

Practice Tests

1-3

IELTS Academic



Andrew Betsis | Lawrence Mamas





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Innova Press

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Introduction

IELTS is the International English Language Testing System. It tests all four language skills: Listening, Reading, Writing and Speaking. It is intended for people who want to study or work in an English-speaking country.

There are **two** versions of the test, the **Academic** module and the **General Training** module. The Academic module is for those who want to study or train in an English-speaking university. University admission to undergraduate and postgraduate courses is based on the results of the Academic test. The General Training module is mainly for those who are going to English-speaking countries to do secondary education or get a job; it focuses on basic survival skills in social and workplace environments.

All candidates have to take the Listening & Speaking Modules. There are different versions for the Reading and the Writing Modules, depending on whether candidates are taking the Academic or the General Training module of the test.

IELTS FORMAT

Academic

For entry to undergraduate or postgraduate studies or for professional reasons.

General Training

For entry to vocational or training programmes not at degree level, for admission to secondary school and for immigration purposes.

IELTS is scored on a **9-band scale**. Candidates will be given a score for overall language ability, as well as another score for each of the four skills (Listening, Reading, Writing and Speaking).

The test Modules are taken in the following order:

MODULE	QUESTIONS	TIME	QUESTION TYPES
Listening	4 sections, 40 items	approximately 30 minutes	multiple choice, short-answer questions, sentence completion, notes, form completion, table, summary, flow-chart completion, labelling a diagram/map/plan, classification, matching
Academic Reading	3 Sections, 40 items	60 minutes	multiple choice, short-answer questions, sentence completion, notes, form completion, table, summary, flow-chart completion, labelling a diagram/map/plan, classification, matching, choosing suitable paragraph headings, identification of author's views, yes, no, not given, true, false, not given questions
General Training Reading	3 sections, 40 items	60 minutes	multiple choice, short-answer questions, sentence completion, notes, form completion, table, summary, flow-chart completion, labelling a diagram/map/plan, classification, matching, choosing suitable paragraph headings, identification of author's views, yes, no, not given, true, false, not given questions
Academic Writing	2 tasks	60 minutes	Task 1 (150 words – 20 minutes) Candidates have to look at a diagram, chart or graph and present the information in their own words. Task 2 (250 words – 40 minutes) Candidates have to present a solution to a problem or present and justify an opinion.
General Training Writing	2 tasks	60 minutes	Task 1 (150 words – 20 minutes) Candidates have to respond to a problem with a letter asking for information. Task 2 (250 words – 40 minutes) Candidates have to present a solution to a problem or present and justify an opinion.
Speaking		11 to 14 minutes	It consists of three parts: Part 1 – Introduction and interview Part 2 – Long turn Part 3 – Discussion
		Total Test Time 2 hours 44 minutes	



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Test 1

Listening

SECTION 1 Questions 1–10

Questions 1–7

Complete the form below.

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

Details of Order

Party Host **Example:** Customer's *eldest daughter*
 Occasion 18th birthday
 Number of Guests Invited **1**
 Customer Budget **2** .. *maximum* £800
 Marquee Size **3** X 9 metres
4 Cost £450
5 £150
 Lighting Cost approximately **6** ..£.....
 Number of Guests seated 30/standing 50
 Furniture Cost per table £4.00/per chair £3.00
 Dates Marquee Required set-up date **7**
 to be taken down on June 7th

Questions 8–10

Complete the form below.

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

Customer Details

First Name & Surname: **8**
 Postcode: **9**
 Contact Number: **10**

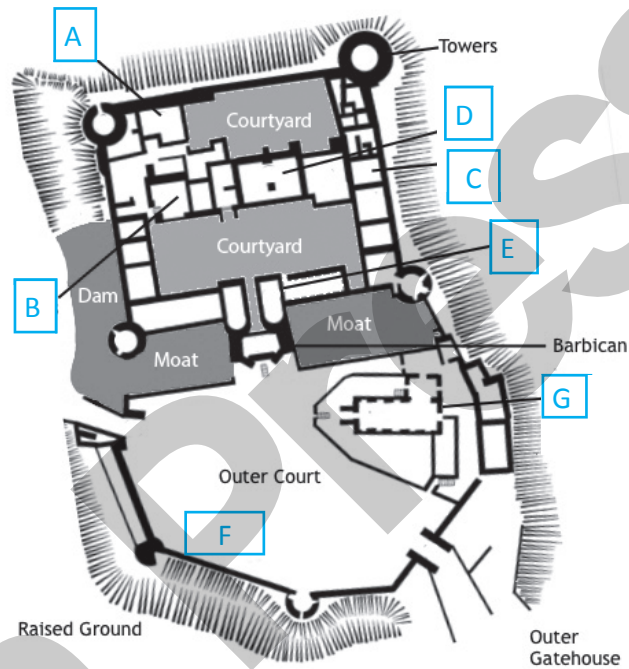
SECTION 2 Questions 11–20

Questions 11–15

Label the map below of a typical medieval castle.

Write the correct letter, **A–G**, next to questions **11–15**.

- | | | |
|----|----------------|-------|
| 11 | Chapel | |
| 12 | Great Hall | |
| 13 | Great Chambers | |
| 14 | Bakehouse | |
| 15 | Stables | |



Questions 16–20

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

- 16** Medieval castles
- A** shared a common design.
 - B** were each unique.
 - C** had the same methods of fortification in common.
- 17** The early medieval keep served as
- A** a prison and fortified tower.
 - B** a fortified tower and living area.
 - C** extra storage space.
- 18** In later medieval castles, the keep
- A** evolved into a set of different buildings.
 - B** was no longer used.
 - C** played a less significant role in the castle's domestic life.
- 19** The term 'dungeon'
- A** was used for prisons that weren't above ground.
 - B** was not used by the French.
 - C** was the early name for a castle.
- 20** The least effective line of defence was
- A** the portcullis.
 - B** the drawbridge.
 - C** the barbican.

SECTION 3 Questions 21–30

Questions 21–25

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

- 21** Julie thought the lecture
- A** was just like all the others she has been to.
 - B** looked at the topic in an interesting way.
 - C** proved that Shakespeare had seen a ghost.
- 22** Hamlet was a play
- A** that was originally written in Danish.
 - B** that recorded historical events.
 - C** that was influenced by both English and Danish beliefs.
- 23** In the time of James I,
- A** a belief in ghosts was not tolerated.
 - B** no one believed in ghosts.
 - C** certain religious beliefs were not acceptable.
- 24** Shakespeare introduced ghosts into plays
- A** because he believed in a spirit world.
 - B** as a theatrical device.
 - C** to encourage people to change their religion.
- 25** Shakespeare's audience would probably have
- A** secretly approved of a supernatural content in plays.
 - B** shown approval for plays with a supernatural content.
 - C** disapproved of the inclusion of ghosts in plays.

Questions 26–30

What does Julie think about the following subjects?

Write the correct letter, **A**, **B** or **C**, next to questions 26–30.

- A** disapproving/disbelieving
- B** open-minded
- C** believing

- 26** witches/astrology
- 27** ghosts
- 28** UFOs/aliens
- 29** premonitions
- 30** telepathy

SECTION 4 Questions 31–40

Questions 31–35

Complete the notes below.

Write **NO MORE THAN THREE WORDS** for each answer.

Darwin is credited with having single-handedly changed our understanding of the
31 However, Alfred Russell Wallace, simultaneously came up with an
32 to Darwin's. Unfortunately for Wallace, Darwin seems to have been
 given the **33** for the theory of evolution. Darwin's theory was very
34 and upset the religious authorities, which held very different views at
 that time. Today, it is generally accepted that Man is a product **35** and
 not spontaneous creation.

Questions 36–40

Complete the sentences below.

Write **NO MORE THAN TWO WORDS** for each answer.

- 36** The absence of a might be seen by some to discredit Darwin's theory.
- 37** Finding an evolutionary bridge between Man and ape would provide undeniable the theory of evolution.
- 38** In fact, the hoax proved that scientists and the Press alike believed it was true.
- 39** After 40 years, Piltdown Man was declared as being no more than
- 40** Even today, questions about the link between ape and man.

Reading

SECTION 1 Questions 1–13

Read the text below and answer Questions 1–13.

Albert Einstein

Albert Einstein is perhaps the best-known scientist of the 20th century. He received the Nobel Prize for Physics in 1921, and his theories of special and general relativity are of great importance to many branches of physics and astronomy. He is well known for his theories about light, matter, gravity, space and time. His most famous idea is that energy and mass are different forms of the same thing.

Einstein was born in Württemberg, Germany, on 14th March, 1879. His family was Jewish but he was not very religious in his youth, although he became very interested in Judaism in later life.

It is well documented that Einstein did not begin speaking until after the age of three. In fact, he found speaking so difficult that his family was worried that he would never start to speak. When Einstein was four years old, his father gave him a magnetic compass. It was this compass that inspired him to explore the world of science. He wanted to understand why the needle always pointed north whichever way he turned the compass. It looked as if the needle was moving itself. But the needle was inside a closed case, so no other force (such as the wind) could have been moving it. This is how Einstein became interested in studying science and mathematics.

In fact, he was so clever that at the age of 12 he taught himself Euclidean geometry. At 15, he went to school in Munich, which he found very boring. He finished secondary school in Aarau, Switzerland, and entered the Swiss Federal Institute of Technology in Zürich, from which he graduated in 1900. But Einstein did not like the teaching there either. He often missed classes and used the time to study physics on his own or to play the violin instead. However, he was able to pass his examinations by studying the notes of a classmate. His teachers did not have a good opinion of him and refused to recommend him for a university position. So, he got a job in a patent office in Switzerland. While he was working there, he wrote the papers that first made him famous as a great scientist.

Einstein had two severely disabled children with his first wife, Mileva. His daughter (whose name we do not know) was born about a year before their marriage in January 1902. She was looked after by her Serbian grandparents until she died at the age of two. It is generally believed that she died from scarlet fever, but there are those who believe that she may have suffered from a disorder known as Down Syndrome. There is not enough evidence to know for sure. In fact, no one even knew that she had existed until Einstein's granddaughter found 54 love letters that Einstein and Mileva had written to each other between 1897 and 1903. She found these letters inside a shoe box in their attic in California. Einstein and Mileva's son, Eduard, was diagnosed with schizophrenia. He spent decades in hospitals and died in Zurich in 1965.

Just before the start of World War I, Einstein moved back to Germany and became director of a school there. But in 1933, following death threats from the Nazis, he moved to the United States, where he died on 18th April, 1955.

Questions 1–8

Do the following statements agree with the information given in the text? For questions 1–8, write

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

- 1 The general theory of relativity is a very important theory in modern physics.
2 Einstein had such difficulty with language that those around him thought he would never learn how to speak.
3 It seemed to Einstein that nothing could be pushing the needle of the compass around except the wind.
4 Einstein enjoyed the teaching methods in Switzerland.
5 Einstein taught himself how to play the violin.
6 His daughter died of schizophrenia when she was two.
7 The existence of a daughter only became known to the world between 1897 and 1903.
8 In 1933, Einstein officially became an American citizen.

Questions 9–10

Complete the sentences below. Choose NO MORE THAN THREE WORDS from the text for each answer.

9 He tried hard to understand how the needle could seem to move itself so that it always
10 He often did not go to classes and used the time to study physics or to play music.

Questions 11–13

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

- 11 The name of Einstein's daughter
12 His teachers would not recommend him for a university position because
13 The famous physicist Albert Einstein was of

SECTION 2 Questions 14–26

Read the text below and answer Questions 14–26.

Drinking filtered water

- A** The body is made up mainly of water. This means that the quality of water that we drink every day has an important effect on our health. Filtered water is healthier than tap water and some bottled water. This is because it is free of contaminants; that is, of substances that make it dirty or harmful. Substances that settle on the bottom of a glass of tap water and microorganisms that carry diseases (known as bacteria or germs) are examples of contaminants. Filtered water is also free of poisonous metals and chemicals that are common in tap water and even in some bottled water brands.
- B** The authorities know that normal tap water is full of contaminants and they use chemicals such as chlorine and bromine in order to disinfect it. But such chemicals are hardly safe. Indeed, their use in water is associated with many different conditions, and they are particularly dangerous for children and pregnant women. For example, consuming bromine for a long time may result in low blood pressure, which may then bring about unsteadiness, dizziness or fainting. Filtered water is typically free of such water disinfectant chemicals.
- C** Filtered water is also free of metals such as mercury and lead. Mercury has ended up in our drinking water mainly because the dental mixtures used by dentists have not been disposed of safely for a long time. Scientists believe there could be a connection between mercury in the water and many allergies and cancers, as well as disorders such as ADD, OCD, autism and depression.
- D** Lead, on the other hand, typically finds its way into our drinking water due to lead pipes. Of course, modern pipes are not made of lead, but pipes in old houses usually are. Lead is a well-known carcinogen and is associated with pregnancy problems and birth defects. This is another reason why children and pregnant women must drink filtered water.
- E** The benefits of drinking water are well known. We all know, for example, that it helps to detoxify the body. So, the purer the water we drink, the easier it is for the body to rid itself of toxins. The result of drinking filtered water is that the body does not have to use as much of its energy on detoxification as it would when drinking unfiltered water. This means that drinking filtered water is good for our health in general. That is because the body can perform all of its functions much more easily, and this results in improved metabolism, better weight management, improved joint lubrication as well as efficient skin hydration.
- F** There are many different ways to filter water, and each type of filter targets different contaminants. For example, activated carbon water filters are very good at taking chlorine out. Ozone water filters, on the other hand, are particularly effective at removing germs.
- G** For this reason, it is very important to know exactly what is in the water that we drink so that we can decide what type of water filter to use. A Consumer Confidence Report (CCR) should be useful for this purpose. This is a certificate that is issued by public water suppliers every year listing the contaminants present in the water. If you know what these contaminants are, then it is easier to decide which type of water filter to get.

Questions 14–20

The text has seven paragraphs, A–G. Which paragraph contains the following information?

Write the correct letter, A–G, next to questions 14–20.

- 14 a short summary of the main points of the text
- 15 a variety of methods used for water filtration
- 16 making it easier for the body to get rid of dangerous chemicals
- 17 finding out which contaminants your water filter should target
- 18 allergies caused by dangerous metals
- 19 a dangerous metal found in the plumbing of old buildings
- 20 chemicals that destroy bacteria

- 14
- 15
- 16
- 17
- 18
- 19
- 20

Questions 21–26

Do the following statements agree with the information given in the text?

For questions 21–26, write

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

- 21 The type of water you consume on a regular basis has a serious impact on your overall health and wellness.
- 22 Filtered water typically contains water disinfectant chemicals.
- 23 Exposure to disinfectant chemicals may be linked to a drop in blood pressure.
- 24 Drinking tap water helps minimise your exposure to harmful elements.
- 25 People wearing artificial teeth are more likely to be contaminated.
- 26 People who are depressed often suffer from dehydration.

SECTION 3 Questions 27–40

Read the text below and answer Questions 27–40.

Speech dysfluency and popular fillers

A speech dysfluency is any of various breaks, irregularities or sound-filled pauses that we make when we are speaking, which are commonly known as fillers. These include words and sentences that are not finished, repeated phrases or syllables, instances of speakers correcting their own mistakes as they speak and “words” such as ‘huh’, ‘uh’, ‘erm’, ‘um’, ‘hmm’, ‘err’, ‘like’, ‘you know’ and ‘well’.

Fillers are parts of speech which are not generally recognised as meaningful, and they include speech problems, such as stuttering (repeating the first consonant of some words). Fillers are normally avoided on television and films, but they occur quite regularly in everyday conversation, sometimes making up more than 20% of “words” in speech. But they can also be used as a pause for thought.

Research in linguistics has shown that fillers change across cultures and that even the different English-speaking nations use different fillers. For example, Americans use pauses such as ‘um’ or ‘em’, whereas the British say ‘uh’ or ‘eh’. Spanish speakers say ‘ehh’, and in Latin America, where they also speak Spanish, ‘este’ is used (normally meaning ‘this’).

Recent linguistic research has suggested that the use of ‘uh’ and ‘um’ in English is connected to the speaker’s mental and emotional state. For example, while pausing to say ‘uh’ or ‘um’ the brain may be planning the use of future words. According to the University of Pennsylvania linguist Mark Liberman, ‘um’ generally comes before a longer or more important pause than ‘uh’. At least that’s what he used to think.

Liberman has discovered that as Americans get older, they use ‘uh’ more than ‘um’ and that men use ‘uh’ more than women, no matter their age. But the opposite is true of ‘um’. The young say ‘um’ more often than the old, and women say ‘um’ more often than men at every age. This was an unexpected result because scientists used to think that fillers had to do more with the amount of time a speaker pauses for, rather than with who the speaker was.

Liberman mentioned his finding to fellow linguists in the Netherlands and this encouraged the group to look for a pattern outside American English. They studied British and Scottish English, German, Danish, Dutch and Norwegian, and found that women and younger people said ‘um’ more than ‘uh’ in those languages as well.

Their conclusion was that it is simply a case of language change in progress and that women and younger people are leading the change. And there is nothing strange about this. Women and young people normally are the typical pioneers of most language change. What is strange, however, is that ‘um’ is replacing ‘uh’ across at least two continents and five Germanic languages. Now this really is a mystery.

The University of Edinburgh sociolinguist Josef Fruehwald may have an answer. In his view, ‘um’ and ‘uh’ are pretty much equivalent. The fact that young people and women prefer the former is not significant. This often happens in language when there are two options. People start using one more often until the other is no longer an option. It’s just one of those things.

As to how such a trend might have gone from one language to another, there is a simple explanation, according to Fruehwald. English is probably influencing the other languages. We all know that in many countries languages are constantly borrowing words and expressions of English into their own language, so why not borrow fillers, too? Of course, we don’t know for a fact whether that’s actually what’s happening with ‘um’, but it is a likely story.

Questions 27–34

Do the following statements agree with the information given in the text? For questions 27–34, write

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

- 27 Fillers are usually expressed as pauses and probably have no linguistic meaning although they may have a purpose.
- 28 In general, fillers vary across cultures.
- 29 Fillers are uncommon in everyday language.
- 30 American men use 'uh' more than American women do.
- 31 Younger Spaniards say 'ehhh' more often than older Spaniards.
- 32 In the past, linguists did not think that fillers were about the amount of time a speaker hesitates.
- 33 During a coffee break, Liberman was chatting with a small group of researchers.
- 34 Fruehwald believes that age and gender differences are significantly related to the use of 'um' and 'uh'.

Questions 35–40

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

- 35 Fillers are not
 - A used to give the speaker time to think.
 - B phrases that are restated.
 - C used across cultures.
 - D popular with the media.
- 36 It had originally seemed to Mark Liberman that
 - A 'um' was followed by a less significant pause than 'uh'.
 - B 'uh' was followed by a shorter pause than 'um'.
 - C 'uh' was followed by a longer pause than 'um'.
 - D the use of 'um' meant the speaker was sensitive.
- 37 Contrary to what linguists used to think, it is now believed that the choice of filler
 - A may have led to disagreements.
 - B depends on the characteristics of the speaker.
 - C has nothing to do with gender.
 - D only matters to older people.
- 38 According to Liberman, it's still a puzzle why
 - A a specific language change is so widely spread.
 - B the two fillers are comparable.
 - C we have two options.
 - D 'um' is preferred by women and young people.
- 39 Concerning the normal changes that all languages go through as time goes by,
 - A old men are impossible to teach.
 - B men tend to lead the way.
 - C young men simply copy the speech of young women.
 - D women play a more important role than men.
- 40 According to Fruehwald, the fact that 'um' is used more than 'uh'
 - A proves that 'um' is less important.
 - B shows that young people have low standards.
 - C shows that they have different meanings.
 - D is just a coincidence.

Writing

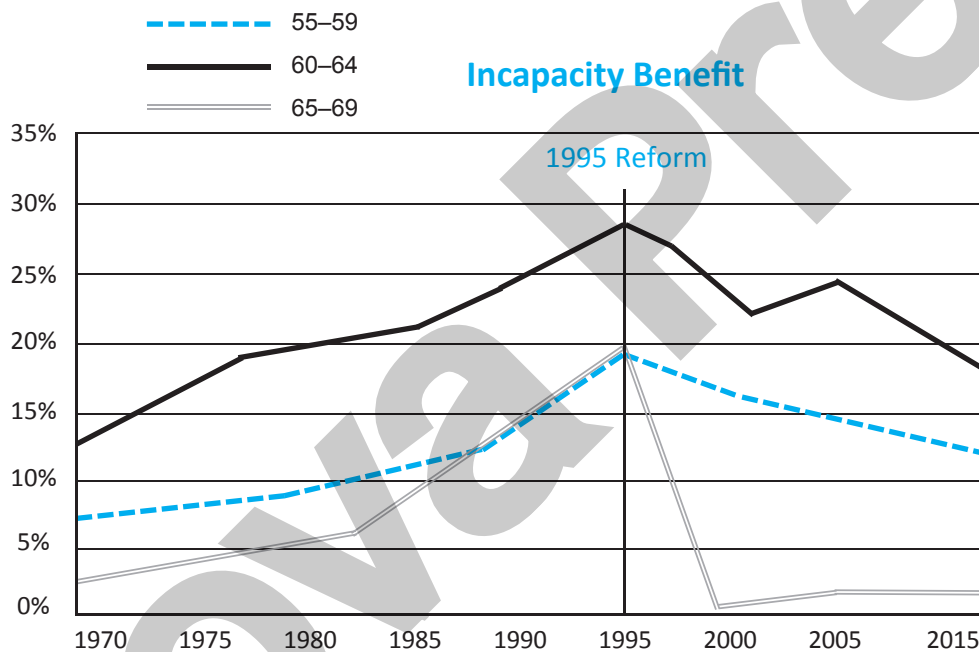
WRITING TASK 1

You should spend about 20 minutes on this task.

Below is a graph showing the incidence of mental illness (as indicated by receipt of Incapacity Benefit) amongst older UK males from 1971–2015. The reform in the benefits system took place in 1995.

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

Write at least 150 words.



WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Psychological illnesses may not be as obvious as physical disabilities or illnesses. Nevertheless, they are just as disabling in their own way. Society, however, is more accepting of those with physical than psychological illnesses or disabilities, the latter being regarded as a 'taboo' subject sometimes. To what extent do you agree with this view?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Speaking

PART 1 (4–5 minutes)

The examiner will ask you some questions about yourself, your home, work or studies and other familiar topics, for example:

Let's talk about stress and emotions.

- What makes you happy/sad?
- How do you cope with stress and negative emotions?
- Do you only share happy rather than sad emotions with others? Why/Why not?
- What emotions are more difficult for you to express?
- Do you think it's better to keep your emotions to yourself?

The examiner will then ask you some questions about other topics, for example:

Now let's talk about the importance of having a social network.

- What do you gain from having a good social network?
- Is it more difficult to make friends and form relationships today? Why/Why not?
- If you didn't have a good social circle of friends, what would you do?
- Do you think it is better to spend time building up friendships or work contacts? Why?
- In your opinion, do you think many problems in society today result from a breakdown in social networks?

PART 2 (2 minutes)

The examiner will give you a topic on a card like the one shown here and ask you to talk about it for one to two minutes. Before you talk, you will have one minute to think about what you are going to say. The examiner will give you some paper and a pencil so you can make notes if you want to.

Describe a significant event in your life (good or bad) that made an impact on you.

You should say:

- what the event was
- why it was such a significant event
- how you felt at the time

The examiner may ask you one or two more questions when you have finished, for example:

- Do significant events in your life usually impact others, too?
- Do you think that negative life events have a more lasting impact than positive ones?

PART 3 (4–5 minutes)

The examiner will ask you some more general questions which follow on from the topic in Part 2, for example:

- Do people talk enough about their problems to other people?
- Should everyone have a personal psychologist, as many Americans do?
- In your opinion, is talking to a good friend better than talking to a psychologist?
- As a society, are we more caring than past generations? Why/Why not?
- Are there enough organisations to cope with individuals seeking professional help?
- Do you think that the problems that we face today are more serious than in the past?
- Are changes in lifestyles, both at home and work, a major cause of stress today?
- When trying to escape a stressful lifestyle, is the old saying 'a change is as good as a rest' true?

Task 1 – Model Answer

This is an example of a very good answer. There are many different approaches that could be taken, however, and this is just one of them.

From the data in the graph, we can see the effect of a benefit system reform on the amount of incapacity benefit received by older UK men from 1970 to 2015.

The graph shows three age groups. All three groups had a steady rise in incapacity benefits payouts from 1970 to the 1995 reform. The 60–64 age group appears to have the biggest problem with mental health issues at this time.

After the 1995 reform, all three groups take a drop in numbers receiving incapacity benefits, but the 65–69 age group take a staggering drop from 20% to about 2% by 2015. The decrease in the other two age groups is steady but less dramatic. The age group that seems to have been the least affected by the reform is the 55–59 age group, which only had a decrease in benefit receipt of about 6% after the 1995 reform.

We can conclude from the graph that the 1995 reform led to a significant decrease in the amount of incapacity benefits received by older UK men, although the graph does not give us information about why this should be so.

Task 2 – Model Answer

This is an example of a very good answer. There are many different approaches that could be taken, however, and this is just one of them.

I believe it is true to say that there is a difference in attitude towards psychological illness and physical illness. However, there seems to be a shift in attitudes in society as people become more aware of and informed about mental illness.

Firstly, we have to acknowledge that the very fact that psychological illnesses cannot always be seen creates a problem in itself. It is very easy for someone to have serious health problems that other people are unaware of and this, of course, can lead to problems as the person who is ill may behave in an antisocial or unusual way. This can lead to offence and misunderstanding. On the other hand, if someone is physically ill, it is usually clear for all to see and, therefore, people are more likely to be sympathetic and compassionate towards that person.

This leads to the question of how society can change to be more inclusive of those suffering from mental health issues and how they can be helped. In the past, psychological illness was indeed a taboo subject that people felt uncomfortable with. However, this is not so much the case these days due to better awareness and education and an acceptance that anyone can suffer from both mental and physical illness.

I believe that most developed societies are doing their best to tackle this problem. Modern life is incredibly stressful and people are generally under a lot of pressure. Because this affects people from all walks of life, we are all better informed and more tolerant, and I believe that the future will bring more and more help for everyone suffering from psychological problems.



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Answer Explanations for the Reading Sections



Answer Explanations for the Reading Sections

TEST 1

READING SECTION 1

Questions: 1–8

- 1. True.** 'Albert Einstein is perhaps the best-known scientist of the 20th century,' '... his theories of special and general relativity are of great importance to many branches of physics and astronomy.' (para. 1)
- 2. True.** 'It is well documented that Einstein did not begin speaking until after the age of three. In fact, he found speaking so difficult that his family were worried that he would never start to speak.' (para. 3)
- 3. False.** 'It looked as if the needle was moving itself. But the needle was inside a closed case, so no other force (such as the wind) could have been moving it.' (para. 3)
- 4. False.** 'He finished secondary school in Aarau, Switzerland, and entered the Swiss Federal Institute of Technology in Zurich, from which he graduated in 1900. But Einstein did not like the teaching there either.' (para. 4)
- 5. Not Given.** 'He often missed classes and used the time to study physics on his own or to play the violin instead.' (para. 4) The text doesn't state who taught Einstein to play the violin; it only mentions that he sometimes played the violin when he didn't go to school.
- 6. False.** 'His daughter ... died at the age of two.' It is generally believed that she died from scarlet fever, but there are those who believe that she may have suffered from a disorder known as Down Syndrome. (para. 5)
- 7. False.** '... no one even knew that she had existed until Einstein's granddaughter found 54 love letters that Einstein and Mileva had written to each other between 1897 and 1903. She found these letters inside a shoe box in their attic in California.' (para. 5) Einstein and Mileva had written some letters to each other between 1897 and 1903. Einstein's granddaughter found these letters many years later.
- 8. Not Given.** '... in 1933, following death threats from the Nazis, he moved to the United States, where he died on 18th April, 1955.' (para. 6) In 1933, Einstein moved to the USA, but the text doesn't state whether he became an American citizen or not.

Questions 9–10

- 9. pointed north.** 'He wanted to understand why the needle always **pointed north** whichever way he turned the compass.' (para. 3)
- 10. on his own.** 'He often missed classes and used the time to study physics **on his own** or to play the violin instead.' (para. 4)

Questions 11–13

- 11. B.** 'His daughter (whose name we do not know) ...' (para. 5)
- 12. A.** 'His teachers did not have a good opinion of him and refused to recommend him for a university position.' (para. 4)
- 13. B.** 'Einstein was born in Württemberg, Germany, on 14th March, 1879. His family was Jewish ...' (para. 2)

SECTION 2

Questions: 14–20

- 14. A.** 'The body is made up mainly of water ... Filtered water is healthier than tap water ... Substances that settle on the bottom of a glass of tap water and microorganisms ...

are examples of contaminants. Filtered water is also free of poisonous metals ...'

- 15. F.** 'There are many different ways to filter water ... For example, activated carbon water filters are very good at taking chlorine out. Ozone water filters, on the other hand, are particularly effective at removing germs.'
- 16. E.** 'The benefits of water are well known. We all know, for example, that it helps to detoxify the body. So, the purer the water we drink, the easier it is for the body to rid itself of toxins.'
- 17. G.** '... it is very important to know exactly what is in the water that we drink so that we can decide what type of water filter to use.'
- 18. C.** 'Scientists believe there could be a connection between mercury in the water and many allergies and cancers, as well as disorders such as ADD, OCD, autism and depression.'
- 19. D.** 'Lead ... finds its way into our drinking water due to bad pipes. ... modern pipes are not made of lead, but pipes in old houses usually are. Lead is a well-known carcinogen ...'
- 20. B.** 'The authorities know that normal tap water is full of contaminants and they use chemicals, such as chlorine and bromine, in order to disinfect it.'

Questions: 21–26

- 21. True.** '... the quality of water that we drink every day has an important effect on our health.' (para. A)
- 22. False.** 'Filtered water is typically free of such water disinfectant chemicals.' (para. B)
- 23. True.** 'The authorities ... use chemicals such as chlorine and bromine in order to disinfect it (tap water). But such chemicals are hardly safe ... For example, consuming bromine for a long time may result in low blood pressure, which may then bring about unsteadiness, dizziness or fainting.' (para. B)
- 24. False.** '... normal tap water is full of contaminants' (para. B)
- 25. Not Given.** 'Filtered water is also free of metals such as mercury and lead. Mercury has ended up in our drinking water mainly because the dental mixtures used by dentists have not been disposed of safely for a long time.' (para. C) The text doesn't state anything about people wearing artificial teeth being more likely to be contaminated.
- 26. Not Given.** 'Scientists believe there could be a connection between mercury in the water and ... depression.' (para. C) No connection between depression and dehydration is stated in the text.

SECTION 3

Questions: 27–34

- 27. True.** 'A speech dysfluency is any of various breaks, irregularities or sound-filled pauses that we make when we are speaking, which are commonly known as fillers.' (para. 1) 'Fillers ... are not generally recognised as meaningful ... they can also be used as a pause for thought.' (para. 2)
- 28. True.** 'Research in linguistics has shown that fillers change across cultures and that even the different English-speaking nations use different fillers.' (para. 3)
- 29. False.** 'Fillers are normally avoided on television and films, but they occur quite regularly in everyday conversation, sometimes making up more than 20% of "words" in speech.' (para. 2)
- 30. True.** '... as Americans get older, they use 'uh' more than 'um' and that men use 'uh' more than women, no matter their age.' (para. 5)



Answer Explanations for the Reading Sections

31. Not Given. 'Spanish speakers say 'ehhh' ...' (para. 3) The text doesn't state anything about the filler 'ehhh' being used more by younger Spaniards.

32. False. '... scientists used to think that fillers had to do more with the amount of time a speaker pauses for, rather than with who the speaker was.' (para. 5)

33. Not Given. 'Lieberman mentioned his finding to fellow linguists in the Netherlands ...' (para. 6) Nothing is mentioned in the text about Lieberman being on a coffee break at the time.

34. False. 'sociolinguist Josef Fruehwald may have an answer. In his view, 'um' and 'uh' are pretty much equivalent. The fact that young people and women prefer it is not significant.' (para. 8) What he doesn't believe is that it is significant that there are differences between age and gender; he accepts that they exist, though.

Questions: 35–40

35. D. 'Fillers are normally avoided on television and films ...' (para. 2)

36. B. 'According to the University of Pennsylvania linguist Mark Lieberman, 'um' generally comes before a longer or more important pause than 'uh.' (para. 4)

37. B. 'Recent linguistic research has suggested that the use of 'uh' and 'um' in English is connected to the speaker's mental and emotional state.' (para. 4)

38. A. 'What is strange, however, is that 'um' is replacing 'uh' across at least two continents and five Germanic languages. Now this really is a mystery.' (para. 7)

39. D. 'Women and young people normally are the typical pioneers of most language change.' (para. 7)

40. D. 'The University of Edinburgh sociolinguist Josef Fruehwald may have an answer. In his view, 'um' and 'uh' are pretty much equivalent. The fact that young people and women prefer it is not significant. This often happens in language when there are two options. People start using one more often until the other is no longer an option.' (para. 8)

TEST 2

READING SECTION 1

Questions 1–8

1. False. 'Everyone daydreams sometimes. We sit or lie down, close our eyes and use our imagination to think about something that might happen in the future or could have happened in the past.' (para. 1)

2. False. 'Daydreams are not dreams, because we can only daydream if we are awake.' (para. 2)

3. True. '... our daydreams often help us to work out what we want to do, or how to do it to get the best results. So, these daydreams are helpful.' (para. 2)

4. True. 'Research in the 1980s ... showed that over 75% of workers in so-called 'boring jobs', such as lorry drivers and security guards, spend a lot of time daydreaming in order to make their time at work more interesting.' (para. 4)

5. Not Given. No comparison is made in the text between factory workers and lorry drivers about how often they daydream. 'Research in the 1980s ... showed that over 75% of workers in so-called 'boring jobs', such as lorry drivers and security guards, spend a lot of time daydreaming in order to make their time at work more interesting.' (para. 4) 'In the 19th century ... people who daydreamed a lot were judged

to be lazy. This happened in particular when people started working in factories on assembly lines.' (para. 5)

6. True. 'Daydreams can help people to be creative.' (para. 3)

7. Not Given. No comparison is made in the text between old and young people. 'Everyone daydreams sometimes.' (para. 1)

8. False. 'Escapist people spend a lot of time living in a dream world in which they are successful and popular ... Such people often seem to be unhappy and are unable or unwilling to improve their daily lives.' (para. 6)

Questions: 9–10

9. develop new ideas. 'People in creative or artistic careers, such as composers, novelists and filmmakers, *develop new ideas* through daydreaming.' (para. 3)

10. problem-solving. 'Experiments with MRI brain scans show that the parts of the brain linked with complex *problem-solving* are more active during daydreaming.' (para. 4)

Questions 11–13

11. C. 'We ... think about something that might happen in the future or could have happened in the past. Most daydreaming is pleasant ... We might daydream that we are in another person's place, or doing something that we have always wanted to do, or that other people like or admire us much more than they normally do.' (para. 1)

12. B. 'In the 19th century, for example, people who daydreamed a lot were judged to be lazy.' (para. 5)

13. D. '... recent studies show that people who often daydream have fewer close friends than other people. In fact, they often do not have any close friends at all.' (para. 6)

SECTION 2

Questions: 14–19

14. C. 'In 1820 in his book *The Philosophy of Arithmetic*, the mathematician John Leslie recommended that young pupils memorise the times tables up to 25×25.'

15. F. 'Research has shown that learning and remembering sums involving 6, 7, 8 and 9 tends to be harder than remembering sums involving other numbers ... Studies often find that the hardest sum is 6×8, with 7×8 not far behind. However, even though 7×8 is a relatively difficult sum ...'

16. G. 'It is well known that when there is a lot of pressure to do something right, people often have difficulty doing something that they normally find easy.'

17. A. 'Children have traditionally learned their times tables by going from '1 times 1 is 1' all the way up to '12 times 12 is 144''

18. D. 'For example, in 1998, the schools minister Stephen Byers was asked the answer to 7×8. He got the answer wrong, saying 54 rather than 56, and everyone laughed at him.'

19. B. 'The oldest known tables using base 10 numbers ... are written on bamboo strips dating from 305 BC found in China. However, in many European cultures the times tables are named after the Ancient Greek mathematician and philosopher Pythagoras (570–495 BC).'

Questions: 20–25

20. False. 'The oldest known tables using base 10 numbers are ... found in China. However, in many European cultures the times tables are named after the Ancient Greek mathematician and philosopher Pythagoras (570–495 BC).'



Answer Key

TEST 1

Listening – Section 1

1. 80 2. limit 3. 4.5 (metres) 4. hire and installation
5. (cost of) carpeting 6. £55 7. June 5th 8. Jenny Lakewell
9. CV6 TL3 10. 07944 325883

Listening – Section 2

11.G 12.D 13.C 14.A 15.F 16.B 17.B 18.C 19.A 20.C

Listening – Section 3

21.B 22.C 23.C 24.B 25.A 26.A 27.B 28.C 29.B 30.C

Listening – Section 4

31. natural world 32. identical theory 33. sole credit
34. controversial 35. of evolution 36. missing link
37. proof of 38. so convincing 39. a fake 40. still remain

Reading – Section 1

1.T 2.T 3.F 4.F 5.NG 6.F 7.F 8.NG
9. pointed north 10. on his own 11.B 12.A 13.B

Reading – Section 2

14.A 15.F 16.E 17.G 18.C 19.D 20.B 21.T 22.F 23.T 24.F 25.NG
26.NG

Reading – Section 3

27.T 28.T 29.F 30.T 31.NG 32.F 33.NG 34.F 35.D 36.B 37.B 38.A
39.D 40.D

TEST 2

Listening – Section 1

1. continental 2. buffet dinner 3. Common
4. booked online 5. all meals 6. lounge 7. Maple View
8. pedestrian 9. bank holidays 10. in advance

Listening – Section 2

11.G 12.H 13.E 14.F 15.C 16.B 17.B 18.A 19.C 20.C

Listening – Section 3

21.A 22/23. B/E (in any order) 24/25. A/B (in any order)
26.C 27.B 28.A 29.A 30.C

Listening – Section 4

31. everyday lives 32. cooperate with 33. handwriting
34. zero 35. mental health 36. cultural 37. coloured cards 38.
convincing tool 39. of people 40. lack

Reading – Section 1

1.F 2.F 3.T 4.T 5.NG 6.T 7.NG 8.F
9. develop new ideas 10. problem-solving 11.C 12.B 13.D

Reading – Section 2

14.C 15.F 16.G 17.A 18.D 19.B 20.F 21.T 22.T 23.F 24.F 25.NG

Reading – Section 3

26.D 27.B 28.B 29.A 30.B 31.B 32.A 33.C 34.C 35.B 36.B 37.NG
38.F 39.F 40.T

TEST 3

Listening – Section 1

1. £300 2. P.J. Browning 3. £500 4. 17th/seventeenth century 5.
English 6. 1.5 metres 7. height 8. Bradwell-Thompson 9. KN26
56T 10. 23rd (of) March

Listening – Section 2

11.E 12.F 13.G 14.A 15.B 16.A 17.C 18.A 19.B 20.C

Listening – Section 3

21.A 22.A 23.A 24.B 25.B 26.A 27.B 28.C 29.C 30.A

Listening – Section 4

31. colour use 32. human 33. closest 34. recognition
35. elephant's 36. novelty 37. Art materials
38. more similarities 39. intervention 40. open mind

Reading – Section 1

1.A/D 2.A/D 3.F/G/J 4.F/G/J 5.F/G/J 6.B/C 7.B/C 8.E/H/I 9.E/H/I
10.E/H/I

Reading – Section 2

11.C 12.E 13.D 14.D 15.B 16.B 17/18. C/D (in any order)
19.C 20.C 21.D 22. worldwide fame 23. ambition/self-belief
24. turning point 25. psychoanalytic 26. be forgotten

Reading – Section 3

27.D 28.A 29.A 30.B 31.C 32.B 33.C 34.B 35.C
36.A 37.C 38.T 39.F 40.NG