



What's included:

- ✓ Full-length Academic IELTS Practice Test
- ✓ Free Text & Video Explanations for All Questions

Magoosh

IELTS

Practice Test

PDF

Hello!

Welcome to an important step in your IELTS prep! This full-length IELTS Practice Test PDF contains all four sections of Magoosh's highest-quality, student-tested practice questions. Taken from our premium online IELTS Prep, these questions have been adapted to mimic the official IELTS exam that you will encounter on test day...with one key difference.

What's the difference? Well, at the end of this PDF, you will find an answer key and a guide to grading your practice test. That's pretty normal. But, you will also find a link to text and video explanations that show you how to solve every single question in this practice test. In these video explanations, our IELTS experts walk you through each question step-by-step. They explain:

- Which concept the question or problem is testing.
- Which strategies you can use to answer the question quickly and correctly.
- Which answer choices are trying to trick you (and how to avoid those traps!).

You sure won't find all of that in a standard IELTS book!

These video explanations help you take your IELTS prep to the next level. Because it's one thing to take a practice test and call it a day—but if you can learn from your mistakes, then you're setting yourself up to do better when it really counts.

Let's Get Started!

Taking a timed, full-length practice test is one of the best ways to prepare yourself for the real IELTS. Mimicking test-like conditions will help improve your stamina, pacing, and understanding of your personal strengths and weaknesses. While you may choose to take this test online (and save some trees while you're at it), remember that the official IELTS exam is paper-based. We've made this PDF printable so that you can print it out and take it like the official exam if you want—it's totally up to you!

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What to Expect from the Following Pages

- A full-length IELTS practice test
- An answer key
- Information on grading your test

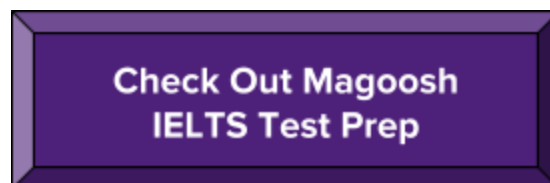
What You'll Need to Take the Test

- A pencil
- A timer
- Answer sheets to record your answers
 - **Click the links below to view and print answer sheets** for the Listening, Reading, and Writing sections of this practice IELTS test. The Speaking section does NOT require an answer sheet.
 - [Listening Section](#)
 - [Reading Section](#)
 - Writing Section: [Writing Task 1](#) and [Writing Task 2](#)

Practice Test Tips

- Set aside approximately three hours of uninterrupted time to take the test.
- Try to take the entire practice test in one sitting.
- Take the test in a quiet place where you won't be distracted.
- Mimic test day conditions by turning off your phone and leaving it in another room.
- Use a countdown timer and remember to reset it for each test.
- Eat a healthy, energizing snack before taking the practice test.
- After the test, check your answers and make note of any questions you missed.
- Visit ielts.magoosh.com to sign up for Magoosh IELTS Prep and gain access to more practice questions and explanation videos.

Good luck!



THE PRACTICE TEST BEGINS ON THE NEXT PAGE...READY?

International English Language Testing System

Magoosh Practice Test

Listening

Time: 40 minutes

(You will have approximately 30 minutes to work, plus 10 minutes to transfer your answers onto the answer sheet.)

Instructions to Candidates

Listen carefully. You will hear instructions for each part of the paper.

Answer each question.

While you are listening, record your answers in the question booklet.

When the recording has finished, you will have 10 minutes to transfer your answers to the answer sheet. Use a pencil.

Information for Candidates

This test has **four** parts.

You will hear each part only 1 time.

This test contains **40** questions.

Each question is worth one point.

Throughout the test, you will be given time to study the questions and check your answers.

IELTS Listening Practice Test Audio



*This link contains all the audio that you will need for Questions 1-40.
Click the link or image above. The audio will automatically begin to play in a new tab.
In this tab, scroll down to the next page and follow the cues in the audio track.*

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.

Write your answers in boxes 1-6 on your answer sheet.

Giant Truck Moving Company: Customer Inquiry Form
Inquiry Number: 1
Customer Name: Mrs. June Rayburn
Destination: 2 798 Street, Grand City.
Origin: Street Address: 12 Irving Court, Grand City
Move Distance: 3
Apartment size, or number of bedrooms: 4
List of large items to be moved:
Sofa
Kitchen table
Two 5
Two beds
Three large bookshelves
6
Number of boxes:
Approximately 60

Questions 7-10

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

- 7** The woman describes her piano as being
- A** special
 - B** small
 - C** narrow
- 8** The woman's current apartment and her new address
- A** may have some steps
 - B** are on the bottom level of her building
 - C** do not allow pianos
- 9** The customer service representative says that the move, with the piano, will cost
- A** \$375
 - B** \$475
 - C** \$575
- 10** The customer service representative instructed the woman to send him a photo and
- A** the size of her piano
 - B** the type of her piano
 - C** the weight of her piano

Section 2: Questions 11-20

Questions 11-13

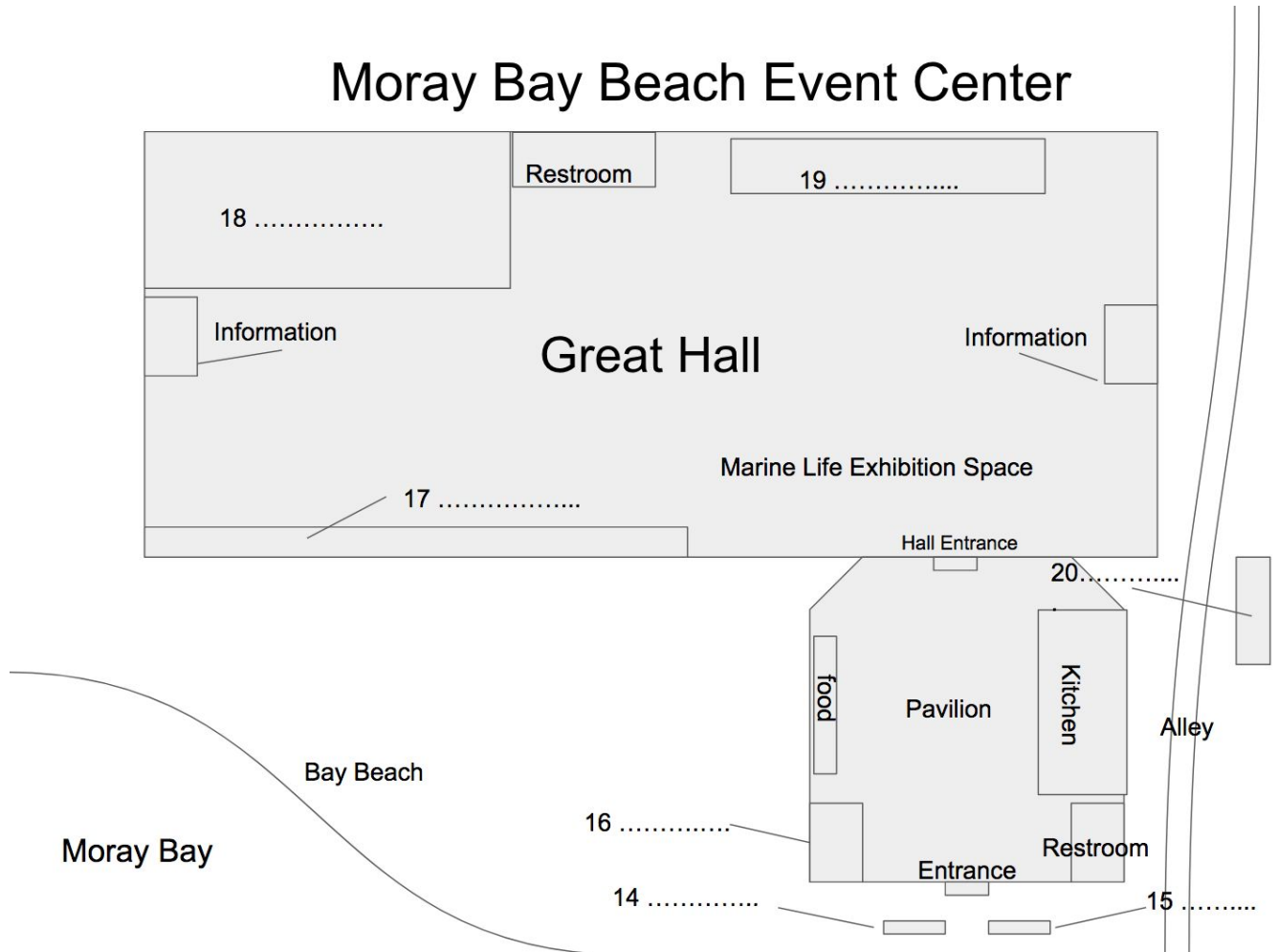
Choose the correct letter, **A**, **B**, or **C**.

- 11** Most of the animals at Moray Bay Aquarium come from
- A** different parts of the world
 - B** the same region as the aquarium
 - C** nearby lakes and rivers
- 12** One of the two main goals of the aquarium is to encourage people
- A** to take better care of the local ocean environment
 - B** to appreciate the aquarium more
 - C** to increase youth program participation
- 13** The purpose of the Beach Bash is
- A** to throw a party for volunteers
 - B** to raise money for a kids program
 - C** to increase aquarium attendance

Questions 14-20

Label the plan of the Moray Bay Beach Event Center below.

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



Section 3: Questions 21-30

Questions 21-28

Complete the sentences below.

Write **NO MORE THAN ONE WORD** from the lecture for each answer.

- 21** The video shows chimpanzees using sign language to talk to one another, people and
- 22** Since the videos appear dated, a student questions whether scientists currently perform similar
- 23** The professor admits that the examples in the videos are ones.
- 24** A student did not expect that chimpanzees would be so with human language.
- 25** Recent research found that chimpanzees used sign language to communicate in the
- 26** It is mentioned that the way people control their vocal cords,, teeth and lips is unique to humans.
- 27** The use of a voice is not a in all human languages.
- 28** Unless they are by humans, chimpanzee sign language is very simple.

Questions 29-30

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

- 29** One reason that wild chimpanzees can only say a few things is
- A** they have a limited vocabulary
 - B** they suffer from displacement
 - C** they can't learn new words
- 30** The professor believes that displacement and productivity are
- A** common among wild chimpanzees
 - B** special features of human language
 - C** not closely related to human language

Section 4: Questions 31-40

Questions 31-34

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

Write your answers in boxes 31-34 on your answer sheet.

- 31** Approximately 2 billion people live in desert globally.
- 32** People living in dryland zones often over-use their own, such as water.
- 33** Drought is an example of how desertification can occur
- 34** Historically, increasing populations led to the need for irrigated

Questions 35-37

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

Write your answers in boxes 35-37 on your answer sheet.

- 35** What creates very rich soil?
- A** chemical fertilizers
 - B** decaying organisms
 - C** animal grazing
- 36** Healthy topsoil can reduce desertification by
- A** preventing evaporation
 - B** absorbing more water
 - C** fostering plant growth
- 37** Trees prevent desertification by
- A** limiting animal migration
 - B** reflecting sunlight
 - C** keeping soil in its place

Questions 38-40

Which **THREE** features below are mentioned as methods to address the problem of desertification? Choose three letters: **A-G**.

Write your answers in boxes 38-40 of your answer sheet.

- A** shielding plants from sunlight
- B** rotating crops
- C** watering plants responsibly
- D** eliminating harmful plantlife
- E** stopping invasive species
- F** planting trees strategically
- G** limiting overfishing

END OF LISTENING TEST

Academic Reading

Time: 1 hour

Instructions to Candidates

Carefully read the instructions for each section.

Answer each question.

Write your answers on the answer sheet in pencil.

You must record your answers within the time limit.

Hand in this question paper and the answer sheet when the time limit ends.

Information for Candidates

This test has **40** questions.

Each question is worth one point.

Reading Passage 1

You should spend about 20 minutes on **Questions 1-14**, which are based on Reading passage 1 on pages 15 and 16.

THE CICADA'S SONG

Section A

Cicadas are insects famous for their ability to generate a distinct sound with an auditory power that can rival the decibel level of a rock music concert and exceed the engine roar of a motorcycle. With close to 3,000 species of cicada identified and documented, this family of insect is found worldwide. For the majority of its life, the cicada remains underground, where it is nourished and sustained through sap secreted by the roots of trees. When mature, the insect tunnels to the surface and sheds its skin to reveal its adult form. This life cycle varies among the species, with certain types maturing and ready to reproduce in just one year. One of the most eagerly anticipated and studied species of cicada is *Magicicada Septendecim*, a periodical brood that attracts plenty of media attention for its emergence every 13 or 17 years across the Midwestern United States in vast, swarming numbers. In these swarms, the cicadas generate their “music,” signaling their presence, and the onset of summer, for anyone and anything to hear for miles and miles around.

Section B

Only male cicadas are able to generate the sound their species is known for, utilizing a unique physical trait and noise-making process that differentiates them from crickets, which many people incorrectly assume to be similar to cicadas. While crickets generate their distinctive chirp through stridulation, or the rubbing together of body parts, cicadas essentially produce a drumbeat amplified very much in the same way that the sound of an acoustic guitar is created. Males are blessed with a body part known as a tymbal, which is a rigid and pliable exoskeleton-based appendage that can move in a wave-like manner, producing a clicking when it strikes the inside of the abdomen of the cicada. Because the abdomen of the cicada is for the most part hollow, the clicking sound is amplified, giving the cicada's song its famous power.

Section C

The primary purpose of the male cicada's song is to attract a female with which to breed. Cicadas tend to be very well camouflaged, and can blend into their surrounding tree-based environments easily. The song of the cicada provides the clues through which the female cicada can find the nearest male. However, the cicada also appears to use its song for defensive purposes in a unique way. Whereas most insects and animals aim to scare off potential dangers by increasing the volume of their warning sounds (e.g. the rattlesnake), cicadas, when threatened, actually diminish the noise that they make. The reason for this is that cicadas are hardly ever alone in a given area, and thus it is difficult for a hunter to pick out the song of an individual insect while distracted by its neighbors. Should a predator be detected, nearby cicadas become very quiet to decrease the odds that they will be singled out among the roar of their more distant kin.

Section D

Scientists who study the cicada raise interesting observations about the evolutionary development of the cicada song and the cicada's short breeding period. Cicadas live underground for most of their lives and only rise to the surface for several days or weeks at most to find a mate and then die. The reason for this lies in the sedentary nature of the cicada, which makes the insect an easy target for birds and other predators, which consume the insects in great numbers. However, by emerging in the *millions* all at once, cicadas increase their chance of survival as a species into the next generation, as predators simply cannot significantly impact the numbers of their prey in such a brief period. Meanwhile, the power of the cicada song has proven to be an effective tool for collective breeding, as each insect must locate a mate quickly while outlasting potential predators.

Section E

Cicadas garner the attention, adoration, and sometimes scorn of the general public for the distinctive sound that they create and their occasionally suffocating abundance. In temperate environments all over the world, the ubiquitous buzz of the cicada's song dominates the backdrop. One must be careful not to come too close to the most powerful of cicadas, whose sound, if heard from just outside the human ear, is known to cause long-term or irreversible physical damage. The cicada's unique tymbal structure, hollow abdomen, and stamina allow it to generate noise for up to 24-hour cycles, leading to the love/hate relationship people may have with the insect. The cicada plays to its evolutionary strength, with the power and majesty of its song as the key to its survival.

Questions 1-8

The essay “The Cicada’s Song” has five sections, **A–E**.

Which section contains the following information?

Choose the correct letter, **A–E**, in boxes 1–8.

NB You may use any letter more than once.

- 1 cicadas can be very difficult to see among the trees, where they live while mating
- 2 cicadas become quieter when they perceive danger
- 3 an insect that is often compared to cicadas by mistake
- 4 a specific species of cicada that periodically attracts a lot of human attention
- 5 a way that cicadas can harm humans
- 6 The process by which cicadas produce sound is similar to certain musical instruments
- 7 the approximate number of different types of cicadas worldwide
- 8 cicadas do not move around very much, so they are easily hunted

Questions 9-14

Do the following statements agree with the information given in the text?

In the boxes below, choose:

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 9 Cicadas are well known for the unique noise they can produce very loudly.
- 10 Cricket and cicada noises seem similar to many people, but the sounds they produce serve very different purposes.
- 11 At most, cicadas can take up to 12 months to develop to full maturity.
- 12 Cicadas spend most of their lives hiding from predators in trees.
- 13 Cicadas appear above ground at the same time in very large numbers as a survival strategy.
- 14 When necessary, a cicada can move quickly enough to evade predators like birds.

Reading Passage 2

You should spend about 20 minutes on **Questions 15-28**, which are based on Reading passage 2 on pages 20 and 21.

Questions 15-18

Reading passage 2 has **four** sections, **A-D**.

Choose the correct heading for sections **A-D** from the list of headings below.

Choose the correct number **i-ix** for each section for questions 1-4.

List of Headings

- i.** Inspired by Pompeian art, an 18th century artist influenced Neoclassicism
- ii.** Shifting trends in French art increased the popularity of “classical” styles
- iii.** Pompeian art reflected the stylistic tastes of the owners of the buried murals
- iv.** Volcanic debris preserved some Pompeian art for future generations
- v.** Unearthing Pompeii’s art inspired artists in several European countries
- vi.** The artistic styles of Pompeii
- vii.** Pompeii’s art provides a window into the culture of the ancient world

15 Section A

16 Section B

17 Section C

18 Section D

The Art of Pompeii's Influence on Neoclassicism

Section A

Pompeii was an ancient Roman city that was famously destroyed and buried by the volcanic eruption of Mt. Vesuvius in 79 CE. According to researchers and historians, ash and pumice rained down on the city and residents of Pompeii for over six hours, blanketing city streets and homes with up to 25 meters of sediment. Temperatures in the city during the eruption reached 250 degrees Celsius (480 degrees Fahrenheit) and many residents died due to exposure to the extreme heat. With Pompeii effectively preserved under a literal mountain of volcanic ash, many everyday items were kept intact, including several of the city's mural paintings. The rediscovery of these paintings in Pompeii provided audiences in Europe with a genuine glimpse into ancient Roman art. These artifacts were idealized and romanticized, prompting an 18th century artistic movement that would be known as Neoclassicism, an imitation of classic Roman art.

Section B

Art historians have categorized the discovered art of Pompeii into four distinct styles. The first style, which prevailed from 200 to 80 BCE, is characterized by the way large plaster walls were painted to look like colorful, elegant stones; it is known as the "structural" or "masonry" style. The second style, which dates from 100 BCE to the start of the Common Era, is characterized by "illusionist" imagery, with murals featuring three-dimensional images and landscapes, seen through painted windows that conveyed a sense of depth. The third style, popular from 20-10 BCE, is known as the "ornate" style, and is characterized by two-dimensional, fantastical perspectives, rather than the realistic, three-dimensional vista-like views associated with the illusionist style. Murals painted in the ornate style focused less on realism and instead were created to depict whimsical scenes in highly structured arrangements. The fourth Pompeian style, which dates from 60-79 CE, combined the strict structures and complexity of the ornate style with the illusionist methods of the second style and the stonework of the first style; the fourth style was essentially a hybrid of its predecessors.

Section C

The art of Pompeii was first excavated in 1748 when archaeologists began the painstaking work of identifying, removing, and collecting artistic artifacts from the ash and soil. As knowledge of the art of Pompeii spread across Europe in the 1760s, interest in Greco-Roman art increased and captured the imagination of a new generation of artists in countries like England, Germany, and France, prompting them to emulate a “classical” style. The art of Pompeii most notably influenced an artist in Paris named Jacques-Louis David (1748-1825), who would become one of the most successful and dominant artists of his time. David worked through the lens of Pompeii’s illusionist style, with a sense of depth and realism generated in a number of his more famous works, echoing the three-dimensional landscape views typified by Pompeian art’s second style. A number of works put forth by other painters in England, Germany, and France would also contain elements of the four styles of the art of Pompeii.

Section D

The influence of Jacques-Louis David on his contemporaries and future artists only expanded the popularity of Roman art and the influence of Pompeii’s four artistic styles for most of the 1780s and 1790s. Neoclassical art proved to be wildly popular with art collectors and enthusiasts in Europe who commissioned more and more paintings from David and his contemporaries. David’s most famous piece, *Oath of the Horatii* (1784), contains elements from at least three of the four styles of Pompeian art. In this particular work, one can see the first style in the colored slabs of stone on the ground, the three dimensional perspective of the second style in the dimmed space behind the arches in the background, and the realistic yet fantastical look of the fourth style in the hero figure in the middle of the painting. David serves as just one example of the 18th century artists inspired by the classical Roman works exemplified in the four art styles of Pompeii; indeed, David would pass along his inspiration from Pompeian art to his students. English architect Robert Adam (1728-1792) would create stuccos with elements very similar to the first Pompeian style; he would become known as the leader of the revival of “classical” art in England. The extraction of the art of Pompeii took 32 years to complete, but once re-discovered and integrated into the work of artists of the 18th century such as David, its impact proved to be quite significant and abiding.

Questions 19-23

Look at the following list of artistic characteristics (questions 19-23) and the list of Pompeian Styles listed in the box below.

Classify the following characteristics with the correct Pompeian Style, **A**, **B**, or **C**.

Write the correct letter, **A**, **B**, or **C**, in boxes 19-23 on your answer sheet.

- 19** It did not attempt to mimic the appearance of actual physical objects.
- 20** A wall was painted to look like it was built out of a different substance.
- 21** The scenes involved elaborately organized and planned compositions.
- 22** It depicted realistic vista-like scenery.
- 23** It Included playful and amusing subject matter.

Pompeian Styles

- A** 1st Pompeian Style
- B** 2nd Pompeian Style
- C** 3rd Pompeian Style

Questions 24-28

Choose the best answer **A, B, C or D**.

Write the correct letter in boxes 24-28 on your answer sheet.

- 24** Which of the following resulted from the eruption of Mt. Vesuvius?
- A** The resulting ash in the atmosphere returned to earth trapped in water droplets.
 - B** Those who tried to aid were unable to unearth buried buildings.
 - C** Many inhabitants living nearby the volcano died of severe burns.
 - D** It attracted the attention of artists living elsewhere in Europe.
- 25** The fourth Pompeian style
- A** was popular because it integrated styles that were already well known.
 - B** adhered to strict aesthetic rules that were common from 60 to 79 CE.
 - C** contained aspects of multiple previously distinct Pompeian styles.
 - D** was most often painted onto particular types of ornate stonework.
- 26** The author first mentions Jacques-Louis David as an example of
- A** an artist from the 1700s who drew visibly from historical Pompeian styles.
 - B** one of the leaders who dictated the values of the French art community.
 - C** a figure who was integral to the discovery of lost Pompeian artwork.
 - D** a painter who worked predominantly in the “ornate” style of Pompeian art.
- 27** The painting the “Oath of the Horatii”

- A** inspired a clear shift in the artistic trends of its time.
- B** was painted shortly after the discovery of Pompeii.
- C** contained elements from a range of the artistic eras of Pompeii.
- D** depicted a famous event in Roman history.

28 Architect Robert Adam

- A** reused materials excavated in Pompeii in his own artwork.
- B** mimicked several Pompeian styles in his stucco works.
- C** spearheaded renewed interest in artistic styles from the “classical” era.
- D** combined “classical” English styles with the first Pompeian style.

Reading Passage 3

You should spend about 20 minutes on **Questions 29-40**, which are based on Reading passage 3 on pages 25 and 26.

Consumer Purchasing Decisions

Section A

The psychologist Carl Jung posited that people make decisions in two distinct ways: by taking in a great deal of information and over time, rationally making a choice, or by making an intuitive decision quickly. However, these categories do not necessarily reflect the full complexity of decision-making, particularly when it comes to purchases. In general, purchasing goods or services involves five steps: problem recognition, information search, evaluation of alternatives, purchase decision, and post-purchase behavior. These steps can happen in an instant, and although they are seemingly only affected by taste and available resources, what looks like an intuitive process is actually more intricate and involves many decision points, both conscious and subconscious.

Section B

All purchases, from small to large, are affected on the most fundamental level by subconscious motivations—a set of factors that cannot be easily simplified. Psychologist Abraham Maslow proposed a hierarchy of needs to explain human motivation, in which necessities such as food and shelter must first be met in order for humans to seek fulfillment of higher order needs such as acceptance and love. Maslow's hierarchy is usually shown as a pyramid, with fundamental physiological needs at the base, underpinning needs concerning safety, such as financial security and physical health. After those first two tiers have been satisfied, an individual can focus on needs for love and belonging. The penultimate tier consists of the need for esteem and self-respect. Only once someone has met the four more basic needs can he or she strive for the peak, self-actualization. If this final need is met, the individual has reached his true potential. Where one is on that scale may subtly affect what one will concentrate on in a purchasing decision. For instance, someone who aspires to be accepted by the members of a community will subconsciously start buying clothing that mimics what is worn by that group.

Section C

In terms of conscious decisions, psychologists have divided the process into three different styles: the single feature model, the additive feature model, and the elimination of aspects model. The single feature model means that the decision maker focuses on one aspect of a product. Here one might look at cost over all else, since it might be the most important factor to someone who is not quite secure economically. For this person, buying a set of plastic plates is a better decision than investing in fine porcelain dishware. This model works best for simple and quick decisions.

Section D

The additive feature model works better for more complex decisions, such as buying a computer. Here one would look at the types of computers and their range of features. A consumer might weigh the mobility of a laptop against the power of a desktop. This is all compounded, of course, by where the consumer is in Maslow's hierarchy. If the person has a good job and is using the computer to develop community or find a relationship, that may affect what he is looking for.

Section E

The elimination of aspects model is similar to the additive feature model but works in reverse. Here the consumer evaluates various choices feature by feature, and when a selection doesn't have that feature, it is eliminated until only one option is left.

Section F

Clearly, explaining purchasing behavior is a complex endeavor. In fact, beyond the subconscious factors and conscious decision models are mental shortcuts that help consumers reduce the effort in making decisions. Psychologists have identified a number of these shortcuts, or heuristics, which are used frequently and help with difficult choices in particular. For example, the availability heuristic comes into play when a consumer has a previous experience with a product or brand and then makes a decision to either buy that brand or avoid it the next time. Similarly, marketers frequently capitalize on the representative heuristic, in which a consumer presented with two products will often choose the more visually familiar option. This explains why the brandings of many products look similar to one another. And even more easily understood is the price heuristic, in which a product is perceived to be of higher or lower quality based on cost, as was shown in a recent study in which consumers were presented with the exact same wine at two price points, but preferred the taste of the "more expensive" sample.

Questions 29-34

Choose the best answer **A, B, C or D**.

Write the correct letter in boxes 29-34 on your answer sheet.

- 29** The process of making a purchase
- A** was of special interest to Carl Jung.
 - B** may be more complex than that of other decisions.
 - C** involves conscious decisions made in five stages.
 - D** happens more quickly when based on intuition.
- 30** The five levels of Maslow's hierarchy
- A** are ordered according to the individual needs of specific people.
 - B** must be completed separately, in isolated events.
 - C** occur in a sequence.
 - D** focus mainly on emotional needs.
- 31** The highest level of Maslow's hierarchy of need is
- A** admiration.
 - B** realization of potential.
 - C** protection from the elements.
 - D** clothing.
- 32** According to the single feature model, some will prefer to buy plastic plates

instead of fine dishware because

- A** they are most concerned about price.
- B** they are emotionally insecure.
- C** they do not have time to make a careful decision.
- D** they are focused on how others will react to their choice.

33 The “additive feature” decision model

- A** offers a method to analyze the hierarchy of person’s needs.
- B** exposes flaws in Maslow’s theories.
- C** can be combined with Maslow’s hierarchy for deeper understanding.
- D** influences a consumer’s stage in Maslow’s hierarchy.

34 The “elimination of aspects” model

- A** involves detailed comparison.
- B** conflicts with the “additive feature” decision model.
- C** works best with simple purchasing decisions.
- D** is largely subconscious.

Questions 35-40

Match each item with the theory it relates to according to the article.

Choose the correct letter **A–C** for questions 35-40 below.

NB You may use any letter more than once.

Write the correct letter, **A**, **B**, or **C**, in boxes 35-40 on your answer sheet.

- 35 Physical needs take priority over emotional or intellectual needs.
- 36 All possible features are considered carefully.
- 37 A product is bought based on only one attribute.
- 38 A consumer buys a more expensive product hoping to receive higher quality.
- 39 The desire to be included in a social group influences decisions.
- 40 A negative experience with a brand influences future purchase decisions.

Theories

- A** Maslow's Hierarchy of Needs
- B** Conscious Decision Making Models
- C** Decision Heuristics

END OF READING TEST

Academic Writing

Time: 1 hour

Instructions to Candidates

Carefully read the instructions.

You must respond to both tasks.

Write at least 150 words for Task 1.

Write at least 250 words for Task 2.

Write clearly in pen or pencil. You may make changes, but your writing must be easy to read.

Hand in this paper and the question sheet at the end of the test.

Information for Candidates

This test paper has two questions.

Task 2 is worth twice as many points as Task 1.

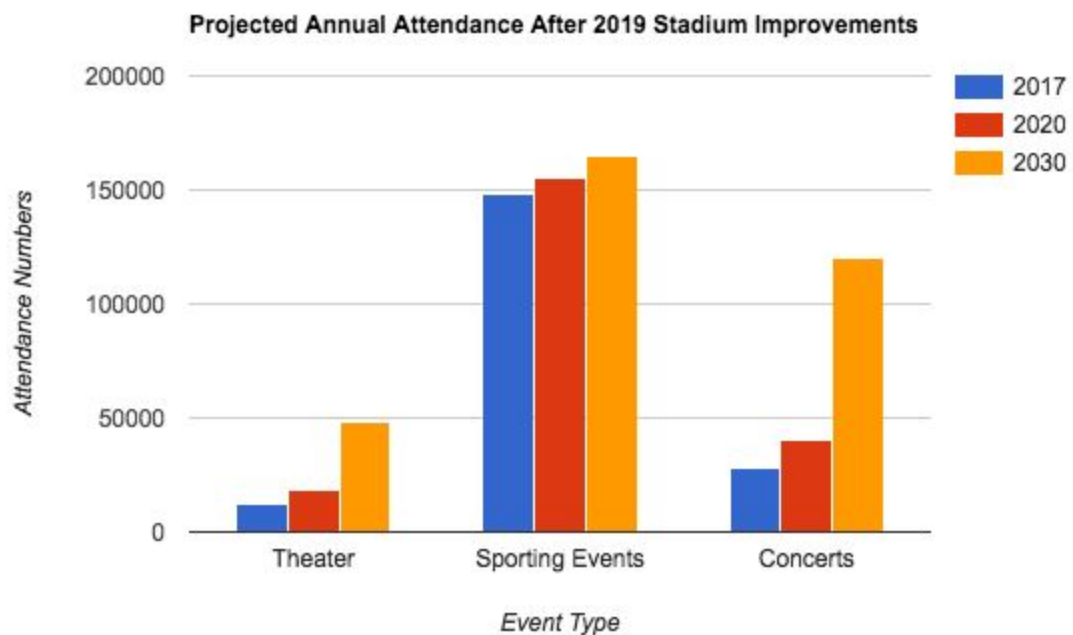
Writing Task 1

You should spend about 20 minutes on this task.

The chart below gives attendance figures for Grandville Stadium from 2017, which are projected through 2030 after a major improvement project.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Writing Task 2

You should spend about 40 minutes on this task. Write about the following topic:

An increasing number of schools provide tablets and laptop computers for students to use in school, replacing books and other printed materials like exams and assignments.

What are the advantages and disadvantages of this trend?

Write at least 250 words.

END OF WRITING TEST

The Speaking Test

Time: 11-14 minutes

Format: Interview

Note: These questions are designed to help you simulate the IELTS speaking exam. Unfortunately, it's impossible to recreate the IELTS interview fully on this practice test. However, there is a lot you can do to prepare for this section of the exam! Here are some ideas to help you get the most out of the questions in this section:

BEST OPTION: If possible, find a native English speaker (or someone more fluent in English than you) to act as your interviewer and read the questions to you. He or she can give you useful feedback about your pronunciation and grammar, and help you think about ways to improve your responses.

GOOD OPTION: Ask a friend or family member to read the questions to you. Even if this person's English skills are not strong, it is best to answer questions provided to you verbally, rather than reading them on a page. Make sure to record your answers so you can analyze what you said and think of ways to improve.

JUST DO WHAT YOU CAN!! (OPTION): If nobody is around to help you, just read the questions and answer them yourself. Again, record your answers to get the most out of the experience.

Content: This test contains three sections.

Part 1 Introduction and Interview

- This section is 4-5 minutes.
- You must introduce yourself and confirm your identity.
- You will answer general questions on basic topics from daily life such as school, work, family, holidays, etc.

Part 2 Individual Long Turn

- This section is 3-4 minutes, including 1 minute preparation time.
- You will receive a question card with a topic and some bullet points to discuss in your talk.
- You will have one minute to prepare and record notes if you wish.
- You should talk for 1-2 minutes.
- The examiner will ask some follow-up questions after you finish your talk.

Part 3 Two-Way Discussion

- This section is 4-5 minutes.
- You must respond to the examiner's questions, which will be related to the topic in Task 2.
- The topics and questions will be more abstract.
- The following practice materials give you an example of the kinds of questions you might encounter on the Speaking exam.

Speaking Test Materials

Part 1

Let's talk about travel....

Where is an interesting place you've travelled?

Do you like to fly on airplanes? Why or why not?

Do you prefer more active vacations, or do you prefer to relax and do very little?

What place would you really like to visit?

What do you like to do when you visit a new city?

Part 2

Candidate task card:

Describe something important you learned from a teacher.

You should say:

the grade in which you took the teacher's class

the subject of the class

the important thing you learned

and explain why this lesson was meaningful to you.

You will have to talk about the topic for 1 to 2 minutes.

You have 1 minute to think about what you are going to say.

You can make some notes to help you if you wish.

Rounding off questions:

Do you use what you learned from this teacher in your life today?

Did you ever tell this teacher about your appreciation?

Part 3

Let's consider teaching and learning more deeply...

What qualities make an excellent teacher?

By contrast, what are some mistakes teachers make that make them less effective?

Would you enjoy being a teacher? Why or why not?

Finally, let's consider the current climate of education...

Do you think kids face too much or too little pressure related to school these days?

END OF PRACTICE TEST

Grading Your IELTS Practice Test: Answers & Explanations

Congratulations! You finished a full-length IELTS practice test.
Now it's time to see how you scored.

Click the button below to see the **answer key**, **scoring chart**, and **text and video explanations** for each question in this practice test PDF.



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