

IELTS COMPLETE PRACTICE

LEVEL 3: Intermediate • Target band 5.0–5.5

CORRECTED EDITION: FULL READING, LISTENING SCRIPTS AND SPEAKING PARTS 1–3

Four complete units. Listening scripts are for a teacher or partner to read aloud twice; they are not audio recordings. Students should not look at the script during the listening exercise.

Suggested practice order: Listening → Reading → Writing → Speaking. Check the answer guide only after attempting the questions.

UNIT 1: DIGITAL COMMUNICATION

A. LISTENING — TEACHER SCRIPT

At Riverside Community Centre, moving weekly planning meetings online increased attendance from twelve people to almost twenty. Parents could join from home, and shift workers could watch recordings later. However, organiser Maya noticed that confident speakers dominated video calls. The group introduced a rule that everyone could post one idea in the chat before discussion began. They also kept one face-to-face meeting each month. Maya concluded that technology works best when it makes participation easier without replacing every personal interaction.

Questions 1–5. Answer in short phrases or sentences.

1. What is the main situation described?
2. Give one specific fact, figure or example from the script.
3. What benefit or positive result is mentioned?
4. What difficulty or concern is identified?
5. What action or recommendation is proposed?

B. READING

Digital communication makes it possible to maintain friendships, study and work across long distances. Messages arrive quickly, and video calls allow families in different countries to share ordinary moments. Online groups also help students exchange notes and ask questions after class. These advantages matter especially to people who live far from relatives or have limited time to travel.

Speed, however, does not always produce understanding. Short messages lack facial expressions and tone of voice, so a harmless comment may sound unfriendly. People can feel pressure to answer immediately, and important information may disappear beneath jokes and notifications.

Rather than abandoning digital tools, people can choose the channel that suits the situation. A reminder may work well as a text, while a disagreement may be easier to resolve in a call. Turning off non-essential alerts and agreeing on reasonable response times can reduce stress. Digital communication is most useful when it supports relationships rather than replacing attention and care.

Questions 6–12

6. Choose the best summary: A) The topic has one simple cause. B) The passage considers benefits, limitations and possible responses. C) No action is needed.
7. Identify one benefit or opportunity mentioned.
8. Identify one risk, limitation or unequal effect discussed.
9. True / False / Not Given: The writer suggests the same response works in every situation.
10. What practical response or principle does the writer recommend?
11. Find a word or phrase close in meaning to 'careful judgement'.
12. Summarise the passage in 25–35 words.

C. WRITING

Some people believe online communication has improved relationships, while others think it has weakened them. Discuss both views and give your opinion.

Suggested timing: 40 minutes. Develop a clear position, organise ideas logically, support claims with examples and check grammar.

D. SPEAKING — FULL IELTS FORMAT

Part 1: Short questions (4–5 minutes)

1. What kinds of messages do you send most often?

2. Do you prefer calls or text messages? Why?
3. How has technology changed the way you study or work?
4. When do you usually switch off your phone?
5. Do people spend too much time online?

Part 2: Individual long turn

Describe a useful piece of technology. Say what it is, when you use it, what you use it for, and why it is useful.

Prepare for 1 minute; speak for 1–2 minutes. Aim for a connected answer with details and examples.

Part 3: Two-way discussion (4–5 minutes)

1. How has digital communication changed friendships?
2. Are face-to-face conversations still important?
3. Should schools teach responsible online communication?
4. Do younger and older people use technology differently?
5. What problems arise when people rely too heavily on messaging?

Self-assessment: Rate fluency/coherence, vocabulary, grammar and pronunciation from 1–5. Write one specific goal for your next attempt.

UNIT 2: PROJECT-BASED EDUCATION

A. LISTENING — TEACHER SCRIPT

At Greenfield School, students designed a small garden using a limited budget. They measured the space, compared plant prices and interviewed the caretaker about water use. The project took three weeks longer than expected because some students struggled to divide tasks fairly. Attendance improved, and quieter students became more confident when presenting their designs. Future projects will include planning checklists and individual reflection sheets so teachers can identify each student's contribution.

Questions 1–5. Answer in short phrases or sentences.

1. What is the main situation described?
2. Give one specific fact, figure or example from the script.
3. What benefit or positive result is mentioned?
4. What difficulty or concern is identified?
5. What action or recommendation is proposed?

B. READING

Project-based learning asks students to investigate a question or solve a practical problem over time. Instead of simply memorising information, learners apply ideas, collect evidence and present a result. A class might test water samples to study pollution or plan a school event within a budget. Practical tasks can make abstract ideas easier to understand.

Projects also develop skills that lectures alone may not provide. Students divide responsibilities, manage deadlines, explain decisions and respond to feedback. Different roles can allow quieter learners to contribute through research, design or organisation.

Nevertheless, projects are not automatically effective. Without clear goals, groups may spend more time decorating presentations than checking research. Unequal participation can be hidden if everyone receives the same grade. Teachers can set milestones, teach teamwork explicitly and combine group marks with individual assessment. Practical activity works best when supported by careful instruction.

Questions 6–12

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10. What practical response or principle does the writer recommend?
11. Find a word or phrase close in meaning to 'careful judgement'.
12. Summarise the passage in 25–35 words.

C. WRITING

Should schools use more practical projects and fewer examinations? Give reasons for your answer.

Suggested timing: 40 minutes. Develop a clear position, organise ideas logically, support claims with examples and check grammar.

D. SPEAKING — FULL IELTS FORMAT

Part 1: Short questions (4–5 minutes)

1. Which subject did you enjoy most at school?
2. Do you prefer studying alone or in a group?
3. What makes a teacher effective?

4. Have you completed a group project?
5. Should students have more practical lessons?

Part 2: Individual long turn

Describe something useful you learned by doing it yourself. Say what you learned, how you learned it, what difficulties you faced, and why it was useful.

Prepare for 1 minute; speak for 1–2 minutes. Aim for a connected answer with details and examples.

Part 3: Two-way discussion (4–5 minutes)

1. Should schools use more projects and fewer examinations?
2. What skills are difficult to learn from books alone?
3. How can teachers make group work fair?
4. Is practical experience as valuable as academic knowledge?
5. How might education change in the future?

Self-assessment: Rate fluency/coherence, vocabulary, grammar and pronunciation from 1–5. Write one specific goal for your next attempt.

UNIT 3: CULTURAL EXCHANGE

A. LISTENING — TEACHER SCRIPT

A college held an international food fair to help new students meet people from different backgrounds. Each group prepared a dish and explained its history. Visitors spent as much time asking about family traditions as they did tasting food. Organisers added labels for allergens and vegetarian options. Afterwards, students said they felt more comfortable approaching classmates they had not spoken to before. Next year, the college plans to include music, stories and games.

Questions 1–5. Answer in short phrases or sentences.

1. What is the main situation described?
2. Give one specific fact, figure or example from the script.
3. What benefit or positive result is mentioned?
4. What difficulty or concern is identified?
5. What action or recommendation is proposed?

B. READING

Cultural exchange occurs when people from different backgrounds learn about each other's customs, values and daily lives. It can happen through travel, education, work, sport or online collaboration. A student may learn local expressions in class but understand them more deeply while shopping, travelling on a bus or joining a family celebration.

Exchange can challenge stereotypes. Before meeting people from another country, someone may assume that everyone there shares the same habits or opinions. Direct conversation reveals that societies contain many viewpoints. People may also discover similarities: families everywhere often value safety, friendship and opportunities for children.

Good exchange requires more than curiosity. Visitors should listen respectfully, avoid treating one person as a spokesperson for an entire culture and accept that some customs may be unfamiliar. Hosts can explain expectations without assuming newcomers already understand them. When both sides ask questions and reconsider assumptions, exchange can build trust and support international cooperation.

Questions 6–12

6. Choose the best summary: A) The topic has one simple cause. B) The passage considers benefits, limitations and possible responses. C) No action is needed.
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9. True / False / Not Given: The writer suggests the same response works in every situation.
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11. Find a word or phrase close in meaning to 'careful judgement'.
12. Summarise the passage in 25–35 words.

C. WRITING

Living in another country is the best way to learn about its culture. To what extent do you agree?

Suggested timing: 40 minutes. Develop a clear position, organise ideas logically, support claims with examples and check grammar.

D. SPEAKING — FULL IELTS FORMAT

Part 1: Short questions (4–5 minutes)

1. What traditional food is popular where you live?

2. Do you enjoy learning about other cultures?
3. Have you attended a cultural festival?
4. What traditions are important in your family?
5. Is it easy to make friends with people from other countries?

Part 2: Individual long turn

Describe a cultural event you would like to attend. Say what it would be, where it would take place, who you would go with, and why you would like to attend.

Prepare for 1 minute; speak for 1–2 minutes. Aim for a connected answer with details and examples.

Part 3: Two-way discussion (4–5 minutes)

1. How can people learn about a culture without travelling?
2. Can tourism damage local traditions?
3. Why do misunderstandings happen between cultures?
4. Should schools teach more about other countries?
5. What do different cultures have in common?

Self-assessment: Rate fluency/coherence, vocabulary, grammar and pronunciation from 1–5. Write one specific goal for your next attempt.

UNIT 4: URBAN GREEN SPACES

A. LISTENING — TEACHER SCRIPT

Westford Council considered replacing part of an old park with a car park for nearby shops. Shop owners said customers often left because parking was difficult. Residents argued that the park provided shade, playgrounds and walking space. A transport officer proposed more frequent buses and short-stay parking on an unused site. The council agreed to study alternatives for two months and count park visitors at different times rather than relying only on comments at a meeting.

Questions 1–5. Answer in short phrases or sentences.

1. What is the main situation described?
2. Give one specific fact, figure or example from the script.
3. What benefit or positive result is mentioned?
4. What difficulty or concern is identified?
5. What action or recommendation is proposed?

B. READING

As towns become more crowded, parks can seem less important than housing, roads and shops. Yet even a small garden can improve daily life. Trees provide shade, plants absorb rainwater and open areas give children room to play. Nearby green space may also encourage people to walk and spend time outdoors.

Parks support social life too. A bench or shared garden allows neighbours to meet without buying anything. Gardening groups and outdoor classes can help people who might otherwise feel isolated. However, benefits are not distributed equally. Wealthier neighbourhoods often have better-maintained parks, while busy roads or unsafe crossings can make green spaces difficult to reach.

Protecting parks requires planning and public investment. Councils can involve residents, maintain paths and lighting, and connect green areas through safe walking routes. New developments can include trees and small open spaces. The challenge is to balance the need for homes and services with the long-term value of healthier, more liveable cities.

Questions 6–12

6. Choose the best summary: A) The topic has one simple cause. B) The passage considers benefits, limitations and possible responses. C) No action is needed.
7. Identify one benefit or opportunity mentioned.
8. Identify one risk, limitation or unequal effect discussed.
9. True / False / Not Given: The writer suggests the same response works in every situation.
10. What practical response or principle does the writer recommend?
11. Find a word or phrase close in meaning to 'careful judgement'.
12. Summarise the passage in 25–35 words.

C. WRITING

Some people think cities should build more homes even if green spaces are reduced. Discuss both views.

Suggested timing: 40 minutes. Develop a clear position, organise ideas logically, support claims with examples and check grammar.

D. SPEAKING — FULL IELTS FORMAT

Part 1: Short questions (4–5 minutes)

1. Is there a park near your home?
2. What do people in your area do outdoors?
3. Do you prefer natural places or busy city areas?

4. How often do you go for a walk?
5. What makes a public place comfortable?

Part 2: Individual long turn

Describe a public place you enjoy visiting. Say where it is, what people do there, how often you go, and why you enjoy it.

Prepare for 1 minute; speak for 1–2 minutes. Aim for a connected answer with details and examples.

Part 3: Two-way discussion (4–5 minutes)

1. Why are parks important in crowded cities?
2. Should cities prioritise housing or green spaces?
3. How can communities protect public areas?
4. Do people spend less time outdoors than before?
5. What responsibility should governments have for the environment?

Self-assessment: Rate fluency/coherence, vocabulary, grammar and pronunciation from 1–5. Write one specific goal for your next attempt.

ANSWER GUIDE & TEACHER ASSESSMENT

Listening: Q1 the main situation in the script; Q2 any accurate detail or figure stated; Q3 the stated benefit; Q4 the stated concern; Q5 the proposed action. Accept equivalent wording supported by the script.

Reading: Q6 B. Q7 accept a benefit stated in the passage. Q8 accept a risk or limitation stated in the passage. Q9 False, because the passages discuss context, trade-offs or differing needs. Q10 accept a supported response or principle. Q11 accept a contextually appropriate synonym. Q12 assess whether the summary accurately captures the central idea and a supporting point in 25–35 words.

Speaking rubric

Fluency and coherence: sustained speech, logical organisation and natural linking. **Lexical resource:** precise vocabulary, paraphrasing and limited repetition. **Grammar:** varied structures with control and accuracy.

Pronunciation: clear speech, effective word stress, pacing and intonation.

Teacher note: Use Part 3 to encourage reasons, examples, comparisons, consequences and alternative viewpoints. These are original IELTS-style practice materials, not official IELTS tests.