EWS IELTS Academic Original Final Practice 2

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 community cooking workshop

Questions 1-6. Complete the booking notes. Write ONE WORD AND/OR A NUMBER for each answer.

1. Booking surname: _____
2. Revised workshop date: _____
3. Current workshop fee: £_____
4. Room name: _____
5. Bring a _____ for taking food home.
6. Tutor's starting time: _____

Questions 7-10. Choose ONE answer, A, B or C.

7. What is included in the fee?

A all ingredients
B the tutor's recipe booklet
C a set of tools to keep

8. Why did the organisation change venues?

A The old kitchen was too small.
B The new kitchen offers better access.
C The new building is near the shops.

9. Where should visitors leave a car?

A directly outside the entrance
B in the public car park beyond the bridge
C in the supermarket car park

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10. Until when will the place be held?

A noon tomorrow
B five pm today
C five pm tomorrow

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Part 2 - Using the Mapletown bus network

Questions 11-15. Complete the transport notes. Write ONE WORD AND/OR A NUMBER for each answer.

11. First weekday bus from the interchange: _____

12. Current day-ticket price: £_____

13. Day tickets expire at _____ on the purchase day.

14. University bus number: _____

15. Replacement travel cards are issued at the _____.

Questions 16-20. Choose ONE answer, A, B or C.

16. What is the main purpose of the new eastern route?

A connecting residential areas to frequent services
B replacing a hospital service
C creating a tourist sightseeing route

17. When may full-size bicycles normally be carried?

A on weekends only
B during the morning peak only
C during off-peak periods if space allows

18. What should evening groups do?

A pay a special booking charge
B contact the operator at least a day before travel
C arrive at the departure bay an hour early

19. When may a bus wait for a delayed train?

A whenever a passenger asks
B when instructed by the control office
C only on the final journey of the day

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20. What is recommended first for routine route enquiries?

A the website
B the emergency number
C a visit to the replacement-card office

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Part 3 - Researching an equipment-lending service

Questions 21-26. Choose ONE answer, A, B or C.

21. What is the main weakness of the booking records?

A They identify every student by the wrong name.
B They do not show unsuccessful attempts to borrow.
C They contain no dates.

22. How will questionnaire invitations be distributed?

A through first-year accommodation blocks
B through the sports clubs only
C through a general campus noticeboard

23. How many interviews are now planned?

A four
B twelve
C eight

24. Why should one draft question be removed?

A It leads respondents towards an expected answer.
B It uses a technical word students will not understand.
C It repeats a question about room size.

25. How many students will take part in the questionnaire pilot?

A two
B ten
C six

26. What caution does the tutor give?

A Existing records must never be used.
B Interest does not necessarily predict future borrowing.
C Interviews always produce more accurate totals.

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Questions 27-30. Who will have primary responsibility for each task? Write A for Ali, B for Beth, or C for both.

27. Prepare the first consent information

28. Clean the booking data

29. Conduct the interviews

30. Create the report graphics

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Part 4 - Observational research in a public square

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

31. A plan covering relevant times and conditions addresses the issue of _____.
32. Researchers must choose an appropriate observation _____.
33. A marked plan helps define the study's geographical _____.
34. Clear _____ distinguish observable actions without guessing private purposes.
35. A practice session is part of observer _____.
36. Researchers compare records to assess _____ between observers.
37. Avoiding unnecessary personal records is an issue of _____.
38. Weather and temporary events form part of the observation _____.
39. Combining observations with other evidence is known as _____.
40. A clear account of methods and limits provides _____.

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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.	_____
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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 - Looking at the whole food system

A Discussions of sustainable food often begin with the farm. How much can be produced from a field, and how efficiently can water, energy and other inputs be used? These are important questions, but they describe only part of a longer system. Food is processed, stored, moved, sold, prepared and sometimes discarded before it provides any benefit to a consumer. An improvement at one stage can alter pressures elsewhere. Higher yields may reduce the land needed for a given harvest, but their value still depends on what happens to that harvest. A whole-system approach therefore examines relationships between stages rather than assuming that a single efficient operation necessarily creates the best overall result.

B Transport illustrates the difficulty of judging food from one simple label. A shorter journey may be useful, but distance alone does not describe the energy used in production, storage and delivery. A small load moved inefficiently can present a different problem from a full vehicle following a planned route. The fictional Rivergate Food Hub uses regional suppliers where practical, but it does not promise to purchase everything from within a fixed boundary. Seasonal availability, storage capacity and the reliability of deliveries all influence its choices. The hub's managers explain the reasons for particular decisions rather than treating the word local as a complete description of environmental performance or a guarantee that every product has the same impact.

C Waste is another area in which definitions matter. An estimate based on the weight of all discarded material is different from an estimate concerned only with material that could have been eaten. A retailer might reduce its own recorded waste by transferring unwanted products to another organisation, but the final outcome depends on whether that organisation can use them. Similarly, a household may buy a larger pack because its unit price is lower, then discard part of it. Measurements need to identify where material goes and why. Without a clear boundary and definition, an apparently impressive improvement may mean that a loss has been moved somewhere else in the system rather than prevented.

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D Institutional buyers can influence these relationships through their contracts. A school catering service, for example, must plan meals while dealing with changes in attendance, deliveries and available produce. A rigid order may make preparation simple but leave little room to use an unexpected seasonal surplus. A more flexible arrangement can help, but flexibility is not cost-free. Kitchens need the skills, equipment and information required to change a menu without creating confusion. Suppliers also need sufficiently predictable orders to plan their work. At Rivergate, a hypothetical school partnership shares forecasts and agrees on a small number of acceptable substitutions. The example concerns coordination between organisations, not a claim that every kitchen should change its menu at the last moment.

E Resilience brings a further trade-off. Depending on one highly efficient supplier or route may keep ordinary costs low while making the system vulnerable to interruption. Maintaining alternatives can require extra relationships, storage or administrative work that appears unnecessary during normal operation. Yet a system designed only around the most common conditions may respond poorly when those conditions change. Rivergate's exercise compares several types of disruption rather than selecting one dramatic event as the basis for every decision. It does not attempt to create a completely self-contained regional food economy. The question is how to retain workable alternatives and recover from interruptions without making everyday supply unaffordable.

F Fairness must also be included if an improvement is to be sustainable in a wider sense. Consumers need affordable food, but a low selling price may conceal demanding conditions for workers or financial pressure on producers. An institution that introduces an environmental target without considering who pays for it can shift burdens towards people with little power to refuse. Conversely, a technically attractive scheme may fail if it requires households to spend time or money they do not have. These issues cannot be resolved by a delivery schedule alone. They require discussion about responsibilities, resources and the distribution of benefits, including the experiences of people who are not represented at the planning table.

G For these reasons, small and well-described trials can be more useful than ambitious claims based on one attractive indicator. A trial might compare two ordering arrangements while recording purchases, unused food, staff time and supplier experience against a clear baseline. Its conclusions would still have limits, but other organisations could understand what had changed and decide whether the approach suited their circumstances. The fictional hub does not demonstrate that a particular label, technology or buying habit can solve every problem. It illustrates a way of asking better questions. Sustainable food systems depend on connections

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between decisions, and evaluating those connections requires more than choosing the result that is easiest to count.

Questions 1-5. Do the statements agree with the information in the passage? Write TRUE, FALSE or NOT GIVEN.

1. The value of a higher farm yield depends partly on what happens after harvest.
2. Distance alone provides a complete measure of food's environmental performance.
3. Transferring unwanted food to another organisation always prevents waste.
4. The Rivergate school partnership began in June.
5. Environmental targets can move costs towards people who have little ability to reject them.

Questions 6-9. Which paragraph contains the following information? Write the correct letter, A-G. You may use a letter more than once.

6. A distinction between ordinary operating efficiency and the ability to handle interruption
7. The need for kitchen staff to have suitable skills and equipment when orders are flexible
8. An example in which a lower unit price may lead to material being discarded
9. A proposal to evaluate several outcomes against an initial reference point

Questions 10-13. Complete the sentences using ONE WORD ONLY from the passage for each answer.

10. Rivergate considers seasonal availability, storage capacity and delivery _____.
11. The school partnership agrees on acceptable _____ when a planned product changes.
12. Maintaining alternative suppliers and routes can improve _____.
13. A useful trial compares its results with a clear _____.

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Passage 2 - A bus network is more than a route map

A A route map can give a misleading impression of how well public transport serves a town. Lines may appear to reach almost every neighbourhood, yet a passenger's experience depends on when a service runs, how reliably it arrives and whether it connects with other useful destinations. The fictional town of Mapletown reviewed its bus network after residents reported that journeys which looked simple on the map were difficult to make in practice. Planners began with complete journeys rather than isolated routes. This meant considering the walk to a stop, the wait, the time on board, any transfer and the final walk, not just measuring the distance travelled by the vehicle.

B The review exposed a familiar tension between coverage and frequency. With a fixed number of vehicles, extending services to more streets can reduce how often a bus reaches any particular stop. A route passing close to every house may therefore be less useful for some journeys than a more frequent route a short walk away. There is no universal answer, because people differ in their ability to walk and in the times they need to travel. Mapletown's exercise makes those trade-offs visible. A promise to maximise both coverage and frequency without changing the available resources would hide the choices that planners and residents actually need to discuss.

C Transfers are another source of disagreement. Passengers often prefer a direct journey, but a network organised entirely around direct routes can spread services thinly across many different combinations of origin and destination. A smaller set of frequent, well-connected routes may make more journeys practical, even when some passengers need to change buses. The quality of the interchange then becomes important. Clear information, shelter, safe crossings and a reasonable connection time can reduce the inconvenience of changing. A transfer is not simply a mark on a diagram; it is an experience at a particular place, possibly while carrying bags, travelling with children or coping with limited mobility.

D Reliability should also be distinguished from average speed. A service that is usually fast but occasionally very late may be difficult to use for an appointment or the start of a work shift. Providing priority at a congested junction can therefore be valuable even if it produces only a modest change in the average journey time. However, street space has competing uses. A bus lane may replace parking or alter loading arrangements, and the people affected need a clear explanation of the intended benefit. In the fictional review, planners compare the consistency of journey times as well as their average, and they record effects on other street users rather than

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counting bus performance alone.

E Fares influence whether a connected network is genuinely useful. If passengers pay again whenever they change vehicles, a journey with a transfer can be financially unattractive even when the timetable works well. A ticket valid across several routes can address that problem, but its price and conditions still matter. Discount schemes may help particular groups while creating complex rules that are hard to understand. Equally, reducing fares does not by itself create an evening service where none exists. Mapletown considers affordability and service design together, rather than treating cheap tickets as a complete substitute for a network that reaches the places and times people need.

F Information is part of that design, not decoration added after the timetable is finished. A geographically accurate map may be useful for locating a stop, while a simplified diagram may make the sequence of routes and connections easier to understand. Each serves a different purpose. Consistent destination names and clear explanations of ticket rules can prevent errors before a passenger boards a vehicle. Digital information can help, but printed information remains useful when a phone is unavailable, a battery is flat or a visitor prefers a larger fixed display. The review therefore avoids assuming that one medium or style of map will answer every question for every traveller.

G Evaluation must finally look beyond total passenger numbers. A change could attract many journeys on a busy corridor while removing the only practical connection available to a small group of shift workers. Conversely, a lightly used service may provide access to education, care or employment that would otherwise be difficult to reach. These effects do not mean that every route should be preserved forever, but they should be visible when alternatives are compared. Mapletown's fictional exercise combines journey observations, user accounts and access measures before recommending further trials. Its purpose is not to produce the most impressive map, but to understand which journeys the network actually makes possible and for whom.

Questions 14-18. Choose the correct heading for paragraphs A-E. Write the correct Roman numeral, i-vii.

i Evaluating the whole passenger journey
ii The trade-off between reaching more streets and running more often
iii Making a change of vehicle workable
iv Consistency of arrival as well as speed

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v Considering ticket costs alongside the network
vi Why all direct routes must be abolished
vii The origins of nineteenth-century tramways

14. Paragraph A

15. Paragraph B

16. Paragraph C

17. Paragraph D

18. Paragraph E

Questions 19-22. Choose ONE answer, A, B, C or D.

19. What does the passage say about a fixed fleet of buses?

A It can always maximise coverage and frequency simultaneously.
B Extending coverage can reduce frequency.
C It prevents any changes to routes.
D It removes the need to consult residents.

20. What makes a transfer more acceptable?

A a diagram that omits walking distances
B a place with clear information and suitable facilities
C a rule requiring passengers to buy two tickets
D a timetable with fewer connections

21. Why can priority at a congested junction be valuable?

A It may make journey times more consistent.
B It guarantees that no passenger will be late.
C It removes every conflict over street space.
D It makes all services direct.

22. Why is a simplified route diagram sometimes useful?

A It always gives the exact position of every stop.
B It can make route order and connections clearer.
C It removes the need for destination names.
D It is intended only for people with phones.

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

23. A ticket valid across routes can reduce the extra financial cost of a _____.

24. Digital and _____ information can meet different traveller needs.

25. The review warns against judging the network only by total passenger _____.

26. The proposed evaluation includes observations, user accounts and measures of _____.

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Passage 3 - Cooperation needs more than goodwill

A When a project misses its deadline, an organisation may conclude that its staff need to cooperate more. The response is often another meeting, a shared online space or a statement encouraging teamwork. These measures can help, but the existence of communication does not establish that people have the information and authority required to coordinate their work. The fictional company Eastmere Design reviewed a delayed refurbishment project to understand this distinction. Its staff were not unwilling to help one another. The difficulty was that several tasks depended on decisions made elsewhere, and those dependencies were not visible to the people preparing the schedule.

B Coordination begins with making such relationships understandable. A person receiving a task needs to know not only when something is expected, but also what will be provided and which decisions are already settled. A handover can fail when one team thinks it is supplying a finished design while another expects an early version for discussion. At Eastmere, the review introduced a brief written handover describing the status of the work, outstanding questions and the next responsible person. The purpose was not to document every conversation. It was to reduce uncertainty at points where one person's output became the starting condition for somebody else's work.

C Cooperation also depends on how disagreement is handled. A team that appears harmonious may be avoiding questions that later become expensive to resolve. Staff need a way to challenge an assumption without turning every discussion into a judgement about a colleague's competence or motives. This does not require universal agreement or an unlimited period for debate. It requires a distinction between examining a reason and attacking a person. In Eastmere's fictional exercise, a short review meeting asked participants to identify one assumption that could affect the next stage. The meeting was useful when it produced a decision or a clearly assigned follow-up question, not simply when everybody expressed a positive attitude.

D Clear responsibility remains important even when decisions draw on distributed expertise. Someone with detailed knowledge of materials may identify a constraint that a project leader has not noticed. That contribution should inform the decision, but it does not automatically mean that every participant must approve every technical choice. The organisation needs to state who makes the final decision, who must be consulted and who needs to be informed afterwards. Without those distinctions, a request for collaboration can become a demand for endless

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permission. Alternatively, a leader may ask for suggestions while leaving no real opportunity for relevant knowledge to influence the result. Both patterns weaken the practical value of participation.

E Informal relationships often compensate for weaknesses in formal systems. An experienced employee may know whom to telephone when a delivery changes or which colleague can explain an unfamiliar drawing. Such knowledge can keep work moving, but dependence on a small number of well-connected people creates vulnerabilities. New staff may struggle to gain the same access, and an absence can reveal that an essential process existed mainly in one person's memory. Eastmere did not try to eliminate informal contact. It asked which recurring information should also be available through a shared, maintained record, so that useful relationships supported the system rather than acting as its only repair mechanism.

F Incentives can either support or undermine these arrangements. If individuals are rewarded solely for completing their own tasks quickly, they may pass unresolved problems downstream or hesitate to spend time helping another team. A collective target can encourage shared effort, but it may also conceal unequal contributions if nobody examines how work is distributed. Counting messages or meetings offers little solution, since a large volume of communication may indicate confusion rather than effective cooperation. A more useful discussion connects expectations with the actual interdependence of tasks. It considers what people are encouraged to do, what they can control and how success is described across organisational boundaries.

G The fictional review therefore treated cooperation as something designed and maintained through ordinary work, rather than as a personality trait that staff either possess or lack. Eastmere proposed a small trial of the new handover and decision rules, followed by a review of delays, repeated questions and staff experience. Any improvement would still need careful interpretation, because a quieter period or a change in staffing could also affect results. The objective was not to prove that one procedure solves every project problem. It was to make important dependencies visible, clarify choices and learn from the points where coordination breaks down. Goodwill matters, but it is more effective when people have workable arrangements through which to express it.

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Questions 27-30. Choose ONE answer, A, B, C or D.

27. What was a central problem in Eastmere's delayed project?

A Staff refused to communicate with one another.
B Important task dependencies were not visible to schedulers.
C The company had no online communication tools.
D Every task had been assigned to the same employee.

28. What is the purpose of the written handover?

A to replace every informal conversation
B to record the status of work and the next responsibility
C to prove that a design is always final
D to prevent other teams asking questions

29. How can an apparently harmonious team have a weakness?

A It may avoid important questions.
B It may consult too many outside experts.
C It may keep its schedule too visible.
D It may make decisions too early in every case.

30. What does the writer suggest about counting messages?

A It is the most reliable measure of cooperation.
B It should replace review meetings.
C A high count can reflect confusion rather than effectiveness.
D It always reveals the person responsible for a delay.

Questions 31-35. Write TRUE, FALSE or NOT GIVEN according to the passage.

31. The passage states that every participant must approve every technical decision.

32. A knowledgeable employee's absence can expose weaknesses in an informal process.

33. Eastmere decided to eliminate all informal contact between teams.

34. Eastmere employs exactly twelve project leaders.

35. A collective target can sometimes hide differences in individual contribution.

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Questions 36-40. Complete the summary using ONE WORD ONLY from the passage for each answer.

36. The handover records outstanding _____ as well as the status of work.

37. Examining a reason should be distinguished from _____ a person.

38. A maintained shared record can help make knowledge available to _____ staff.

39. Expectations should reflect the _____ of tasks.

40. The trial is followed by a review of delays, repeated questions and staff _____.

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Reading response page

1.		21.	
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14.		34.	
15.		35.	
16.		36.	
17.		37.	
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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 commuters using five main travel modes in a fictional city in 2010,2018 and 2025. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. Write at least 150 words. The figures are fictional practice data.

Main travel mode	2010 (%)	2018 (%)	2025 (%)
Car	50	45	35
Bus	25	27	30
Rail	10	12	15
Bicycle	5	8	12
Walking	10	8	8

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 believe managers should make most workplace decisions so that work can proceed efficiently. Others think employees should be involved in more decisions that affect their work. 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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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 kind of tasks do you usually do with other people?

How do you normally travel to work or study?

Is there a form of transport you would like to use more often?

Do you enjoy preparing food?

What helps you organise a busy day?

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 person you worked with on a useful project.

• who the person was

• what the project involved

• how you worked together

• and explain what you learned from working with this person.

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Speaking Part 2 - preparation notes

Part 3 - Discussion (4-5 minutes)

Why is cooperation important in workplaces?

Can people cooperate well when they disagree?

What can managers do when responsibility for a task is unclear?

Is working in a team always better than working alone?

How has technology changed the way people organise shared work?

How should a team judge whether its work has been successful?

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