IELTS Academic Practice - Mock Paper 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 - Community Course Booking

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

1. Participant's first name: _____
2. Course date: _____
3. Start time: _____
4. Fee per person: Rs. _____
5. Room: Studio _____

Choose the correct letter, A, B or C.

6. What should participants bring?

A a tripod
B the camera manual
C lunch

7. Which entrance should participants use?

A main
B side
C rear

8. What should participants wear for the outdoor practice?

A formal shoes
B a waterproof coat
C comfortable shoes

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9. What is included in the fee?

A lunch
B tea and a snack
C a printed textbook

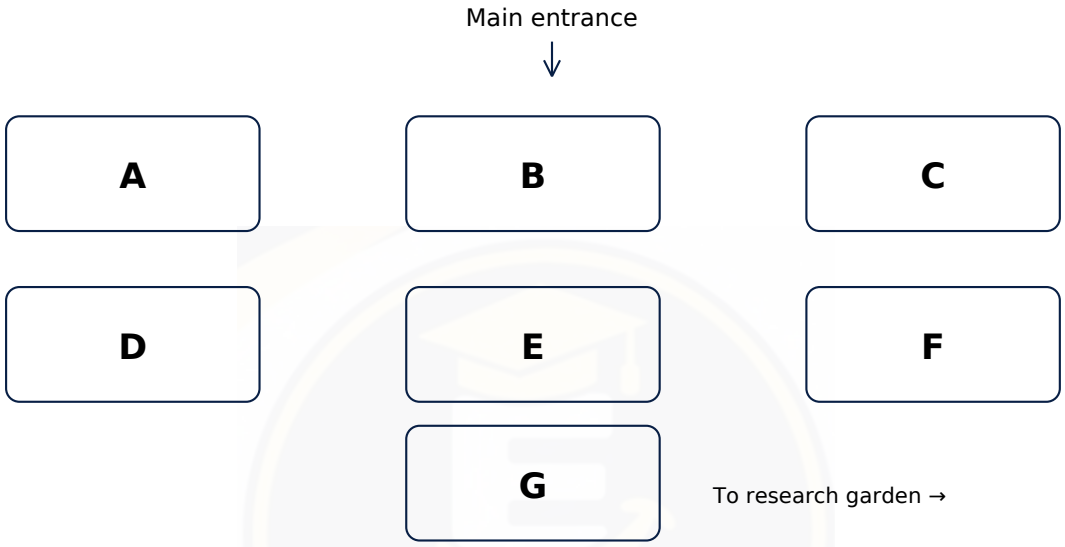
10. How will payment information be sent?

A email
B text message
C post

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Part 2 - Riverside Science Park

Plan - letters mark possible locations



Label the plan. Write the correct letter, A-G, beside Questions 11-15.

11. Which letter shows the Energy Gallery? _____

12. Which letter shows the Water Zone? _____

13. Which letter shows the Innovation Theatre? _____

14. Which letter shows the meeting area? _____

15. Which letter shows the picnic terrace? _____

Choose the correct letter, A, B or C.

16. The battery talk begins at:

A 11.05
B 11.15
C 11.25

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Write ONE NUMBER AND/OR A TIME for each answer.

17. Maximum theatre seating: _____ people

18. The guided garden tour begins at: _____

Choose the correct letter, A, B or C.

19. In extreme heat, the garden tour is replaced by:

A a shorter tour
B an indoor demonstration
C a video

Write A TIME.

20. The shop closes at: _____

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Part 3 - University Project Discussion

Write ONE NUMBER.

21. How many survey responses did the students receive? _____

Choose the correct letter, A, B or C.

22. What is a weakness of the sample?

A too many first-year students
B too few bus users
C too many commuters

Write ONE WORD OR A NUMBER for each answer.

23. What was the main reason students chose buses? _____

24. What mattered most to train users? _____

25. How many interviews do they now plan to conduct? _____

Choose the correct letter, A, B or C.

26. Interviewees must commute at least:

A 2 days
B 3 days
C 4 days a week

Who will do each task? Write M for Maya or D for Daniel. You may use a letter more than once.

27. Present the main findings: _____

28. Discuss limitations and recommendations: _____

Choose the correct letter, A, B or C.

29. Which recommendation has the strongest support?

A cheaper fares
B more frequent evening buses
C more student parking

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30. Slides must be submitted by:

A Thursday noon
B Friday noon
C Monday morning

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Part 4 - Sleep and Learning

Write NO MORE THAN TWO WORDS for each answer.

31. During waking hours, the brain _____ new information.
32. During sleep, new material is connected with existing _____.
33. In the word-pair experiment, the sleep group remembered _____ pairs.
34. Sleep does not create _____ by itself.
35. An irregular sleep schedule may reduce _____.
36. A consistent schedule helps regulate the body's internal _____.
37. Evening screen light can delay the release of _____.
38. Late-afternoon coffee may reduce sleep _____.
39. Long naps late in the day can make _____ sleep more difficult.
40. Students should protect regular sleep across the whole _____.

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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 - THE PUBLIC LIBRARY AFTER THE INTERNET

A For much of the twentieth century, the public library was defined by a familiar image: shelves of books, a quiet reading room and a desk where borrowers returned material. That image is still recognisable, but it now describes only part of what many libraries do. Cheap digital storage, widespread internet access and changes in education have altered how people search for information. When search engines first became common, some commentators predicted that libraries would become unnecessary because users could obtain almost any fact from home. Yet the libraries that adapted most successfully did not attempt to defeat the internet by becoming larger book warehouses. Instead, they asked a different question: what kinds of access, guidance and shared resources are difficult to obtain from a search box alone? That shift has pushed the public library away from a single-purpose model and towards a more flexible public-learning role.

B One of the most important changes has been the growth of guided access to information. Finding material is now easy; judging it is often much harder. Search results mix strong research with advertising, outdated pages, opinion and deliberately misleading content. Librarians therefore spend more time teaching visitors how to evaluate sources, compare competing claims and use specialist databases that are not always freely available on the open web. University students may ask for help locating peer-reviewed studies, while job seekers may need support using government or recruitment portals. Older visitors sometimes request basic digital assistance, such as creating an email account or completing an online form. In this sense, the librarian's role has shifted from guarding a collection to helping people navigate an environment in which information is abundant but uneven in quality.

C Libraries have also become places of participation rather than simple consumption. Many now provide meeting rooms, language classes, homework clubs, children's activities and small makerspaces. Some lend equipment such as tablets, musical instruments, sewing machines or recording devices. Critics occasionally ask what these services have to do with books, but supporters argue that they are consistent with the older library mission of widening access to

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learning. A person who cannot afford a reliable laptop, a quiet workspace or specialist software may be able to use them at a library. Community groups can hold meetings without renting commercial premises, and newcomers can practise the local language in a low-pressure setting. The result is that physical space remains important even when much of the information itself is digital.

D The expansion has not been universally welcomed. Some critics worry that libraries may weaken their identity if they try to become community centres, technology hubs, event venues and informal social-service offices at the same time. Budgets are limited, and every new activity requires staff time, training, maintenance or equipment. A recording studio, for example, may be valuable, but it can be expensive to update and difficult to supervise. Some librarians also fear that constant events make it harder to preserve quiet areas for reading and concentrated study. There is a risk that an institution trying to serve everyone may become unclear about what it does best. The challenge is therefore not simply to add services, but to decide which activities genuinely support the library's central purpose.

E Design can reduce some of these tensions. Evidence from several cities suggests that the strongest libraries create different zones for different needs. Quiet study rooms can exist alongside children's areas, collaborative tables and event spaces. Sound-absorbing materials and separate floors can prevent noisy activities from disturbing readers. Digital resources can complement rather than replace print collections, while flexible furniture allows the same space to support individual study in the morning and a community workshop later in the day. Such choices acknowledge that visitors have different reasons for coming to the library. They also avoid a false choice between tradition and innovation.

F The deeper question is whether the public library should be judged mainly by the number of books it lends. That measure was useful when borrowing was the institution's dominant activity, but it says little about a student using a database, a migrant attending a language class or a small-business owner learning to use digital tax systems. Newer evaluation methods count visits, programme participation, computer use and sometimes the social outcomes of particular projects. Measuring those outcomes is difficult, and libraries should be cautious about claiming benefits they cannot prove. Nevertheless, a broader view reflects the reality that the institution's function has changed. The future public library may contain fewer shelves than its predecessor, but its central task remains recognisable: helping people gain meaningful access to knowledge, skills and civic life.

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Choose the correct heading for Paragraphs A-E from the list below. Write the correct number, i-viii.

i A familiar institution changes direction
ii Help in judging an abundance of information
iii Libraries as places of active participation
iv The danger of trying to do too much
v Designing for different kinds of users
vi Measuring a broader range of library value
vii The falling price of books
viii The history of government websites

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

Write TRUE if the statement agrees with the information, FALSE if it contradicts the information, or NOT GIVEN if there is no information on this.

6. Libraries that adapted most successfully became larger book warehouses.
7. Librarians may teach visitors how to judge whether information is reliable. _____
8. The libraries described run their language classes on Saturday mornings.
9. Some critics think too many new services may weaken a library's identity. _____

Write ONE WORD ONLY from the passage for each answer.

10. Job seekers may receive help using government or _____ portals.
11. Some visitors use a library because they do not have a quiet _____ at home.
12. Libraries may use different _____ to separate quiet and noisy activities.
13. The central task remains helping people access knowledge, skills and _____ life.

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Passage 2 - COOLING THE CITY WITH TREES

A Cities have always tended to be warmer than their rural surroundings, but rising global temperatures are making the difference harder to ignore. Concrete, asphalt and dark roofs absorb solar energy during the day and release it slowly after sunset. Tall buildings can also reduce the movement of air through narrow streets. Together these factors create what researchers call the urban heat island effect. In some neighbourhoods the temperature remains several degrees higher at night than in nearby countryside. This is important because the human body depends on cooler night-time conditions to recover from daytime heat. When nights remain hot, sleep can be disturbed, cardiovascular stress can increase and households may use air conditioning for longer periods, placing additional pressure on electricity systems.

B Urban trees are often presented as a simple response because they cool in two main ways. First, leaves and branches block solar radiation and create shade over pavements, walls and people. Second, trees release water vapour through transpiration, a process that can reduce surrounding air temperature. Measurements beneath mature canopies regularly show much lower surface temperatures than those recorded on exposed asphalt. Yet the effect is not automatic. It depends on tree species, canopy size, soil depth, water availability and the shape of the street. A row of small ornamental trees planted far from pedestrian routes may produce little practical benefit, while several large trees near a bus stop can substantially reduce the heat experienced by people waiting there.

C This makes urban tree planting a long-term planning problem rather than a ceremonial one. Public planting campaigns often receive attention when hundreds or thousands of saplings are placed in the ground, but young trees require years before they provide significant shade. Survival rates can be poor when roots are given too little soil, when newly planted trees are not watered through dry periods or when maintenance budgets are reduced after the first year. In dry climates, trees may also compete with households and agriculture for limited water. Some cities now choose drought-tolerant species, capture rainwater from streets and use permeable surfaces that allow water to reach roots. These measures cost more at the beginning, but they can improve survival and reduce later replacement costs.

D Location is equally important. A city may increase its total number of trees without giving much extra protection to the people who face the greatest heat. Wealthier districts often possess larger gardens, wider streets and older trees because they have benefited from decades of investment. Lower-income neighbourhoods may have fewer parks and less shade even though

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residents are more likely to work outdoors, use public transport or live in poorly insulated buildings. If tree programmes focus only on locations where planting is easy, they may unintentionally widen an existing environmental inequality. Several municipalities therefore combine heat maps with data on age, income, health and housing quality in order to identify areas of high social vulnerability.

E Tree planting can also create conflicts. Residents may object when branches block shop signs, roots damage pavements or fallen leaves increase maintenance work. Some species produce pollen that affects people with allergies, while dense planting can reduce visibility at road junctions. These objections do not mean trees are a poor investment; rather, they show why species selection and maintenance matter. Planners need to consider where roots will grow, how large a canopy will become and who is responsible for pruning. Local consultation is useful because residents often know where people actually walk, wait or gather - information that a satellite heat map may not reveal.

F Trees are not the only cooling tool. Light-coloured roofs can reflect more sunlight, shaded bus stops protect people during short periods outdoors, and building regulations can improve ventilation. Some streets can be redesigned with less dark asphalt and more permeable or reflective material. Nevertheless, researchers increasingly describe urban trees as infrastructure rather than decoration. Unlike mechanical cooling, trees can reduce heat while also providing habitat for birds and insects, slowing storm-water runoff, filtering some air pollution and making streets more pleasant to use. Their benefits are strongest when cities plan for decades rather than counting only the number of saplings planted in a single year.

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

14. Why can the urban heat island effect be especially serious at night?

A traffic increases
B the body needs cooler conditions to recover
C electricity becomes cheaper
D trees stop transpiring

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15. According to Paragraph B, tree cooling depends partly on:

A property prices
B street shape
C bus frequency
D road colour only

16. What common weakness of planting campaigns is mentioned in Paragraph C?

A mature trees grow too quickly
B maintenance falls after planting
C heat maps are always wrong
D roots need very little soil

17. Why may low-income districts experience greater heat risk?

A they always have more parks
B they often have fewer trees and more vulnerable residents
C residents use less public transport
D buildings are newer

18. Researchers increasingly describe urban trees as:

A decoration
B private property
C infrastructure
D temporary shade

Write TRUE if the statement agrees with the information, FALSE if it contradicts the information, or NOT GIVEN if there is no information on this.

19. Small ornamental trees always cool streets as effectively as mature trees. _____

20. Young trees may take years before giving significant shade. _____

21. The municipal heat maps mentioned in the passage were all updated in 2025.

22. A badly designed tree programme can increase environmental inequality. _____

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Write ONE WORD ONLY from the passage for each answer.

23. Some cities use _____ surfaces so rainwater can reach tree roots.
24. Municipalities may combine heat maps with data on social _____.
25. Light-coloured roofs can _____ more sunlight.
26. Trees can slow storm-water _____.

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Passage 3 - CONTINUOUS LEARNING AT WORK

A For decades, workplace training was organised around a familiar assumption: employees attended a course, acquired a set of skills and then used those skills for several years. That model is becoming less reliable. Software changes quickly, regulations are updated, new equipment appears and occupations are reshaped by automation and data systems. Employees may therefore find that part of what they learned five years ago is no longer sufficient. In response, many organisations are moving towards continuous learning - shorter cycles of study and practice repeated throughout a person's career. The aim is not to keep workers permanently in classrooms, but to make updating knowledge a normal part of working life.

B The most visible form of this change is the growth of short digital lessons. A ten-minute module can be completed between other tasks, and a company can update it more easily than a printed manual or a full-day course. Supporters argue that these lessons reduce the practical barrier of finding an entire day for training. They are particularly useful for information that must be refreshed regularly, such as cyber-security awareness, safety procedures or compliance rules. However, convenience can create an illusion of mastery. A worker may click through a module, answer a simple quiz correctly and still be unable to apply the principle when a complicated real situation occurs.

C This is why some employers combine digital study with coached practice. Employees may first learn a principle online and then apply it to a realistic scenario with a supervisor or experienced colleague. A new customer-service worker, for example, might study complaint-handling principles before practising a difficult conversation with a trainer. The approach resembles professional apprenticeship more than traditional classroom instruction. Feedback is immediate, and errors can be corrected before they become habits. It also allows organisations to connect abstract knowledge to the equipment, customers and decisions found in their own workplace rather than teaching generic information in isolation.

D Continuous learning creates a management problem as well as an educational one. If training is simply added to an already full workload, employees may complete modules as quickly as possible without reflection, postpone them indefinitely or resent them as unpaid extra work. Successful organisations therefore allocate protected learning time and make managers responsible for supporting development. Some include learning goals in normal performance conversations rather than treating them as separate events. Others allow workers to choose part of what they study. Giving employees some control can increase motivation and can reveal

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interests or abilities that are useful beyond a person's present job description.

E Measuring the success of continuous learning is difficult. Completion rates are easy to count but do not show whether behaviour has changed. A company can record that 95 per cent of staff finished a cyber-security course, yet still experience repeated phishing errors. More useful evaluation may involve observing performance, checking whether mistakes decline over time or asking employees to solve realistic problems. These methods require more effort, and results are not always easy to convert into a single number. Nevertheless, organisations that measure only attendance risk rewarding the appearance of training rather than genuine learning.

F There is also debate about who should pay for broader career development. Employers naturally prefer training that produces immediate value for the organisation. Employees, by contrast, may want qualifications that remain useful if they move to another company or industry. Governments sometimes intervene through tax incentives, training accounts, subsidised colleges or public online programmes. Supporters of public involvement argue that economies benefit when workers can retrain during technological change. Critics reply that businesses and individuals, not taxpayers, should carry most of the cost when the financial benefits are private.

G A further problem is inequality. Large organisations can employ specialist trainers, purchase sophisticated learning systems and give staff time away from normal duties. Small firms may have neither the budget nor the spare staff to do this. Freelance and temporary workers can face even greater difficulty because no single employer sees their long-term development as a responsibility. Without external support, the workers who most need new skills may therefore have the least access to them. Public libraries, vocational colleges and industry associations can partly fill this gap, especially when they provide flexible evening or online programmes.

H Most researchers avoid claiming that one institution should carry the entire responsibility. Individuals need curiosity, effort and a willingness to practise. Employers control much of the time, technology and opportunity required for workplace learning. Public institutions can support people who work in small firms, move between jobs or need to change occupation entirely. The strongest systems therefore treat learning as shared infrastructure rather than a one-off event. In a labour market where specific technical skills may become outdated quickly, the deeper goal is to help people keep learning effectively.

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Which paragraph contains the following information? Write the correct letter, A-H. You may use any letter more than once.

27. Which paragraph mentions training that is useful for rules which change or must be refreshed? _____

28. Which paragraph warns that convenient training may not produce real ability? _____

29. Which paragraph describes learning followed by realistic coached practice? _____

30. Which paragraph explains why training may be rushed or delayed when workloads are heavy? _____

31. Which paragraph discusses disagreement about who should finance transferable career skills? _____

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

32. Why are short digital lessons attractive to companies?

A they eliminate managers
B they are easier to fit around work and update
C they always produce mastery
D they provide full degrees

33. Coached practice is most similar to:

A advertising
B apprenticeship
C independent reading
D examinations

34. Why is protected learning time important?

A training otherwise competes with normal workload
B employees dislike all online learning
C managers cannot use technology
D qualifications are too expensive

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35. What is the main argument of the final paragraph?

A employees alone should pay
B employers alone are responsible
C government should control all learning
D responsibility should be shared

Write ONE WORD ONLY from the passage for each answer.

36. Continuous learning replaces occasional training with shorter learning _____.

37. Digital modules are useful for cyber-security and _____ rules.

38. Feedback can stop errors becoming _____.

39. Giving workers some choice may increase _____.

40. Public support can help people who _____ between jobs.

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Reading response page

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.	
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16.		36.	
17.		37.	
18.		38.	
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 number of daily commuters, in thousands, using three transport modes in the city of Riverton between 2014 and 2024. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. Write at least 150 words.

Year	Bus (thousands)	Rail (thousands)	Private car (thousands)
2014	42	28	61
2016	44	31	59
2018	46	35	56
2020	41	32	51
2022	49	39	48
2024	55	46	44

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 universities should focus mainly on preparing students for employment. Others think the main purpose of university is to develop broader knowledge and critical thinking. Discuss both views and give your own opinion. 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 part of your work or studies do you enjoy most?

What time of day are you usually most productive?

Do you prefer to plan your day carefully?

Has your daily routine changed in recent years?

What would you like to change about your routine?

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 skill you learned that has been useful to you.

• what the skill is

• when and how you learned it

• how you use it now

• and explain why it has been useful

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Speaking Part 2 - preparation notes

Part 3 - Discussion (4-5 minutes)

Which skills are most important for young people today?

Is it easier to learn practical skills from a person or from the internet?

Should employers be responsible for training workers?

Why do some adults stop learning new things?

How might artificial intelligence change the way people learn skills?

Will formal qualifications become more or less important in the future?

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