotspots

- areas containing many different species
- important for locating targets for 31
- at first only identified on land

Boris Worm, 2005

- identified hotspots for large ocean predators, e.g. sharks
- found that ocean hotspots:
 - were not always rich in 32
 - had higher temperatures at the 33
 - had sufficient 34 in the water

Lisa Ballance, 2007

- looked for hotspots for marine 35
- found these were all located where ocean currents meet

Census of Marine Life

- found new ocean species living:
 - under the 36
 - near volcanoes on the ocean floor

Global Marine Species Assessment

- want to list endangered ocean species, considering:
 - population size
 - geographical distribution
 - rate of 37
- Aim: to assess 20,000 species and make a distribution 38 for each one

Recommendations to retain ocean biodiversity

- increase the number of ocean reserves
- establish 39 corridors (e.g. for turtles)
- reduce fishing quotas
- catch fish only for the purpose of 40

READING

READING PASSAGE 1

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

Crop-growing skyscrapers

By the year 2050, nearly 80% of the Earth's population will live in urban centres. Applying the most conservative estimates to current demographic trends, the human population will increase by about three billion people by then. An estimated 10^9 hectares of new land (about 20% larger than Brazil) will be needed to grow enough food to feed them, if traditional farming methods continue as they are practised today. At present, throughout the world, over 80% of the land that is suitable for raising crops is in use. Historically, some 15% of that has been laid waste by poor management practices. What can be done to ensure enough food for the world's population to live on?

The concept of indoor farming is not new, since hothouse production of tomatoes and other produce has been in vogue for some time. What is new is the urgent need to scale up this technology to accommodate another three billion people. Many believe an entirely new approach to indoor farming is required, employing cutting-edge technologies. One such proposal is for the 'Vertical Farm'. The concept is of multi-storey

buildings in which food crops are grown in environmentally controlled conditions. Situated in the heart of urban centres, they would drastically reduce the amount of transportation required to bring food to consumers. Vertical farms would need to be efficient, cheap to construct and safe to operate. If successfully implemented, proponents claim, vertical farms offer the promise of urban renewal, sustainable production of a safe and varied food supply (through year-round production of all crops), and the eventual repair of ecosystems that have been sacrificed for horizontal farming.

It took humans 10,000 years to learn how to grow most of the crops we now take for granted. Along the way, we despoiled most of the land we worked, often turning verdant, natural ecozones into semi-arid deserts. Within that same time frame, we evolved into an urban species, in which 60% of the human population now lives vertically in cities. This means that, for the majority, we humans have shelter from the elements, yet we subject our food-

bearing plants to the rigours of the great outdoors and can do no more than hope for a good weather year. However, more often than not now, due to a rapidly changing climate, that is not what happens. Massive floods, long droughts, hurricanes and severe monsoons take their toll each year, destroying millions of tons of valuable crops.

The supporters of vertical farming claim many potential advantages for the system. For instance, crops would be produced all year round, as they would be kept in artificially controlled, optimum growing conditions. There would be no weather-related crop failures due to droughts, floods or pests. All the food could be grown organically, eliminating the need for herbicides, pesticides and fertilisers. The system would greatly reduce the incidence of many infectious diseases that are acquired at the agricultural interface. Although the system would consume energy, it would return energy to the grid via methane generation from composting non-edible parts of plants. It would also dramatically reduce fossil fuel use, by cutting out the need for tractors, ploughs and shipping.

A major drawback of vertical farming, however, is that the plants would require artificial light. Without it, those plants nearest the windows would be exposed to more sunlight and grow more quickly, reducing

the efficiency of the system. Single-storey greenhouses have the benefit of natural overhead light: even so, many still need artificial lighting. A multi-storey facility with no natural overhead light would require far more. Generating enough light could be prohibitively expensive, unless cheap, renewable energy is available, and this appears to be rather a future aspiration than a likelihood for the near future.

One variation on vertical farming that has been developed is to grow plants in stacked trays that move on rails. Moving the trays allows the plants to get enough sunlight. This system is already in operation, and works well within a single-storey greenhouse with light reaching it from above: it is not certain, however, that it can be made to work without that overhead natural light.

Vertical farming is an attempt to address the undoubted problems that we face in producing enough food for a growing population. At the moment, though, more needs to be done to reduce the detrimental impact it would have on the environment, particularly as regards the use of energy. While it is possible that much of our food will be grown in skyscrapers in future, most experts currently believe it is far more likely that we will simply use the space available on urban rooftops.

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Questions 1–7

Complete the sentences below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 1–7 on your answer sheet.

Indoor farming

- 1 Some food plants, including, are already grown indoors.
- 2 Vertical farms would be located in, meaning that there would be less need to take them long distances to customers.
- 3 Vertical farms could use methane from plants and animals to produce
- 4 The consumption of would be cut because agricultural vehicles would be unnecessary.
- 5 The fact that vertical farms would need light is a disadvantage.
- 6 One form of vertical farming involves planting in which are not fixed.
- 7 The most probable development is that food will be grown on in towns and cities.

Questions 8–13

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

In boxes 8–13 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

- 8 Methods for predicting the Earth's population have recently changed.
- 9 Human beings are responsible for some of the destruction to food-producing land.
- 10 The crops produced in vertical farms will depend on the season.
- 11 Some damage to food crops is caused by climate change.
- 12 Fertilisers will be needed for certain crops in vertical farms.
- 13 Vertical farming will make plants less likely to be affected by infectious diseases.