

IELTS ACADEMIC FULL PRACTICE TEST

Reading • Listening • Writing • Speaking

Original IELTS-style practice material for classroom use or self-study.

Note: This is not an official IELTS test. Listening scripts are provided for a teacher or study partner to read aloud; no audio is included.

Suggested timing

Section	Time	Tasks
Listening	About 30 min	20 questions
Reading	60 min	26 questions
Writing	60 min	2 tasks
Speaking	11–14 min	3 parts

Student name: _____

Date: _____ Target band: _____

BEFORE YOU BEGIN

- Attempt the questions under timed conditions before checking the answer key.
- For Listening, have someone read the scripts later in this booklet. Do not look at the scripts while answering.
- For Writing, aim for at least 150 words in Task 1 and 250 words in Task 2.
- For Speaking, record yourself if practising alone. Focus on clear answers, developed ideas, vocabulary, grammar and pronunciation.

LISTENING TEST

Section 1 — Course Registration

Questions 1–10. Complete the notes. Write NO MORE THAN TWO WORDS AND/OR A NUMBER.

Riverside Community Centre — Evening Computer Course

1. Course begins: _____
2. Classes are held on _____ and Thursdays.
3. Class time: _____ p.m. to 8:00 p.m.
4. Course length: _____ weeks.
5. Total fee, including textbook: £ _____
6. Students must bring photo _____ on the first day.
7. Interview appointment: Monday at _____
8. Centre address: 14 _____ Street.
9. The centre is opposite the _____.
10. Bus number _____ stops nearby.

Questions 11–15. Choose A, B or C.

11. The course is mainly for: A. experienced programmers B. beginners C. schoolchildren
12. If a student misses a class: A. pay a fee B. contact the tutor C. repeat the course
13. The first topic is: A. email and online safety B. spreadsheets C. photo editing
14. Computers available: A. 10 B. 12 C. 14
15. After the course students can: A. borrow a laptop B. join a free practice club C. get a job offer

Section 2 — Community Garden

Questions 16–20. Choose A, B or C.

16. The garden is behind the: A. sports centre B. public library C. train station
17. Volunteers meet: A. Saturday mornings B. Sunday afternoons C. Wednesday evenings
18. Volunteers may bring: A. gardening gloves B. their own tools C. a packed lunch
19. The garden's main aim is to: A. sell produce to shops B. offer shared green space and grow food C. train professional gardeners
20. To join, people should: A. complete an online form B. pay an annual fee C. attend a two-day course

READING TEST — PASSAGE 1

Restoring Urban Rivers

For much of the twentieth century, rivers running through towns and cities were treated as convenient places to dispose of unwanted materials. Factories released waste into the water, streets carried oil and litter into drains, and sections of river were straightened or enclosed in concrete to make room for roads and buildings. These changes damaged plants and animals and led some residents to regard rivers as dirty boundaries rather than public resources.

In recent decades, many local authorities have begun to restore urban rivers. Work can include removing rubbish, improving wastewater treatment, planting vegetation and replacing concrete edges with more natural slopes. Where space permits, engineers may reconnect rivers to wetlands or create shallow areas where water can spread during heavy rain. The aim is not always to return a river to its exact historical condition, which may be impossible in a densely built city. Instead, projects usually seek to improve ecological health while making waterways safer and more useful.

One benefit is the creation of habitats. Rivers with varied depths, plants and sheltered edges can support insects, fish, birds and small mammals. Trees provide shade, lowering water temperature, while their roots hold soil in place and reduce erosion. However, planting alone cannot solve every problem. If pollution continues or barriers prevent fish from moving between habitats, the benefits may be limited. Successful projects therefore combine several measures.

Restoration can also help cities respond to extreme weather. Concrete channels move water quickly, which may increase flood risk downstream. Connected wetlands and open floodplains can temporarily store some excess water after heavy rain. Vegetated banks may absorb rainfall and reduce the amount flowing into drains. These features cannot replace all flood walls or drainage systems, but they can form part of a broader plan.

Social effects can be significant. Paths beside the water give residents places to walk, cycle or sit outdoors. Schools may use restored areas for environmental lessons, while local groups organise litter collections and planting days. Involving residents from the beginning can encourage them to report pollution and help maintain the area after the project ends.

Restoration can also create difficult choices. A more attractive waterfront may push rents and property prices upwards, making the neighbourhood less affordable for long-term residents. Some projects address this by consulting residents, protecting affordable housing and keeping public access free. Others struggle to balance environmental goals with pressure to develop valuable land. Counting trees or measuring the length of river improved is therefore not enough to judge success.

A strong plan needs clear goals, reliable monitoring and long-term funding. Scientists can measure water quality and record wildlife, local authorities can examine whether flood damage has decreased, and residents can report litter or pollution. This evidence helps managers decide what works and what needs adjustment. Rivers change with seasons, weather and human activity, so restoration is best understood as an ongoing relationship between a city and its waterway.

Questions 1–5. Write TRUE, FALSE or NOT GIVEN.

1. Some cities straightened rivers to create space for development.
2. Every restoration project aims to return a river to its exact historical condition.
3. Trees can provide shade and help reduce erosion.
4. Restored rivers always remove the need for flood walls.
5. Every city in the passage successfully protected affordable housing.

Questions 6–9. Choose A, B, C or D.

6. Planting alone may fail because: A. birds dislike trees B. pollution or barriers may remain C. trees stop water D. plants are always costly
7. Wetlands can: A. stop rain B. temporarily store excess water C. widen roads D. replace all drains
8. A social benefit is: A. riverside paths and community activities B. free bicycles for all C. schools need no classrooms D. guaranteed shop profits
9. Restoration should be judged by: A. tree count only B. environmental, social and practical evidence C. river length only D. ignoring residents

Questions 10–13. Complete each sentence with NO MORE THAN TWO WORDS from the passage.

10. Wetlands can help reduce _____ after heavy rain.
11. Tree roots help reduce _____.

12. Rising property prices can make a neighbourhood less _____.
13. Restoration requires monitoring and _____ funding.

READING TEST — PASSAGE 2

The Value of Learning a Skill Slowly

Modern life encourages speed. People watch short tutorials, skim summaries and expect to become competent after a few sessions. Digital tools make learning accessible, but quick exposure is not the same as lasting ability. A learner may recognise an answer on a screen yet struggle to produce it independently a week later. Real skill requires using knowledge when the original example is no longer visible.

One reason slow learning works is retrieval. Instead of rereading information immediately, learners try to recall it from memory. This effort can feel uncomfortable, but it reveals what has actually been learned. If a learner cannot explain an idea without notes, the difficulty shows where more practice is needed. Feedback matters because mistakes need correcting before they become habits.

Spacing practice over several days is another useful technique. Returning to a topic after a delay can make some details harder to remember, but reconstructing them strengthens memory. A language student who practises vocabulary for fifteen minutes on four separate days may remember more a month later than someone who studies for one hour on a single evening. The best schedule depends on the material and the learner's level.

Learning improves when practice resembles the task a person eventually needs to perform. Someone preparing for a spoken examination should answer questions aloud, not only read model answers. A person learning bicycle repair needs to handle tools and diagnose real problems. Deliberate practice targets a specific weakness, uses feedback and makes adjustments. Repeating an easy activity can feel productive without producing much improvement.

Technology can support learning when used thoughtfully. Tutorials can be paused and replayed, flashcards can schedule reviews, and recordings can help students notice unclear pronunciation. Yet technology can also distract. Switching between apps and checking messages reduces attention available for difficult work. The important question is whether a tool helps the learner practise, notice errors and move towards a clear goal.

Teachers help learners manage difficulty. A task far beyond a student's ability can cause frustration; one that is too easy may not teach anything new. Good instruction adjusts the challenge, provides guidance when necessary and gradually removes support as competence grows. Confusion is not always evidence of failure; it may show that an old strategy no longer works.

Progress should be measured in more than one way. A quick quiz shows what a learner remembers today, but a later test may reveal whether knowledge has lasted. Performance in a familiar exercise may not transfer to a new situation, so learners should apply knowledge in different contexts. Slow learning is not about wasting time. It is about effort that produces durable understanding, independence and adaptability.

Questions 14–18. Choose the correct heading for each paragraph. One heading is not needed.

- A. Practice should resemble the real task
- B. The limits of quick exposure
- C. Finding the right level of challenge
- D. Remembering through effort and feedback
- E. Why technology should be rejected
- F. Spacing learning over time

14. Paragraph 1: ____

15. Paragraph 2: ____

16. Paragraph 3: ____

17. Paragraph 4: ____

18. Paragraph 6: ____

Questions 19–26. Complete each sentence with NO MORE THAN TWO WORDS from the passage.

19. Trying to recall information is called ____.

20. Learners need feedback to correct ____.

21. Reviewing after a delay can strengthen ____.

22. Practising on separate days is ____ practice.

23. Deliberate practice targets a specific ____.

24. Teachers may remove support as a learner's _____ grows.
25. A later test can show whether knowledge has _____.
26. Learners should apply knowledge in different _____.

WRITING TEST

Task 1 — Academic

Spend about 20 minutes. Write at least 150 words. The table shows the percentage of commuters using four transport methods in a city in 2010 and 2025.

Transport	2010	2025
Car	58%	42%
Bus	18%	24%
Bicycle	8%	17%
Walking	16%	17%

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

Task 2 — Essay

Spend about 40 minutes. Write at least 250 words.

Some people believe schools should spend more time teaching practical life skills, such as managing money, cooking and communication. Others believe traditional academic subjects should remain the main priority.

Discuss both views and give your own opinion. Support your ideas with reasons and examples.

SPEAKING TEST

Suggested time: 11–14 minutes. Record your answers if practising alone.

Part 1 — Introduction and Interview

- Do you work or are you a student?
- What do you enjoy most about your work or studies?
- How do you usually spend your weekends?
- Do you prefer learning alone or with others? Why?
- How often do you use technology to learn something?
- Is there a skill you would like to learn in the future?

Part 2 — Long Turn

Describe a time when you learned something that was difficult at first.

You should say what you wanted to learn, why it was difficult, what you did to improve, and how you felt when you made progress.

You have one minute to prepare. Speak for one to two minutes.

Part 3 — Discussion

- Why do some people give up when learning a new skill?
- Is it better to learn practical skills at school or at home?
- How has technology changed learning?
- Should adults continue learning throughout life?
- What makes a good teacher?
- Do people today expect to learn things too quickly?

LISTENING SCRIPTS — FOR THE READER ONLY

Do not read these scripts until the student has answered the Listening questions. Read naturally without explaining or paraphrasing. You may read each script twice.

Script 1 — Course Registration

Staff member: Riverside Community Centre, good morning. How can I help?

Caller: I'm interested in the evening computer course. I'm not very confident with computers. Is it suitable for beginners?

Staff member: Certainly. We start with email, searching online and internet safety. The next course begins on the eighteenth of November.

Caller: Which evenings are classes?

Staff member: Tuesdays and Thursdays, from half past six until eight. It runs for six weeks, giving twelve classes.

Caller: How much does it cost?

Staff member: One hundred and twenty pounds, including the textbook.

Caller: Do I need to bring anything?

Staff member: Bring photo identification on the first day. New students also attend a short interview. We have Monday at four fifteen available.

Caller: Where are you?

Staff member: Number fourteen King Street, opposite the public library. Bus twenty-six stops around the corner.

Caller: How many students are in a class?

Staff member: We have twelve computers and limit the group to twelve students, so everyone has their own computer.

Caller: What if I miss a lesson?

Staff member: Contact the tutor as soon as possible. We can suggest home practice but cannot guarantee a replacement lesson.

Caller: Will we study spreadsheets?

Staff member: Yes, later. We begin with email and online safety, then documents, spreadsheets and simple photo editing.

Caller: Is there anything after the course?

Staff member: Students can join our free weekly practice club.

Script 2 — Community Garden

Presenter: Green Corner is a community garden behind the public library, on land that was unused for years. Volunteers meet every Saturday morning at nine. People can stay for an hour or the whole morning.

Coordinator: You do not need gardening experience. We provide shared tools, although people may bring their own gardening gloves. We water plants, weed, plant vegetables and repair paths.

Presenter: Selling produce is not the main purpose. Some vegetables are shared among volunteers and some are donated to a nearby community kitchen. The garden also gives neighbours a place to meet, learn about nature and spend time outdoors.

Coordinator: There is no annual fee or two-day training course. Interested people should complete a short online form. A volunteer will then contact them with details of the next session. Children may attend with an adult, and we sometimes organise activities for local schools.

ANSWER KEY

Listening

1. 18 November
2. Tuesdays
3. 6:30
4. six
5. 120
6. identification / ID
7. 4:15
8. King
9. public library
10. 26
11. B
12. B
13. A
14. B
15. B
16. B
17. A
18. A
19. B
20. A

Reading Passage 1

1. TRUE
2. FALSE
3. TRUE
4. FALSE
5. NOT GIVEN
6. B
7. B
8. A
9. B
10. flood risk
11. erosion
12. affordable
13. long-term

Reading Passage 2

14. B
15. D
16. F
17. A

18. C
19. retrieval
20. mistakes
21. memory
22. spaced
23. weakness
24. competence
25. lasted
26. contexts

Self-assessment

- Listening and Reading: give one mark per correct answer and check spelling carefully.
- Writing: check task response, organisation, vocabulary, grammar and proofreading.
- Speaking: consider fluency and coherence, lexical resource, grammar and pronunciation. Accent alone does not determine your score.

This practice set is for learning and self-assessment; it does not produce an official IELTS band score.