EWS IELTS Academic Original Final Practice 1

Candidate question paper

Original EWS practice • Academic route • Edition 5 November 2026

FREE QUESTION PAPER

Name: _____

Date: _____

Use this paper for supervised practice. It contains 40 Listening questions, 40 Reading questions, two Writing tasks and all three Speaking parts. Blank response pages are included. Filled answers and teacher scripts are in a separate paid guide.

Listening needs a teacher to read the matched script. Recordings are not supplied in this edition. This is a teacher-led practice paper, not an audio-complete timed mock.

Reading: 60 minutes. Writing: 60 minutes. Speaking: 11-14 minutes with an examiner/partner. Teacher-led Listening timing depends on the reader; do not report a standardised score.

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The cases and practice data are fictional unless otherwise stated. These materials are independent EWS practice, not actual IELTS past papers, predictions or an endorsed IELTS product. Final papers are end-of-course practice, not official examinations.

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Listening

40 questions • Four parts • Teacher-led practice

Follow each group's answer limit. Listen once while the teacher reads. Do not look at a script. Write answers on the blank response page.

Part 1 - Booking a coastal bird walk

Questions 1-5. Complete the booking notes. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

1. Booking surname: _____
2. Revised date: _____
3. Session topic: _____
4. Current fee per person: £_____
5. Meeting point: outside the _____

Questions 6-10. Choose ONE answer, A, B or C.

6. What must visitors bring?

A binoculars
B a waterproof coat
C a camera manual

7. Which transport is included?

A a minibus ride
B a boat crossing
C a taxi transfer

8. Why has the usual route changed?

A It took too long.
B Part of the path is unsafe.
C A private event occupies the route.

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9. When can a visitor normally obtain a cancellation refund?

A up to the starting time
B at least forty-eight hours before the walk
C only if a replacement visitor is found

10. How will the booking confirmation arrive?

A by email
B by text message
C by post

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Part 2 - Community museum activities

Questions 11-15. Which activity is offered in each place? Choose the correct letter, A-F. Each letter may be used once only.

A restore damaged furniture
B investigate family history
C try ceramic printing
D record a personal memory
E identify plants
F handle samples of materials

11. Learning Studio

12. History Desk

13. Sound Booth

14. Garden Room

15. Craft Table

Questions 16-20. Complete the visitor notes. Write ONE WORD AND/OR A NUMBER for each answer.

16. Museum opening time: _____

17. Maximum guided-tour group: _____ people

18. Coin needed for a locker: £_____

19. Quiet visiting period begins at: _____

20. Take lost property to: _____

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Part 3 - Planning an attention study

Questions 21-25. Choose ONE answer, A, B or C.

21. Why was the original project question changed?

A Its topic had already been studied.
B It involved too many different factors.
C The students could not find a supervisor.

22. Where will the students recruit volunteers?

A sports clubs
B an online noticeboard
C first-year seminars

23. What is a feature of the revised design?

A Each participant completes both conditions.
B Participants choose their own condition.
C Two permanent groups use different tasks.

24. Which variable receives particular attention as a control?

A the type of chair
B the time of day
C the presence of windows

25. What is the students' main ethical concern?

A Volunteers may dislike the reward.
B The sound is likely to damage hearing.
C Volunteers may feel personally judged.

Questions 26-30. Who has primary responsibility for each task? Write M for Maya, N for Noah, or B for both students.

26. Prepare the first written instructions

27. Produce the random-order list

28. Conduct the pilot

29. Calculate the initial results

30. Write about the study's limitations

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Part 4 - Acoustic design for learning spaces

Questions 31-40. Complete the lecture notes. Write ONE WORD ONLY for each answer.

31. The persistence of sound after its source stops is called _____.
32. Suitable wall and ceiling materials can improve sound _____.
33. A quiet room still needs a suitable system of _____.
34. The number of people and objects in an area is its _____.
35. Different activities may be separated into distinct _____.
36. Understanding spoken words is an issue of speech _____.
37. Difficult listening can contribute to _____ over a teaching day.
38. The team collects people's experiences through _____.
39. Post-opening measurements should represent normal _____.
40. The final project stage should include _____ of actual benefits.

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Listening response page

Write one answer for each numbered question. This is a blank candidate sheet, not an answer guide.

1.	_____	21.	_____
2.	_____	22.	_____
3.	_____	23.	_____
4.	_____	24.	_____
5.	_____	25.	_____
6.	_____	26.	_____
7.	_____	27.	_____
8.	_____	28.	_____
9.	_____	29.	_____
10.	_____	30.	_____
11.	_____	31.	_____
12.	_____	32.	_____
13.	_____	33.	_____
14.	_____	34.	_____
15.	_____	35.	_____
16.	_____	36.	_____
17.	_____	37.	_____
18.	_____	38.	_____
19.	_____	39.	_____
20.	_____	40.	_____

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Academic Reading

60 minutes • 40 questions • No extra transfer time

Read all three passages and answer every question. Write the correct letters, words or numbers within the stated limits.

Passage 1 - Coastal adaptation beyond a single wall

A For a coastal town, adapting to rising water is not one engineering decision made once. A wall can reduce exposure to a particular event, but it can also shape where people build, what they expect government to guarantee and which future choices remain affordable. The fictional town of Northhaven illustrates these relationships. Its planning team begins with a map of present buildings and services, then adds several possible future water levels. The maps are scenarios, not promises about an exact date. Their purpose is to reveal decisions that are difficult to reverse, such as locating a new emergency centre on land that may become increasingly exposed over its working life.

B Conventional defences remain important in this discussion. A barrier can protect a compact area containing homes, businesses, roads and other valuable infrastructure. However, its performance depends on design assumptions and continuing care. Gates must operate when required, damaged sections need repair, and water arriving from rainfall or rivers may need a route out of the defended area. A large initial construction budget does not remove these obligations. Northhaven's team therefore compares long-term maintenance as well as initial cost. It also asks how the structure would perform if conditions exceeded the level for which it was designed. This does not make the barrier useless; it makes its limits part of responsible planning.

C Natural features can offer a different set of benefits and limitations. Beaches, dunes and wetlands may dissipate wave energy, provide habitat and create pleasant public spaces. Yet describing such features as natural does not mean that they remain effective without attention. A dune can be damaged by unmanaged access, while a wetland may be unable to move inland if roads or buildings block its path. There is also a question of scale: a narrow restored strip cannot automatically replace a large engineered defence. In Northhaven's scenarios, the team examines the space available for natural features and the processes that maintain them, rather than assuming that one attractive photograph proves a complete solution.

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D A third approach reduces the consequences of flooding without necessarily preventing all water from entering. Buildings can be adapted by moving vulnerable equipment, selecting recoverable materials and providing safer access. Essential services may need alternative routes or backup locations. Such measures are sometimes less visually dramatic than a new wall, but they can shorten disruption after an event. They also require distinctions between different buildings and users. A warehouse containing replaceable goods presents a different problem from housing occupied by people who need assistance to leave. The planning team therefore records both physical exposure and the likely difficulty of recovery, rather than treating every coloured square on a map as equivalent.

E In some locations, the most sustainable long-term choice may involve moving particular activities away from the shore. This is often discussed as though it were a purely technical response to a line on a map. In practice, relocation affects identity, employment, daily journeys and relationships with neighbours. Owners and tenants may also have different rights and resources. A compensation scheme designed only around property ownership could overlook people whose lives are equally disrupted but who do not own a building. Northhaven's planners use relocation scenarios to identify these issues early. Their aim is to investigate what a workable transition would require, rather than announcing a distant move as if the difficult social questions had already been solved.

F Uncertainty makes a staged plan attractive. Instead of committing immediately to one expensive solution, a town can identify actions that are useful under several scenarios and reserve options for later decisions. An example would be purchasing land needed for a possible future drainage route while postponing construction until a defined threshold is reached. A threshold should be observable and linked to a practical response, not merely a vague expression of concern. The plan must also explain who monitors the evidence and who has authority to act. Without those responsibilities, a supposedly flexible strategy can become a reason to delay every difficult choice until an emergency removes the opportunity to choose.

G The strongest adaptation proposals consequently combine physical measures, social arrangements and continuing review. They do not eliminate disagreement: one district may receive a barrier while another is offered building adaptations, and residents may reasonably question the distribution of costs and benefits. Open explanation is therefore as important as presenting an impressive model. Northhaven's fictional planning exercise does not identify a universal winner among walls, natural features, adaptation and relocation. It shows why selecting an approach requires attention to place, time and people. Success means reducing

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harm while retaining workable future choices, not claiming that a coastline can be made permanently free from change.

Questions 1-5. Choose the correct heading for paragraphs A-E from the list below. Write the correct Roman numeral, i-vii.

i Preparing decisions for several possible futures
ii The continuing obligations of built protection
iii Natural features and the space they require
iv Reducing disruption rather than excluding all water
v The social consequences of moving activities
vi Proving that every coastal town should relocate
vii A history of nineteenth-century harbour construction

1. Paragraph A
2. Paragraph B
3. Paragraph C
4. Paragraph D
5. Paragraph E

Questions 6-9. Do the statements agree with the information in the passage? Write TRUE, FALSE or NOT GIVEN.

6. Northhaven's maps predict an exact date when each future water level will occur.
7. A barrier's initial construction cost removes the need for later maintenance.
8. Northhaven has already completed the purchase of land for a new drainage route.
9. A compensation scheme based only on ownership may miss some affected people.

Questions 10-13. Complete the sentences using NO MORE THAN TWO WORDS from the passage for each answer.

10. Roads and buildings may prevent a wetland from moving _____.
11. The team records physical exposure and the likely difficulty of _____.
12. A staged plan may postpone construction until a defined _____ is reached.

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13. The passage rejects the idea of a _____ winner among adaptation approaches.

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Passage 2 - What a museum keeps

A A museum collection is often imagined as a set of valuable objects waiting to be displayed. That image overlooks the decisions required before an object enters storage and throughout the years after it arrives. A collection can support exhibitions, education and research, but keeping an item creates obligations even when visitors never see it. The fictional Bellweather Museum recently reviewed a proposal to accept a large workshop collection. The offer included tools, account books, photographs and unfinished products. Staff did not begin by asking which item would look most impressive in a case. They first examined whether the material fitted the museum's purpose and whether they could care for it responsibly.

B One early task was to establish provenance: the history of an object's ownership and use. A polished tool without reliable information may be less useful for some research questions than an ordinary object accompanied by a detailed record. Staff wanted to know who had used the workshop tools, which processes they supported and how the collection had been assembled. They also examined whether the person offering the objects had the authority to transfer them. Good intentions do not answer every legal or ethical question. For example, possession of a photograph does not automatically establish a right to reproduce the image. Uncertainty should be recorded rather than hidden behind an appealing story.

C Documentation has a similar practical importance after an acquisition is accepted. Giving an object a number creates a link between the item and the information held about it. That link can be weakened when labels become detached, boxes are rearranged or digital records use inconsistent names. At Bellweather, staff designed a small trial before processing the entire workshop collection. They tested whether an unfamiliar colleague could locate selected objects from the catalogue records and return them correctly. This modest exercise revealed that several descriptions made sense only to the person who had written them. The team revised its language and location records before multiplying the same problems across hundreds of items.

D Storage is another active decision rather than a neutral pause before display. Different materials respond differently to handling, light and environmental conditions. An item can be stable in one situation and vulnerable in another. Staff therefore need a reasoned care plan, appropriate packaging and a way to notice deterioration. Conservation does not always mean making an object look new. In some cases, wear is evidence of use, and removing it would reduce the information the object contains. The aim may instead be to stabilise the material and make later examination possible. Such choices require an explanation of what is being preserved

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and why, not an automatic preference for the cleanest appearance.

E Digitisation can widen access, especially for people who cannot travel to a museum, but it does not turn a physical collection into a cost-free one. Producing a useful digital record involves decisions about lighting, scale, description, file management and rights. A photograph may reveal the decoration on a vessel while showing little about its weight or the marks inside its base. Digital images can answer some questions and stimulate new ones, yet they should not be treated as complete substitutes for objects. Bellweather's staff also recognised that files require maintenance. An accessible image stored in an obsolete or poorly managed system can become difficult to locate long before the physical object has disappeared.

F Collections also raise questions about whose knowledge is represented. A catalogue written solely by specialists may miss the names, uses or meanings known by people connected with an object. Inviting community contributions can enrich a record, but it does not remove the need to identify the source and status of each claim. Two people may offer different memories, and both accounts may be worth preserving without declaring either to be a complete account of the past. Participation should therefore be organised as a relationship, not as a request for unpaid anecdotes after all important decisions have already been made. Contributors need to understand how their information may be used and whether it will be publicly attributed to them.

G The workshop proposal consequently became a test of the museum's capacity to make and sustain commitments. Accepting everything would have been easy to announce but difficult to manage. Staff recommended a smaller, coherent selection supported by reliable records, alongside an agreement about access to material remaining with its owner. This was not a judgement that the rejected objects lacked all value. It recognised that value depends partly on the questions a collection can support and on the care an institution can provide. A museum demonstrates responsibility not simply by increasing the number of objects it owns, but by making the reasoning behind acquisition, care and access visible.

Questions 14-18. Choose ONE answer, A, B, C or D.

14. What did Bellweather staff first consider about the workshop offer?

A which object had the highest sale price
B whether it matched the museum’s purpose and care capacity
C how quickly all the objects could be displayed
D whether visitors already recognised the workshop

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15. Why can an ordinary object be valuable to researchers?

A It is always easier to conserve.
B Its detailed associated record may answer research questions.
C It will necessarily attract more visitors.
D Its appearance proves who owned it.

16. What did the documentation trial reveal?

A Every object required a different numbering system.
B Some descriptions depended on the writer's private knowledge.
C Digital catalogues were less accurate than paper catalogues.
D Colleagues refused to return the objects.

17. What point does the writer make about conservation?

A It always aims to remove signs of use.
B It may preserve wear because wear can provide evidence.
C It should make all objects suitable for handling.
D It is needed only for items on display.

18. What did staff finally recommend?

A accepting the entire workshop collection
B selling items not selected for exhibition
C accepting a coherent smaller selection
D replacing all physical objects with photographs

Questions 19-22. Write TRUE, FALSE or NOT GIVEN according to the passage.

19. Owning a photograph necessarily gives a person permission to reproduce it.

20. The documentation trial included asking an unfamiliar colleague to locate objects.

21. Bellweather hired an outside company to store all its digital images.

22. Community contributors may offer different memories of the same object.

Questions 23-26. Complete the summary using ONE WORD ONLY from the passage for each answer.

23. Provenance concerns the history of an object's ownership and _____.

24. The link between an object and its record can weaken when _____ become detached.

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25. Digital files, like collections, require continuing _____.

26. The museum should make the _____ behind its decisions visible.

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Passage 3 - Attention is not the same as learning

A A classroom full of students looking at a teacher provides an appealing picture of successful instruction. Yet visible attention and durable learning are not identical. A student may follow an explanation comfortably without later being able to use the idea, while another may pause, look away and struggle productively with a difficult question. This distinction matters when institutions choose how to evaluate teaching. The fictional Norchester College considered introducing a system that would report how often students appeared to face the front of a room. Its staff debate shows why a convenient observation can be informative without being an adequate measure of the outcome an institution really values.

B Part of the difficulty lies in the range of processes hidden inside the word attention. A learner may select relevant information, resist a distraction, maintain a goal or decide to return to an earlier point. These activities are not necessarily visible in the same way. Looking at a screen could indicate concentration on a task, confusion about instructions or an unrelated activity. Similarly, silence can accompany careful thinking or complete withdrawal. A teacher needs information about what a learner is doing with material, not merely evidence that the learner is physically present and facing a particular direction. Behavioural signals may start an enquiry, but their interpretation requires context.

C The design of a task can help make thinking more observable. Asking students to explain a choice, compare two possible answers or predict a result can reveal their current understanding. Such tasks are useful not because every answer should be immediately correct, but because a response provides evidence on which teaching can act. At Norchester, one tutor compared a lesson ending with the question 'Is that clear?' with a lesson ending in a short explanation task. The second approach generated specific misunderstandings to discuss. The example did not prove that one teaching technique is always superior; it illustrated how a small change in the information requested from students can change what a teacher knows.

D An important consequence is that easy performance during a lesson should not be confused with lasting accessibility of knowledge. When an example has just been demonstrated, a student may reproduce its steps using cues that will not be present later. A new situation can therefore reveal weaknesses that remained hidden during closely supported practice. Teachers can respond by varying examples and returning to earlier material after an interval. However, a delayed question is useful only if its demands are understood. A student who fails because of unfamiliar wording may need different support from one who understands the question but has

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forgotten the underlying concept. Assessment needs to distinguish these possibilities rather than treating every wrong answer as the same event.

E There is also a risk in assuming that effort necessarily means failure. A learner who has to retrieve an idea may work more slowly than one who is copying from a recent example. The slower activity can nevertheless provide useful information about what the learner can produce independently. This does not mean that maximum difficulty is always desirable. A task so difficult that a student cannot begin may generate frustration without giving the teacher much meaningful evidence. The practical question is whether the learner has enough knowledge and support to attempt a worthwhile response. Productive challenge lies between effortless repetition and confusion that leaves no route forward.

F Technology can assist this work when the information it supplies is interpreted cautiously. A short digital quiz can collect responses from a large group, identify a common error and allow a teacher to choose a useful follow-up example. It cannot, by itself, explain every reason behind an answer or establish how the student will perform in a different context. Norchester's discussion therefore shifted away from purchasing an apparently precise attention score. Staff instead proposed combining brief responses, student explanations and later application tasks. They also asked who would see the records and whether a tool intended to support teaching might gradually become a way of ranking people using an incomplete measure.

G The lesson from the fictional debate is not that observable behaviour has no value or that teachers should abandon efficient tools. Rather, an indicator should be judged by the decision it can reasonably support. A glance around a room may suggest that instructions need repeating; a wrong quiz response may suggest a concept needs revisiting. Neither observation independently proves how much a person has learned. Useful evaluation connects evidence with a clear purpose, preserves the possibility of alternative explanations and checks understanding beyond the moment of instruction. The aim is not to make learning look orderly at every instant, but to discover what learners can explain and use when support is reduced.

Questions 27-32. Which paragraph contains the following information? Write the correct letter, A-G. You may use a letter more than once.

27. An example of two lesson endings giving teachers different information

28. A concern that a support tool could become a ranking system

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29. A distinction between unfamiliar wording and forgotten knowledge
30. Several possible meanings of looking at a screen
31. A proposed system based on students facing the front
32. A warning that excessive difficulty can produce unhelpful frustration

Questions 33-36. Do the statements agree with the claims of the writer? Write YES, NO or NOT GIVEN.

33. The writer regards visible attention as a complete measure of durable learning.
34. A closely supported exercise can conceal weaknesses that a new task later reveals.
35. Norchester's proposed attention system cost less than its existing quiz software.
36. The passage recommends making every task as difficult as possible.

Questions 37-40. Complete the sentences using NO MORE THAN TWO WORDS from the passage for each answer.

37. Behavioural signals need to be interpreted in _____.
38. The explanation task revealed specific _____ for the teacher to discuss.
39. Later tasks can show what a student can produce _____.
40. Useful evaluation leaves room for alternative _____.

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Reading response page

1.		21.	
2.		22.	
3.		23.	
4.		24.	
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6.		26.	
7.		27.	
8.		28.	
9.		29.	
10.		30.	
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12.		32.	
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19.		39.	
20.		40.	

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Academic Writing

60 minutes • Complete both tasks

Task 1 - about 20 minutes

You should spend about 20 minutes on this task. The table shows the percentages of visitors to a fictional city museum who first heard about it through four channels in 2015,2020 and 2025. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. Write at least 150 words. All figures are fictional practice data.

Source of first information	2015 (%)	2020 (%)	2025 (%)
Printed publicity	40	25	15
Email	25	25	20
Social media	10	30	50
Word of mouth	25	20	15

All figures are original fictional practice data. Write at least 150 words.

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Writing Task 1 - response

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Writing Task 1 - response continued

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Writing Task 2 - about 40 minutes

You should spend about 40 minutes on this task. Some people think governments should spend more on protecting existing coastal communities from flooding. Others believe public money should help people and services move away from high-risk coastal areas. Discuss both views and give your own opinion. Give reasons for your answer and include relevant examples from your own knowledge or experience. Write at least 250 words.

Write at least 250 words. Give reasons and relevant examples.

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Writing Task 2 - response continued

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Writing Task 2 - response continued

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Speaking practice

11-14 minutes • Three parts • Teacher/partner required

Part 1 - Introduction and interview (4-5 minutes)

Do you work or are you a student?

What do you enjoy about the place where you work or study?

Do you like visiting museums?

What sort of information do you usually look for online?

Do you prefer learning alone or with other people?

Has the way you use your free time changed?

Part 2 - Long turn

Prepare for one minute, then speak for one to two minutes. The examiner may ask one or two short follow-up questions.

Describe a place near water that you know.

• where the place is

• when you went there

• what people can do there

• and explain why you remember this place.

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Speaking Part 2 - preparation notes

Part 3 - Discussion (4-5 minutes)

Why do many people enjoy spending time near water?

What difficulties can growing visitor numbers create for coastal places?

Who should pay for protecting public spaces from environmental damage?

How can governments involve local people in decisions about change?

Is it possible to balance the needs of visitors and residents?

How might the use of coastal land change in the future?

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