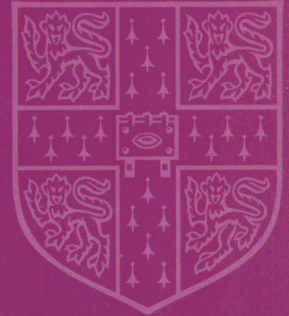
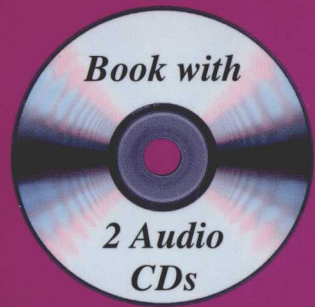


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ESOL Examinations

IELTS

WITH ANSWERS

8



原装正版真题
中国唯一版本

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前言

国际英语语言测试系统 (International English Language Testing System, 即IELTS, 以下称“雅思”) 是受广泛认可的语言评估系统, 其目的是为准备进入英语国家学习的学生或到英语国家参加非学术培训、工作或移民人士测试英语水平。本书为广大雅思备考者客观评价自己的英文水平, 提供了有力依据。

雅思考试由剑桥大学外语考试部 (University of Cambridge ESOL Examinations)、英国文化协会 (British Council) 与澳大利亚教育国际开发署 (IDP Education Pty Limited, 经由其下属公司 IELTS Australia Pty Limited) 联合开发并共同拥有。

欲知更多有关雅思考试的详情, 考生可以到雅思考试中心索取免费的考试手册 (IELTS Handbook), 或从雅思考试官方网站下载 (www.ielts.org)。

考试类型和形式

雅思考试内容涵盖听力、阅读、写作和口语四项语言技能, 分为学术类 (Academic) 和培训类 (General Training) 两种考试类型。无论是学术类考生还是培训类考生都参加内容相同的听力和口语考试, 而两类考生因其选择的考试类型不同, 他们的阅读和写作考试的内容则不同。

学术类 适用于计划申请国外高校本科或研究生课程的考生。	培训类 适用于计划移民、申请国外非学术培训、中学课程或出国工作的考生。
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考试依据以下程序进行:

听力 4部分, 共40题 30分钟		
学术类阅读 3部分, 共40题 60分钟	或	培训类阅读 3部分, 共40题 60分钟
学术类写作 2题 60分钟	或	培训类写作 2题 60分钟
口语 11~14分钟		
总考试时间 2小时44分钟		

听力

该部分共有四组考题, 每组10题。前两组题目涉及社会课题, 开始是两个人的对话, 接着是一段独白。最后两组题目与教育或培训课题有关, 开始是最多4人的对话, 跟着是一段独白。考题类型多样化, 包括: 选择题、简答题、完成句子题、完成笔记 / 表格 / 图表 / 摘要 / 流程图 / 时间表、为图表 / 设计图 / 地图做标记题、分类及配对题等。

考生只能听一遍录音, 并且需要一边听一边记录答案。录音播完后, 考生有10分钟的时间把答案写在答题纸上。

学术类阅读

该部分有三组考题，共40题。考生将阅读三篇文章，文章选自期刊、书本、杂志、报纸等。文章多为大众普遍感兴趣的课题。至少有一篇文章涉及详细的逻辑论证。

考题类型多样化，包括：选择题、简答题、完成句子题、完成笔记/摘要/流程图/图表题、图解标签题、分类及配对题等，以及从一组选项中找出合适的段落标题，说明作者的观点或主张（赞成/反对/没有表明），或确认对文章内容的理解（正确/错误/没有提供答案）。

培训类阅读

该部分有三组考题，共40题。文章选自通告、广告、传单、报纸、说明书、书本、杂志等。第一组的文章与生活化英语有关，主要是测试考生对正确信息的掌握程度。第二组着重于工作环境，文章内容涉及较复杂的句子。第三组的文章篇幅较长，结构也较为复杂，着重描写和说明而不着重于论证。

考题类型多样化，包括：选择题、简答题、完成句子题、完成笔记/摘要/流程图/图表题、做标记题、分类及配对题等，以及从一组选项中找出合适的段落标题，说明作者的观点或主张（赞成/反对/没有表明），或确认对文章内容的理解（正确/错误/没有提供答案）。

学术类写作

该部分有两道题目。我们建议考生用约20分钟完成第一题，写一篇至少150词的文章；再用40分钟完成第二题，写一篇至少250词的文章。第二题所占的分数比重是第一题的两倍。在第一题中，考生必须根据图表或一些数据（曲线图、表格、或图表），把有关内容写成一段文字。评估项目包括：组织能力、呈现方式、数据比较、叙述程序、描述一件物品或事物的能力，或说明一样东西工作原理的能力。

第二题中，考生必须针对一个看法、论点或问题作答。评估项目包括：提出解决方案的能力、据理说明观点的能力、对比证据和意见的能力，以及针对观点/证据/论证进行评估与提出质疑的能力。

此部分也将评估考生的文笔技巧。

培训类写作

与学术类写作类似，培训类写作也有两道题目。我们建议考生用约20分钟完成第一题，写一篇至少150词的文章；再用40分钟完成第二题，写一篇至少250词的文章。第二题所占的分数比重是第一题的两倍。在第一题中，考生必须针对一个问题，写一封信索取信息或说明情况。评估项目包括：个人书信写作能力、索取与提供正确信息的能力、表达需要与请求、抒发爱憎感受以及发表意见与不满等能力。

第二题中，考生必须针对一个看法、论点或问题作答。评估项目包括：提供一般正确信息的能力、概述问题并提出解决方法、据理说明观点的能力，以及针对观点/证据/论证进行评估与提出质疑的能力。

此部分也将评估考生的文笔技巧。更多关于学术类和培训类写作评估的信息，包括写作评分标准（公开版），请登录雅思网站查询。

口语

该部分以考生和考官一对一的方式进行。会话时间约为11~14分钟。

考试分为三个部分：

第一部分

考生和考官先做自我介绍。接着，考生将回答有关其本身的一些个人问题，包括居住的地方、家人、工作/学业情况、嗜好以及任何其他相关的问题。这部分的会话时间是4~5分钟。

第二部分

考生将拿到一个题目和一些提示，必须针对特定题目发言。

考生有1分钟的准备时间，并可以做笔记。发言时间是1~2分钟。考生发言完毕后，考官将提出一两个问题。

第三部分

考官和考生针对比较深奥的课题进行讨论，而这些课题的主题将与第二部分的题目有关。讨论时间是4~5分钟。

口语测试部分所评估的是考生对英语会话的驾驭能力。评估项目包括：流畅度与连贯性、词汇丰富性、语法正确性以及发音是否准确。关于口语部分测评的更多信息，包括口语单项分数的解释说明，可以在雅思考试官方网站上找到。

雅思考试的评分系统

雅思考试的成绩分为9个等级。除了提供整体语言水平的总分外，雅思考试还提供听力、阅读、写作、口语四个单项测试的分数。这四项语言技能的分数同样分成9个等级。雅思考试成绩单记录了所有项目的考试等级、考生国籍、母语和出生日期等。每一个整体语言等级（总分）都有一段简介，扼要说明考生所达到的英语水平。以下是对9个等级分数的解释说明：

- 9分 卓越使用者** —— 能完全自如运用英语，用词准确，口语流利，沟通无障碍。
- 8分 优秀使用者** —— 能充分自如运用英语，只是偶尔语言组织不准确或不恰当。遇到不熟悉的情况可能会理解错误。能够针对复杂课题很好地进行仔细论证。
- 7分 良好使用者** —— 有能力运用英语，只是偶尔用法不准确或不恰当，有时候会理解错误。一般而言，善于理解、运用复杂语言，并能够理解详细的论证。
- 6分 称职使用者** —— 一般而言能相当有效地运用英语，不过有时候可能用法不准确或不恰当，理解有误。能够运用与理解比较复杂的句子，对熟悉领域的课题则表现更好。
- 5分 普通使用者** —— 能部分运用英语，多数时候能够明白总体意思，但可能会出许多错误。对于本身熟悉的领域，基本沟通应该不成问题。
- 4分 有限使用者** —— 只限在本身熟悉的领域运用，并只掌握基本用法。在理解和表达方面经常遇到困难。无法使用复杂句子。
- 3分 极度有限使用者** —— 唯有在非常熟悉的领域才能够进行很基本的沟通与交流。交谈经常停顿。
- 2分 间歇使用者** —— 无法进行真正的交谈。只有在熟悉领域和紧急需要时，以单词或短句传达最基本的信息。在理解书面形式和口语形式的英文方面遇到很大的困难。
- 1分 非使用者** —— 除了少数几个单词以外，基本上没有能力使用英语。
- 0分 没有接受测试者** —— 无法提供评估报告。
- 凡是在雅思考试中整体语言水平总分介于6.0-7.0的考生即可申请英国、澳大利亚、新西兰、加拿大和美国等国家的大学与学院的学术课程。

如何对测试练习进行评分

听力与阅读

其答案在第152页至第161页。

在听力与阅读部分，每答对1题得1分。

要求提供英文字母 / 罗马数字的答案

- 如果答案是英文字母或罗马数字，你只能填入所需的答案数量的字母或数字。举例说明：如果一个答案是要求填一个英文字母或数字，那你只能填一个；如果你提供了多个字母或数字，答案就算错。

要求提供文字或数字的答案

- 答案可以采用大写或小写。
- 括号中的文字可任意选用，这些文字虽然正确，但并非一定要使用。
- 替代性答案以斜线 (/) 分隔。
- 如果答案指定你必须使用一定数目的几个词与 / 或一个(或多个)数字，你若使用超过指定数目的答案，将会被扣分。举例说明：如果题目规定你的答案不能超过3个词，正确答案应该是“black leather coat”，而你的答案如果是“coat of black leather”，就算答错。
- 如果是填空题，你只需把正确答案写在答题纸上。比如要填充“in the...”，正确答案应该是“morning”，而你如果写“in the morning”，就算答错。
- 所有答案必须拼写正确（包括括号中的词）。

- 美国或英国的拼写方式都可以接受，本书试题答案中都有收录。
- 所有数字、日期、货币等的标准替代符号都可以接受。
- 所有标准缩写都可以接受。
- 本书试题答案中有针对个别题目提供的额外解释说明。

写作

答案样本在第162页至第173页。你不太可能为自己的写作评分。我们为部分写作题目 (Task 2 in Tests 1&3, Task 1 in Tests 2&4, Task 1 in General Training Test A, Task 2 in General Training Test B) 提供了标准答案 (由一位雅思考官提供)，答案可在书后找到。必须注意的是，我们只是提供了一种作答方式，而作答方式其实非常多。对于其他写作题目 (Task 1 in Tests 1&3, Task 2 in Tests 2&4, Task 2 in General Training Test A, Task 1 in General Training Test B)，我们则准备了答案样本 (由多位考生所写)，并提供了他们的得分与考官的评语。这些标准答案与答案样本将有助于你更好地了解写作测试的要求是什么。

成绩分析

在每一组听力与阅读测试答案末尾，有一个图表，可以让你根据你的测试成绩评估自己的表现，以检验你是否已做好准备，可以参加雅思考试。

在分析你的成绩时，你必须注意几个要点。真实的雅思考试成绩分为两个部分：每单项测试各获得一个介于1~9分的等级分数；另外还有一个整体语言水平等级分数，等级划分也介于1~9分。整体等级分数来自于四个单项测试的平均数。国外高校在考虑是否录取你时，除了参考你的整体语言水平等级外，他们也会留意你在各分项测试单元的表现，以确定你是否具备一定的语言能力修读某个课程。举例说明：如果你的课程需要学生进行大量的阅读和写作，但是没有课堂授课，那么听力成绩就没那么重要。所以，如果你的整体语言水平等级是7分，即使听力等级是5分，你还是可能被录取。不过，如果有的课程有大量课堂授课和口语指示，即使你的整体语言水平等级是7分，听力等级只得5分的话，恐怕就不能被接受了。

你为自己的测试成绩打分之后应该会更清楚自己的听力和阅读能力，知道你自己是否已有足够条件去参加真正的雅思考试。如果你只在其中某一分项测试取得好成绩，那么你必须自行斟酌现在是否准备好参加雅思考试。

本书中的试题已经过审核以确保其难度与真正的雅思考试相吻合。不过我们不能保证如果你在做这些题目时取得了好成绩，你在参加真正的雅思考试时也能取得同样的成绩。本书中的试题只能帮助你对你接下来的表现进行预测。你是否要根据该成绩来做出决定参加考试，完全取决于你自己。

各所大学对不同课程的招生条件都不尽相同，对雅思考试成绩的要求也各异。我们综合了多数大学对雅思考试成绩要求的规定给你作为参考。不过，你所申请的大学对雅思成绩的要求可能会更高或较低一些。

更多详情

欲知更多有关雅思考试或剑桥大学外语考试部的详情，请写信至：

University of Cambridge ESOL Examinations
1 Hills Road
Cambridge
CB1 2EU
United Kingdom

电话：+44 1223 553355
传真：+44 1223 460278
电邮：esolhelpdesk@cambridgeesol.org
网址：<http://www.cambridgeesol.org>
<http://www.ielts.org>

Cambridge IELTS 8

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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, the University of Cambridge ESOL Examinations, 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 six 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		

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.

Academic 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 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.

General Training Reading

This test 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 work 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.

A variety of question types is used, including: multiple choice, identifying information (True/False/Not Given), identifying 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.

Academic 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.

Introduction

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 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.

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

More information on assessing both the Academic and General Training Writing tests, including Writing Band Descriptors (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 Band Descriptors (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.*

Introduction

Most universities and colleges in the United Kingdom, Australia, New Zealand, Canada and the USA accept an IELTS Overall Band Score of 6.0 – 7.0 for entry to academic programmes.

MARKING THE PRACTICE TESTS

Listening and Reading

The Answer Keys are on pages 152–161.

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 transfer only 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 model and sample answers are on pages 162–173. It is not possible for you to give yourself a mark for the Writing tasks. For Task 2 in Tests 1 and 3, and Task 1 in Tests 2 and 4, and for Task 1 in General Training Test A and Task 2 in General Training Test B, we have provided model answers (written by an examiner). It is important to note that these show just one way of completing the task, out of many possible approaches. For Task 1 in Tests 1 and 3, and Task 2 in Tests 2 and 4, and for Task 2 in General Training Test A and Task 1 in General Training Test B, 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 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 University of Cambridge ESOL examination, write to:

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Test 1

LISTENING

SECTION 1 Questions 1–10

Questions 1 and 2

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

Example

In the library George found

- A** a book.
- (B)** a brochure.
- C** a newspaper.

- 1 In the lobby of the library George saw
 - A** a group playing music.
 - B** a display of instruments.
 - C** a video about the festival.
- 2 George wants to sit at the back so they can
 - A** see well.
 - B** hear clearly.
 - C** pay less.

Questions 3–10

Complete the form below.

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

SUMMER MUSIC FESTIVAL BOOKING FORM			
NAME:	George O'Neill		
ADDRESS:	3, Westsea		
POSTCODE:	4		
TELEPHONE:	5		
Date	Event	Price per ticket	No. of tickets
5 June	Instrumental group – <i>Guitarrini</i>	£7.50	2
17 June	Singer (price includes 6 in the garden)	£6	2
22 June	7 (Anna Ventura)	£7.00	1
23 June	Spanish Dance & Guitar Concert	8 £	9
NB Children / Students / Senior Citizens have 10 discount on all tickets.			

SECTION 2 Questions 11–20

Questions 11–15

Complete the sentences below.

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

The Dinosaur Museum

- 11 The museum closes at p.m. on Mondays.
- 12 The museum is not open on
- 13 School groups are met by tour guides in the
- 14 The whole visit takes 90 minutes, including minutes for the guided tour.
- 15 There are behind the museum where students can have lunch.

Questions 16–18

*Choose **THREE** letters, **A–G**.*

Which **THREE** things can students have with them in the museum?

- A** food
- B** water
- C** cameras
- D** books
- E** bags
- F** pens
- G** worksheets