剑桥雅思考试
全真试题

CAMBRIDGE
IELTS

4

剑桥大学考试委员会外语考试部　著

外研社·剑桥
雅思考试培训教程

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS
剑桥大学出版社

光盘版（全新修订）

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出版说明

近年来，雅思考试在国内不断升温，与之配套的教材和辅导书也是层出不穷，大多数考生在选择时常常感到无所适从。针对这种情况，为了使广大考生能够接触到最新、最权威的雅思复习备考资料，最大限度地满足考生的需求，外语教学与研究出版社与英国剑桥大学出版社合作出版了"外研社·剑桥雅思考试培训教程"，此教程的出版对国内广大的雅思考生来说无疑是一大福音。

该套教程目前包括：
《剑桥雅思考试全题型预测试题集》(*Cambridge Practice Tests for IELTS 1*)
《剑桥雅思考试全真试题解析 2》(*Cambridge IELTS 2*)
《剑桥雅思考试全真试题解析 3》(*Cambridge IELTS 3*)
《剑桥雅思考试全真试题解析 4》(*Cambridge IELTS 4*)
《剑桥雅思考试题型透析》(*Insight into IELTS*)
《剑桥雅思考试题型透析 2》(*Insight into IELTS Extra*)

剑桥大学出版社是剑桥大学考试委员会雅思培训资料的官方出版机构。"外研社·剑桥雅思考试培训教程"是专为雅思考试编写的权威培训教材。本套教程中的全真试题资料由剑桥大学考试委员会提供，极具权威性和实用性。同时，该套教程也是英联邦国家雅思培训机构在雅思培训方面不可替代的教材。

其中的《剑桥雅思考试题型透析》、《剑桥雅思考试题型透析 2》和《剑桥雅思考试全题型预测试题集》均由剑桥雅思资深专家 Vanessa Jakeman 和 Clare McDowell 执笔编写，针对雅思考试设计编排，重点突出，针对性强。

该套教程还包括《剑桥雅思考试全真试题解析 2》、《剑桥雅思考试全真试题解析 3》和本次最新推出的《剑桥雅思考试全真试题解析 4》。众所周知，目前国内各种各样的雅思考试教材提供的都是模拟题，并非全真试题，而上述教程是 100% 全真试题，对现在以至将来的雅思考试的测试方向和出题思路具有极强的前瞻性和针对性，对考生备战雅思考试具有极强的指导意义。

《剑桥雅思考试全真试题解析4》包含4套完整的学术类雅思全真试题，另外还附有针对培训类雅思的阅读和写作全真试题。书中介绍了雅思考试的各类题型，并对考试采用的评分系统进行了说明。书后附有试题答案和听力录音文本，适合读者进行自学。可复制使用的答题纸便于读者体会和熟悉真实的考试模式。本书听力部分的资料配有光盘。

外语教学与研究出版社和剑桥大学出版社还将继续努力，为广大考生陆续推出业内最专业和最具权威性的雅思培训教材，敬请关注。

外语教学与研究出版社
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Contents

Introduction

The International English Language Testing System (IELTS) is widely recognised as a reliable means of assessing whether candidates are ready to study or train in the medium of English. 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, the University of Cambridge ESOL Examinations, the British Council and IDP Education Australia (through its subsidiary company, IELTS Australia Pty Limited).

Further information on IELTS can be found in the IELTS Handbook, available free of charge from IELTS centres.

WHAT IS THE TEST FORMAT?

IELTS consists of six modules. All candidates take the same Listening and Speaking modules. There is a choice of Reading and Writing modules according to whether a candidate is taking the Academic or General Training version of the test.

Academic	General Training
For candidates taking the test for entry to undergraduate or postgraduate studies or for professional reasons.	For candidates taking the test for entry to vocational or training programmes not at degree level, for admission to secondary schools and for immigration purposes.

The test modules are taken in the following order:

| Listening |
| 4 sections, 40 items |
| 30 minutes |

Academic Reading		General Training Reading
3 sections, 40 items	OR	3 sections, 40 items
60 minutes		60 minutes

Academic Writing		General Training Writing
2 tasks	OR	2 tasks
60 minutes		60 minutes

| Speaking |
| 11 to 14 minutes |

| Total test time |
| 2 hours 44 minutes |

Listening

This module consists of four sections, each with 10 questions. The first two sections are concerned with social needs. There is a conversation between two speakers and then a monologue. The final two sections are concerned with situations related to educational or training contexts. There is a conversation between up to four people and then a monologue.

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

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.

Academic Reading

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

A variety of question types is used, including: multiple choice, short-answer questions, sentence completion, notes/summary/flow-chart/table completion, labelling a diagram, classification, matching, choosing suitable paragraph headings from a list, identification of writer's views/claims – yes, no, not given – or identification of information in the text – true, false, not given.

General Training Reading

This module consists of three sections with 40 questions. The texts are taken from notices, advertisements, leaflets, newspapers, instruction manuals, books and magazines. The first section contains texts relevant to basic linguistic survival in English, with tasks mainly concerned with providing factual information. The second section focuses on the training context and involves texts of more complex language. The third section involves reading more extended texts, with a more complex structure, but with the emphasis on descriptive and instructive rather than argumentative texts.

Various question types are used, including: multiple choice, short-answer questions, sentence completion, notes/summary/flow-chart/table completion, labelling a diagram, classification, matching, choosing suitable paragraph headings from a list, identification of writer's views/claims – yes, no, not given – or identification of information in the text – true, false, not given.

Academic Writing

This module 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. The assessment of Task 2 carries more weight in marking than Task 1.

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 may be 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, and evaluate and challenge ideas, evidence or arguments.

Candidates are also assessed on their ability to write in an appropriate style.

General Training Writing

This module 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. The assessment of Task 2 carries more weight in marking than Task 1.

In Task 1 candidates are asked to respond to a given problem with a letter requesting information or explaining a situation. They are assessed on their ability to engage in personal correspondence, elicit and provide general factual information, express needs, wants, likes and dislikes, and express opinions, complaints, etc.

In Task 2 candidates are presented with a point of view, argument or problem. They are assessed on their ability to provide general factual information, outline a problem and present a solution, present and justify an opinion, and evaluate and challenge ideas, evidence or arguments.

Candidates are also assessed on their ability to write in an appropriate style.

Speaking

This module consists of an oral interview between the candidate and an examiner. It takes between 11 and 14 minutes.

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 rounding-off questions.

Part 3
The examiner and the candidate engage in a discussion of more abstract issues which are thematically linked to the topic prompt in Part 2. The discussion lasts between four and five minutes.

The Speaking module assesses whether candidates can communicate effectively in English. The assessment takes into account Fluency and Coherence, Lexical Resource, Grammatical Range and Accuracy, and Pronunciation.

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.*

Most universities and colleges in the United Kingdom, Australia, New Zealand and Canada accept an IELTS Overall Band Score of 6.0 or 6.5 for entry to academic programmes. IELTS scores are recognised by over 500 universities and colleges in the USA.

MARKING THE PRACTICE TESTS

Listening and Reading

The Answer key is on pages 152–161.

Each question in the Listening and Reading modules 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. 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 single 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 questions in the Answer Key.

Writing

It is not possible for you to give yourself a mark for the Writing tasks. For *Task 1* in *Tests 1* and *3*, and *Task 2* in *Tests 2* and *4* and *General Training Test B* we have provided *model answers* (written by an examiner) at the back of the book. It is important to note that these show just one way of completing the task, out of many possible approaches. For *Task 2* in *Tests 1* and *3*, and *Task 1* in *Tests 2* and *4* and *General Training Test A*, we have provided *sample answers* (written by candidates), showing their score and the examiner's comments. These model answers and sample answers will give you an insight into what is required for the Writing module.

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HOW SHOULD YOU INTERPRET YOUR SCORES?

In the Answer Key at the end of each set of Listening and Reading answers 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 exam.

In interpreting your score, there are a number of points you should bear in mind. Your performance in the real IELTS exam will be reported in two ways: there will be a Band Score from 1 to 9 for each of the modules and an Overall Band Score from 1 to 9, which is the average of your scores in the four modules. However, institutions considering your application are advised to look at both the Overall Band Score and the Band Scores for each module 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 exam. If you did well enough in one module but not in others, you will have to decide for yourself whether you are ready to take the exam.

The Practice Tests have been checked to ensure that they are of approximately the same level of difficulty as the real IELTS exam. However, we cannot guarantee that your score in the Practice Tests will be reflected in the real IELTS exam. 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.

Sample answers and model answers are provided for the Writing tasks. The sample answers were written by IELTS candidates; each answer has been given a band score and the candidate's performance is described. Please note that there are many different ways by which a candidate may achieve a particular band score. The model answers were written by an examiner as examples of very good answers, but it is important to understand that they are just one example out of many possible approaches.

Further information

For more information about IELTS or any other University of Cambridge ESOL examination write to:

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Test 1

SECTION 1   Questions 1–10

Questions 1–4

Complete the notes below.

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

NOTES ON SOCIAL PROGRAMME

Example	Answer
Number of trips per month:	5

Visit places which have:

- historical interest

- good **1** ....

- **2** ....

Cost:	between £5.00 and £15.00 per person
Note:	special trips organised for groups of **3** .... people
Time:	departure – 8.30 a.m. return – 6.00 p.m.
To reserve a seat:	sign name on the **4** .... 3 days in advance

Questions 5–10

Complete the table below.

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

WEEKEND TRIPS

Place	Date	Number of seats	Optional extra
St Ives	**5**	16	Hepworth Museum
London	16th February	45	**6** ....
7	3rd March	18	S.S. *Great Britain*
Salisbury	18th March	50	Stonehenge
Bath	23rd March	16	**8** ....

For further information:

Read the **9** .... or see Social Assistant: Jane **10** ....

Questions 11–13

Complete the sentences below.

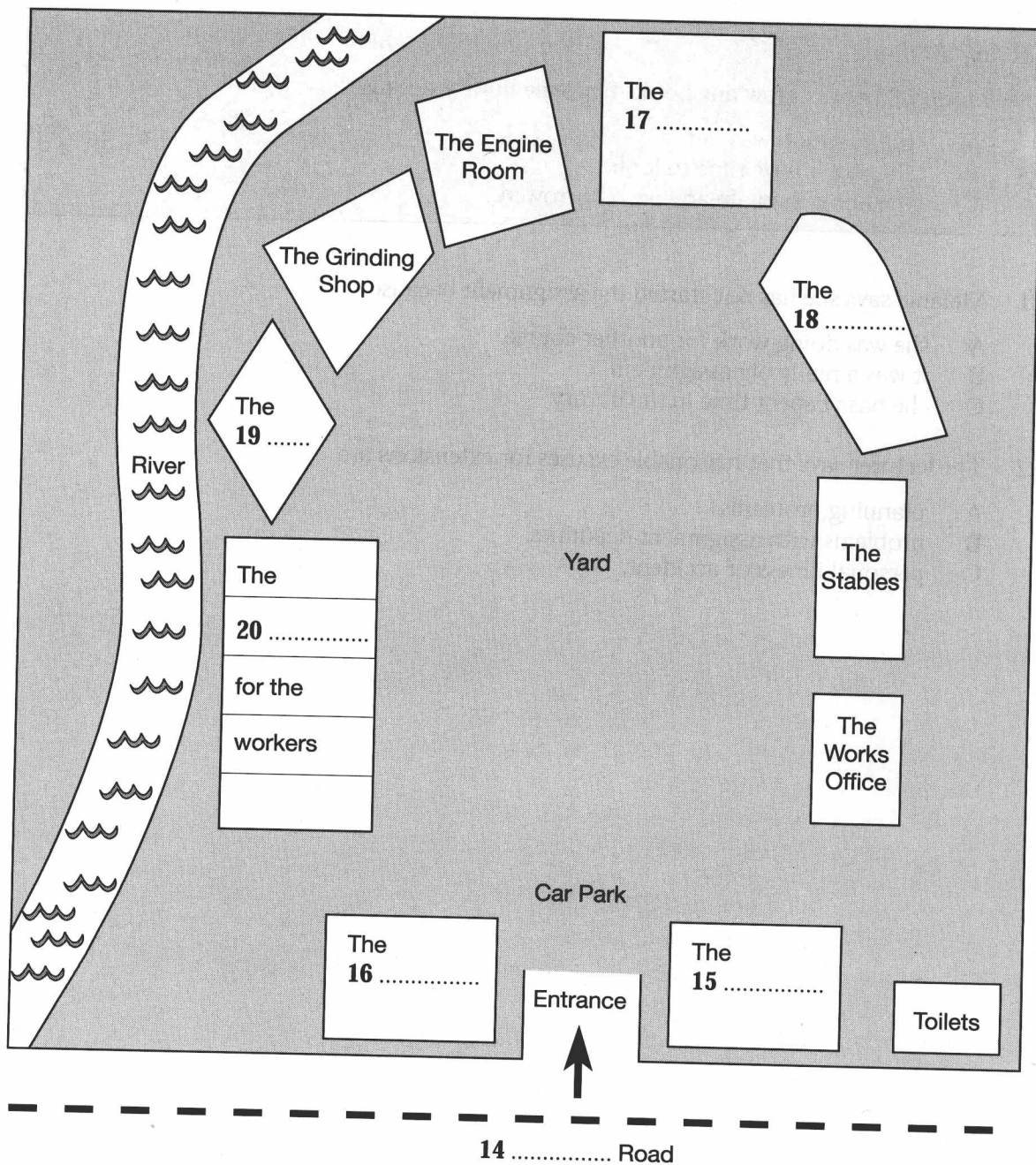*Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.*

RIVERSIDE INDUSTRIAL VILLAGE

11   Riverside Village was a good place to start an industry because it had water, raw
     materials and fuels such as .... and ....

12   The metal industry was established at Riverside Village by .... who lived
     in the area.

13   There were over .... water-powered mills in the area in the eighteenth
     century.

Questions 14–20

Label the plan below.

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

River

The Engine Room

The 17 ....

The Grinding Shop

The 18 ....

The 19 ....

Yard

The Stables

The 20 ....
for the
workers

The Works Office

Car Park

The 16 ....

Entrance

The 15 ....

Toilets

14 .... Road

SECTION 3   *Questions 21–30*

Questions 21 and 22

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

Example

Melanie could not borrow any books from the library because

    A   the librarian was out.
    B   she didn't have time to look.
    ©   the books had already been borrowed.

---

21   Melanie says she has not started the assignment because

    A   she was doing work for another course.
    B   it was a really big assignment.
    C   she hasn't spent time in the library.

22   The lecturer says that reasonable excuses for extensions are

    A   planning problems.
    B   problems with assignment deadlines.
    C   personal illness or accident.