

EXAM ESSENTIALS PRACTICE TESTS

IELTS

2

with key

- six complete Academic IELTS tests
- two General Training IELTS tests
- detailed guidance and essential tips
- unique DVD-ROM with complete Speaking interview and tips from examiners
- model answers for all writing tasks and additional task guide in all tests

NEW



DVD-ROM

Includes video of
complete Speaking
interview and tips

Chris Gough
Susan Hutchison

Quickstart

A quick guide to *Exam Essentials Practice Tests, IELTS*

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IELTS BAND SCORES

Band 9 – Expert user

Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

Band 8 – Very good user

Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.

Band 7 – Good user

Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.

Band 6 – Competent user

Has generally effective command of the language, despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

Band 5 – Modest user

Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.

Band 4 – Limited user

Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.

Band 3 – Extremely limited user

Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.

Band 2 – Intermittent user

No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty in understanding spoken and written English.

Band 1 – Non-user

Essentially has no ability to use the language beyond possibly a few isolated words.

Band 0 – Did not attempt the test

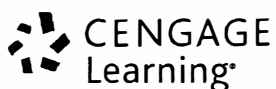
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Exam Essentials Practice Tests 2
IELTS

Chris Gough and Susan Hutchison

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IELTS Exam composition

Listening: Academic and General Training	
4 sections (30 minutes + 10 minutes transfer time)	
Reading: Academic	Reading: General Training
3 texts (60 minutes)	3 sections (60 minutes)
Writing: Academic	Writing: General Training
2 tasks (Task 1 = 20 minutes/Task 2 = 40 minutes)	2 tasks (Task 1 = 20 minutes/Task 2 = 40 minutes)
Speaking: Academic and General Training	
3 sections (11–14 minutes)	
<ul style="list-style-type: none"> • The IELTS exam is scored according to a 9-Band scale. You will get a score for each section. The average of these 4 marks is your Overall Band Score. • The total test time is 2 hours 45 minutes. The first three modules – Listening, Reading and Writing – must be completed in one day. The Speaking Module may be taken, at the test centre’s discretion, in the period seven days before or after the other Modules. 	

IELTS Part 1: Listening

The Listening Module is the first part of the exam. It takes approximately 30 minutes and consists of 4 sections. There are approximately 10 questions in each section. You are given time to read the questions before you listen. You listen only ONCE; while you listen, you can note your answers on the question paper. You have some extra time at the end to transfer your answers onto an exam answer sheet. A variety of tasks are used, chosen from the following types: multiple-choice; short-answer questions; sentence completion; notes/summary/diagram/flowchart/table completion; labelling a diagram which has numbered parts; classification; and matching.

Section	Type of listening texts
1	Two speakers have a discussion in a social situation, e.g. talking about travel arrangements or renting a house.
2	One speaker talks about a non-academic topic, e.g. the benefits of exercise.
3	As many as four speakers have a discussion in an educational or training situation, e.g. a group of students discussing plans for giving a presentation.
4	This is the longest section. One speaker gives a talk or mini lecture about a topic of general academic interest.

IELTS Part 2: Reading

The Reading Module is the second part of the exam. It lasts 60 minutes and consists of 40 questions. You have to read 3 texts (about 2000–2500 words in total). You should write your answers directly onto the exam answer paper as you do NOT have extra time at the end to transfer your answers. A variety of tasks are used, chosen from the following types: multiple-choice; short-answer questions; sentence completion; notes/summary/diagram/flowchart/table completion; choosing from a ‘heading bank’ for identified paragraphs/sections of text; identification of writer’s views/claims - yes, no or not given; identification of information in the text - yes, no or not given/true, false or not given; classification; and matching lists/phrases.

Section	Number and type of reading texts
1	There is one passage in each section. Texts come from books, magazines, newspapers and journals, and are non-specialist; at least one passage contains a detailed argument.
2	
3	

General Training Reading Module

Section	Number of texts	Type of texts
1 Social Survival	Two or more texts	Usually short but containing a lot of information. Based around everyday survival English, e.g. public information leaflets.
2 Training Survival	Two texts	Usually containing information about a university or college, e.g. services or facilities provided.
3 General Reading	One longer text	General reading comprehension on any subject.

IELTS Part 3: Writing

The Writing Module is the third part of the exam. It lasts 60 minutes and consists of 2 tasks. Task 2 carries more marks than Task 1.

Academic Writing

Task	Word count	Advised time limit	Task description
1	150 words minimum	20 mins	Describing visual information, often presented as a bar chart, table or line graph.
2	250 words minimum	40 mins	Writing a discursive (discussion) essay or a defence of an opinion, relating to a topic of general interest.

General Training Writing

Task	Word count	Advised time limit	Task description
1	150 words minimum	20 mins	Responding to a situation with a letter, e.g. asking for information, or explaining or complaining about a problem.
2	250 words minimum	40 mins	Writing a discursive (discussion) essay or a defence of an opinion, relating to a topic of general interest.

IELTS Part 4: Speaking

The Speaking Module is the final part of the exam. It does not need to be taken on the same day as the other Modules. It takes the form of a three-part oral interview, which takes between 11 and 14 minutes.

Task	Word count	Task description
1 Introduction and interview	4–5 mins	Give your name and talk about things which are personal to you, for example, your country and home town, your family, your studies or work, what you like doing in your free time and what you might do in the future.
2 Individual long turn	3–4 mins	The examiner will give you a card that asks you to talk about a person, place, event or object. You will have 1 minute to prepare to speak, and then you will talk for 1–2 minutes, during which the examiner will not speak. The examiner will then ask one or two rounding-off questions.
3 Two-way discussion	4–5 mins	You will talk with the examiner about issues related to the topic on the card. However, the discussion will be on less personal topics. For example, in Part 2 you may talk about a teacher you had at school, but in Part 3 you might talk about education in your country.

Exam Essentials Practice Tests is a series of materials published by National Geographic Learning for students preparing for the major EFL/ESL examinations, such as Cambridge English: First (FCE), Cambridge English: Advanced (CAE), and International English Language Testing System. Each book in the series pays close attention to developing a detailed knowledge of the skills and strategies needed for success in each part or paper of the exams.

IELTS Practice Tests helps learners become aware of IELTS exam requirements, offers details about the format of the exam and helps learners develop the exam skills necessary for success. The book also offers extensive practice in all parts of the exam, using the actual test format. As well as students who are planning to take the IELTS exam, the book is also suitable for use by teachers of IELTS courses and by students and teachers involved in checking and improving academic English.

1 Taking the IELTS Exam

The IELTS exam, which is jointly managed by the University of Cambridge ESOL Examinations (Cambridge ESOL), the British Council and IDP: IELTS Australia, assesses the language ability of candidates who need to study or work where English is the language of communication. IELTS is recognised by universities and employers in many countries, such as Australia, Canada, New Zealand, the UK and the USA, as well as by professional bodies, immigration authorities and other government agencies.

There are four parts to the IELTS exam: Listening, Reading, Writing and Speaking. All candidates take the same Listening and Speaking Modules, while the Reading and Writing Modules are available in two formats – Academic and General Training.

The Academic Reading and Writing Modules assess whether a candidate is ready to study or train in the medium of English. The General Training Modules focus on basic survival skills in a broad social and educational context, and are more suitable for candidates who are going to English-speaking countries for the purposes of work experience, non-degree level training or immigration.

A full breakdown of the format, task types and timing of each Module can be found in the Exam Overview on pages 4 and 5 of this *Practice Test* book.

IELTS candidates receive a Band Score from 1 to 9 for each Module of the test, and an Overall Band Score from 1 to 9, which is an average of the four Module scores. A breakdown of the nine Bands can be found in the Quickstart on the inside front cover of this book.

One mark is awarded for each correct answer in the Listening and Reading Modules. A confidential Band

Score conversion table is then used to translate these total marks into IELTS band scores. Scores are reported as a whole Band or a half Band.

Writing tasks are assessed independently by certified IELTS examiners, according to the 9-Band scale. Writing scripts are assessed on the following criteria:

Task achievement/response

Task 1: Has the writer included all the relevant information?

Task 2: Has the writer fully answered the question by dealing with all parts of it?

Coherence and cohesion

Does the answer flow well and is there a clear progression of information and opinions with appropriate linking words and phrases.

Lexical resource: Has the writer used appropriate vocabulary? Is the vocabulary accurately used?

Grammatical range and accuracy: Has the writer used a good level of grammatical structures and linking words and phrases? Is the grammar used accurate and not too simple?

Further information about the exam can also be obtained from the IELTS website: www.ielts.org

2 IELTS Practice Tests: contents

IELTS Practice Tests prepares candidates for the IELTS examination by providing **six full practice tests**, which follow the latest exam specifications.

There are **two guided tests**, which provide clear, authoritative and complete guidance on the task types featured in each section of the exam.

These guided tests are followed by **four tests (with guidance only for the writing modules)**, which offer students thorough practice at a realistic exam level.

An additional **General Training section** contains the Reading and Writing Modules for two practice tests.

Together, these tests provide at least two opportunities to practise every task type, whilst covering as full a range as possible of typical IELTS topic areas and situations.

The DVD-ROM accompanying the book include the **audio materials** for the Listening Modules, recorded so as to reflect accurately the audio element of the actual exam.

A **writing bank** has sample answers for the writing tasks, for both Academic and General Training tests.

You will find sample exam answer sheets on pages 215–216 which you can photocopy and use to note down your answers. These will help you practise using the answer sheets you will be given in the real exam.

IELTS Practice Tests with key edition contains a comprehensive **answer key**, which includes detailed explanations of each answer for the Listening and Reading Modules, and an **annotated audio script**.

Sample exam answer sheets on pages 215–216 can be photocopied and used to give you practice of what you will have to do in the exam.

3 How to use IELTS Practice Tests

Students:

You can use this book in different ways, according to your needs: your level, your aims, how much time you have, if you are studying completely by yourself or with a class and teacher.

IELTS uses many task types and you need to be well prepared for them all in order to do well in the exam. **IELTS Practice Tests** will help you to do this.

Use the Exam Overview on pages 4–5 to understand the overall content and format of the test. Look through Test 3 to see how the description in the chart matches the test.

Teachers:

Remember that IELTS is not like an exam that has a specific syllabus that it will test. Your skills will be needed to diagnose and address your students' needs in terms of lexis, structure, discourse, and so on. Because **IELTS Practice Tests** covers the full range of exam tasks and a comprehensive range of typical IELTS exam topics, it can help you to concentrate on the linguistic aspects of the course you teach.

Tests 1 and 2

Students:

Tests 1 and 2 contain valuable help in preparing for the exam. All the exam task types are represented and they are clearly headed for easy reference.

For each task, there is a **Task guide**, which gives you important facts and advice for that particular task type.

There is also a **Step-by-step guide** for each task type, which takes you through a series of carefully designed steps that will help you understand how to approach doing the task.

Model answers (on pages 207–214) are provided for all the writing tasks.

One way to use Tests 1 and 2 is to work your way through both tests. This will help you become well informed about what the IELTS exam involves. Alternatively, use Tests 1 and 2 as a sort of reference tool. Practise taking other tests in the book and use Tests 1 and 2 to get advice on particular task types.

Teachers:

This part of the **IELTS Exam Essentials** series could constitute the basis of a short intensive IELTS preparation course. It is also a useful place to check details of particular task types. The exercises and model answers can also be used as the starting points for skills classes.

Tests 3–6

Students:

These four complete tests can be used in a variety of ways. For example, you may:

- work through Tests 1 and 2 first, and use Tests 3–6 to practise what you have studied or
- begin with Tests 3–6, and when you come to each task type, check the task guides in Tests 1 and 2 to make sure you understand how to approach it.

You can use the Tests to create a self-study course:

- Work your way through Tests 1 and 2.
- Do Tests 3 and 4, returning to the task guides in Tests 1 and 2 to prepare yourself for each task type.
- Check your answers carefully – including the audio scripts for the listening sections – and keep notes about the areas where you have problems.
- Do Test 5, while checking your notes; when you reach a task type where you have had a problem before, review the task guides for Tests 1 and 2.
- Take Test 6 under test conditions (correct timing, silence, no dictionaries or reference books, etc.).

When you get an answer wrong, check to see which of the following happened:

- Did you mishear a word in the Listening?
- Did you read the question too quickly and not understand what to look for in the Reading?
- Did you make the wrong interpretation of what the graph represents in the Writing?
- Did you misunderstand what a word or phrase means?

Every question you get wrong is an opportunity to learn something that will help you later in the exam.

Teachers:

You can use the above steps with your students, either in-class or as a structured self-study programme. Encourage your students to build their understanding of the test with the explanatory key and to develop their ability to evaluate their own language and learning needs.

This edition of *Exam Essentials Practice Tests* for IELTS includes a brand new DVD-ROM which contains the following:

- A complete IELTS Speaking test
- A short video clip giving valuable advice about the IELTS Speaking test

To maximise learning from the complete IELTS Speaking test, also included is:

- a worksheet for either individual or class use
- an answer key for the worksheet
- the complete script of the Speaking test

The complete IELTS Speaking test

This video shows a full IELTS Speaking test interview of approximately 14 minutes. The candidate gives high level model answers which would achieve a band score of 8.5 or 9 and represents an ideal model interview.

The video clearly details:

- 1 The role of the interviewer,
- 2 The timings of the test,
- 3 The three parts of the test,
- 4 How each part of the test should be answered.

- 1 The role of the interviewer:

As well as listening to the candidate, the interviewer has to manage the interview by fulfilling the necessary administration requirements and keeping to very strict timings. This is to ensure that each candidate receives equivalent treatment.

- 2 The timings of the test:

After the administrative requirements are completed the interview will start. Ideally the first part will take between 4 and 5 minutes. However, if the candidate is not able to speak for this length of time with the questions given, it will be shorter. The second part, the long turn, includes 1 minute of thinking time and 2 minutes of speaking time, so in total is between 3–4 minutes. The third and final part is, like the first part, between 4 and 5 minutes.

- 3 The three parts of the test:

The three parts of the test are all very different. In the first part, the candidate is asked about three or four questions on three different subjects relating to every day matters such as family or hobbies. In the second part, the candidate is given a topic on a subject that usually relates to something that he or she has experienced in the past such as a holiday or special occasion. Finally the third part asks more general questions related to the topic of the second part.

- 4 How each part of the test should be answered:

The video clearly illustrates the different types of answers that will gain maximum marks for the three different

parts of the test: in the first part, a clear response with reasons and examples, as appropriate; in the second part, a description, together with some background information, which might take the form of a story; in the third part, a discussion of general ideas and theories about issues relating to part two.

Tips and valuable advice about the IELTS Speaking interview

Following the interview, there is a short video clip to supplement the Speaking tips given in the book. In this clip, which is about five minutes long, an examiner gives some advice about how to do well in an IELTS Speaking Interview.

The worksheet

To accompany the complete IELTS Speaking Interview there is a printable worksheet.

- For self-study:

The worksheet has been primarily designed for students working on their own and provides in-depth information about the interview itself and the language the candidate uses.

The worksheet is divided into sections relating to each part of the exam and these sections include activities which:

- draw students' attention to key features of the candidate's response.
- relate these features to the marking criteria used by the interviewer.
- give the student practice in developing their own answers for similar questions.

For the student working on their own it is recommended that activities for each section of the interview are done separately to facilitate better learning. The script of the interview can be used to check answers and to examine the language in more detail.

- In the classroom:

The worksheet can also be used in the communicative classroom. Each part of the Speaking test should be focused on in a separate lesson for most effective practice.

Students can work in pairs for many of the activities and follow-up activities can be introduced to allow students to practice the target language. Additionally students can roleplay both the interviewer and the IELTS candidate to allow for extended practice.

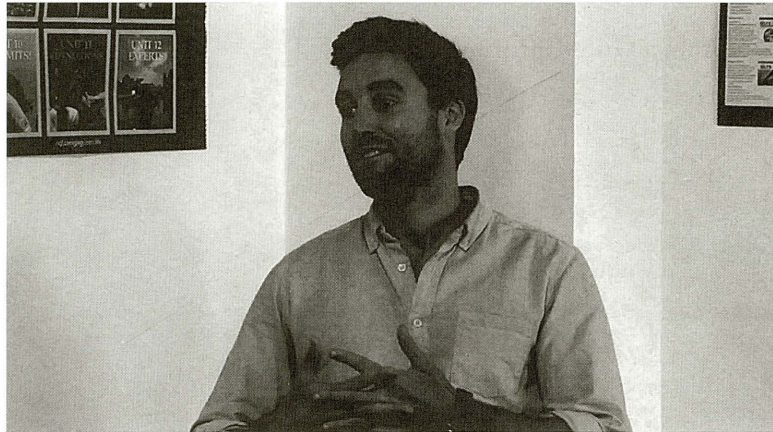
The answer key and a full video script are both supplied on the DVD-ROM.

Audio

Click on the **Audio** button in order to listen to any of the audio files for the Listening paper. Each part of the Listening paper is labelled with a separate **Track** number.

Video

Click on the **Video** button, then choose **Model Speaking interview** to watch the interview or **Tips and advice** to listen to the examiner's tips.



Video Worksheet materials

Click on the **Video Worksheet materials** button, then follow the instructions to access the PDFs of the **worksheet, scripts and key.**

SPEAKING TEST WORKSHEET *Exam Essentials*

Watch the video of a model IELTS Speaking interview and do the activities which relate to each part. You can check your answers and look at the full script on separate PDFs on this DVD-ROM.

Part 1 (00:00 to 05:57)

Watch Part 1 of the Speaking test and answer the questions below.

1 Part 1 of the IELTS Speaking test consists of different tasks. Each task is a group of questions on the same subject. How many tasks are there in Part 1?

2 Match each task with a subject the examiner asks about (a-e). There are two extra subjects.

Task 1	a. hobbies and interests
Task 2	b. culture (e.g. food)
Task 3	c. work and studies
	d. friends and family
	e. sports, town or city

3 Look at these words and phrases. Match the words and phrases with the subjects in Exercise 2.

abide by laws	case studies	cuisine	dish	environmental law
get together	grow apart	snack	specialize	

Watch the first task again (01:14 to 02:36) and answer the questions below.

4 Answer the questions.

- What is the candidate studying?
- What does he not like about studying? What does he really enjoy?
- What does he want to specialise in and why?

5 Find an example of the following.

- The candidate corrects a word he initially uses.
- The candidate explains or clarifies a word or phrase he uses.

6 Read these questions and choose the correct answer.

- Which expression does the candidate say? Why does he use this structure?
 - I really enjoy working on case studies.
 - What I really enjoy is working on case studies.
- When the candidate says: 'I hope to specialise in environmental law', is he talking about
 - the present?
 - the future?

TIP: Try to use a range of grammatical structures to improve your score.

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▶ Questions 1–10

Questions 1–7

Complete the form below.

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

Hotel Columbus Guest information

First name:	1
Surname:	2
Street address:	45 3
Town / City:	Lewes
State / County:	East Sussex
Zip / Postcode:	4
Country:	United Kingdom
Email address:	5@yahoo.co.uk
ID type:	6
ID number:	874236195
Number of nights:	3
Room:	7

Form completion

Task guide

- ▶ For this task, you have to complete a form with words and numbers that you hear on the recording, which is always a conversation between two people.
- ▶ Read the instructions carefully, as they will tell you how many words you can use for each answer. In a form completion task, the rubric will always tell you the maximum number of words that you can use in each answer. Some of the answers will almost always be numbers.
- ▶ Look at the form carefully and see how much you can predict. Think about who might complete a form like this, and what the conversation is generally going to be about. Key words will help you predict the context. One of the speakers might be requesting information, arranging a meeting or making a complaint, for example.
- ▶ You must write words that you actually hear. Do not change the form of any words.
- ▶ The questions follow the order in which you hear the information in the recording.
- ▶ You might have to write names of people or places that you have never heard before. They will usually be spelt for you. Longer names and numbers (phone numbers, for example) will usually be repeated.
- ▶ You will only be expected to know the spelling of very common first names and surnames, and very famous place names. Less common or famous ones will always be spelt out. These will not be spelt out. Shorter numbers will probably not be repeated.

Step-by-step guide

► Step 1 – Think first

Read through the form carefully. Is a word or a number required for each gap? What sort of word is required? Do any gaps require a combination of words and numbers?

Remember that in the task here, you are instructed to write no more than two words and/or a number for each answer.

Decide if each of the seven gaps requires:

- A** a word or two words
- B** a number
- C** a word or two words and a number
- D** a combination of letters and numbers

1 2 3 4 5 6 7

Preparing in this way will make it easier to hear the answers as you listen.

► Step 2 – Check what you will hear

Look at part of the conversation below. The answers for *Questions 1–5* are in **bold**.

Audio script

Receptionist: Well, let's start with your name, of course. So, that's **Martin** ... er ...

Guest: Hartley. That's **H-A-R-T-L-E-Y**.

Receptionist: Thanks. ... And your address?

Guest: **45 Carlisle Way**.

Receptionist: Could you spell Carlisle for me? Sorry.

Guest: It's **C-A-R-L-I-S-L-E**. You don't pronounce the S! **Carlisle Way** and that's in Lewes. L-E-W-E-S.

Receptionist: And is there a state? I don't think you have states in the UK.

Guest: No, we have counties. It's East Sussex. Sussex is with double S. The postcode is **LW4 6AU**. Do you want my phone number?

Receptionist: Actually no ... we contact people by email now.

Guest: Ah yes, and send me lots of advertising too, I suppose. My email is **hartleynitram@yahoo.co.uk**.

Receptionist: Sorry ... a bit slower, please.

Guest: **Hartley**, my surname ... then Martin backwards – **n-i-t-r-a-m**. That's all one word.

Receptionist: And all lower case?

Guest: That's right. No capitals. At yahoo dot co dot uk.

Notice that the guest's first name is not spelt out as it is a common name that you should know. It is, in fact, mentioned earlier in the conversation also.

The guest's surname is spelt out because it is not common, and it would be unfair to expect you to know how to spell it. It is also mentioned earlier in the conversation.

The name of the street in the address is spelt out, and repeated, because you would not be expected to know it. The second part of the street address, however, is not. You will be expected to know words like *Street, Road, Avenue* and *Lane*.

The post code has six different letters and numbers. In this type of task you must listen carefully to hear the correct answer.

The email address is probably the most difficult of the seven answers so you are given more help. It is repeated and explained, and you are told that it is all one word, written in lower case.

► Step 3 – Listen and do the task

LISTENING MODULE

READING MODULE

WRITING MODULE

SPEAKING MODULE

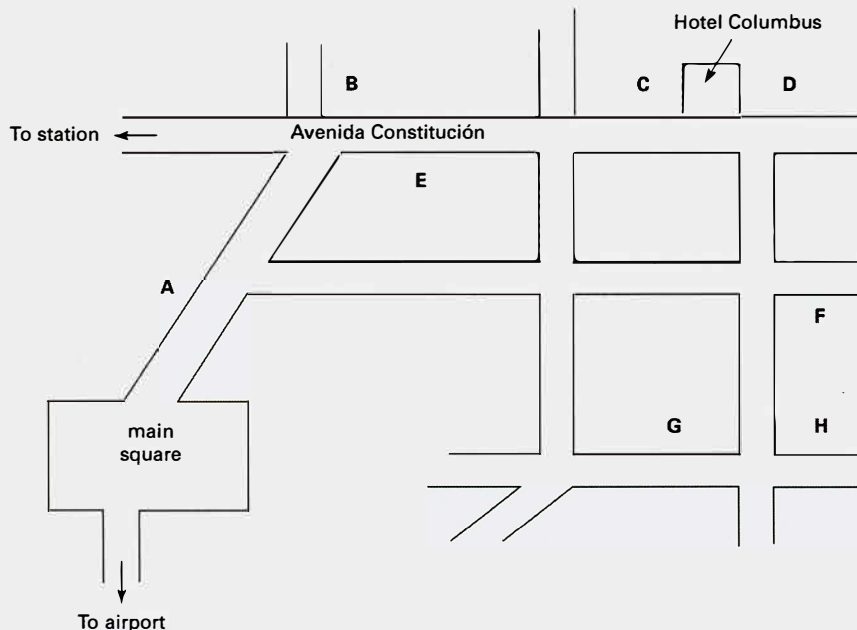
- SECTION 1
- SECTION 2
- SECTION 3
- SECTION 4

Questions 8–10

Label the map below.

Write the correct letter **A–H** next to questions 8–10.

Where are the following places situated?



- 8 museum
- 9 art gallery
- 10 conference centre

Labelling a map/plan/diagram (1)

Task guide

- ▶ For this task, you have to label a map, a plan or a diagram with points (usually the names of places) using information that you hear on the recording.
- ▶ This type of task is often applied to section 1 of the Listening test, when two speakers are in a typical social environment. You might hear two speakers asking for and giving directions, for example.
- ▶ The questions follow the order of the recording. If you realise you have missed the information you need to answer a question, don't panic. Focus carefully in order to answer the next question.
- ▶ The map and the recording will give you a starting point. Listen carefully because answering the questions correctly largely depends on starting off in the right place. Sometimes, as is the case with this task, an earlier part of the recording will help you know where the speakers are. Sometimes, however, you will need to listen to a reference to the starting point – *I'm just leaving the station now*, for example.
- ▶ There are always more places marked on the map than you need. You will usually have to choose three or four answers from eight or nine options. Some of these options will often be close together on the map or plan, and you must keep listening carefully to make sure you identify the correct answer. You will always feel more confident about an answer if you know why another option is definitely wrong.

Step-by-step guide

▶ Step 1 – Think first

Look at the map, plan or diagram and make sure you know what it shows.

As is the case here, this type of task is often the second or third task in a series of tasks related to a conversation, so you will already know where the speakers are and what they are talking about.

Remind yourself of the language of directions: *turn left / right, go straight on, walk past*, etc.

▶ Step 2 – Locate the starting point

Look at this section of the audio script. You already know that the conversation takes place in a hotel and you know the name of the hotel from the form you completed earlier. This part of the conversation directs you to the hotel's location on the map. The location of points 8, 9 and 10 will be given in relation to the hotel.

Audio script

Receptionist: Er .. let me have a look ... erm ... ah, yes. This is our street here. Avenida Constitución. The bigger hotels are marked so let me just see which one is us. Erm ... here ... yes, here ... this is Hotel Columbus

▶ Step 3 – Check what you will hear

Look at the next section of the audio script. Follow the directions carefully and pay particular attention to points C and D on the map. Why is one correct and the other wrong? The relevant information is in **bold**.

Audio script

Receptionist: ... this is Hotel Columbus **just before** you get to the museum – I say '**just before**' because that's the way most people get here. I mean **coming from the main square** where all the buses stop, or **from the station**.

▶ Step 4 – Listen and do the task

▶ Questions 11–20

Questions 11–14

Complete the notes below.

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

Benefits of allotment gardening

conventional gardens too small / can grow far more on own plot of land
 very sociable / communal – people from totally different 11 come together
 good exercise – costs far less than 12 membership!
 pleasure & sense of achievement – both mental & physical benefit
 environmental benefit – provide urban areas with essential 13 for wildlife
 + reduction of 14 due to less traffic transporting produce

Notes completion

Task guide

- ▶ For this task, you must write pieces of information given in the recording you hear.
- ▶ Notes are often organised as though somebody listening to the speaker has made them in a notebook. They might not be full sentences, and might not start with capital letters or have full stops.
- ▶ There will usually be a heading at the top of the notes and this will help you make predictions about the recording.
- ▶ Read the instructions carefully, as they will tell you how many words you can use for each answer. The number of words varies in each task of this type, but you will generally be instructed to use either two or three words (see the instructions for questions 11–14 above). You may also be told to use numbers in your answers.
- ▶ Look at the notes carefully and try to make predictions. Key words will give you some idea of what the talk or conversation will be about. If there is a key word that you don't know, it will probably be explained early in the recording. Listen for it carefully.
- ▶ There might be lines of notes without gaps to fill. Read these carefully, as they will help you understand more about the topic of the recording.
- ▶ You must write words that you actually hear. Do not rephrase or change the form of words you hear. Answers will be incorrect if you misspell any words.
- ▶ The questions follow the order in which you hear the information in the recording.

(Note that later in the course you will see very similar task types in which notes are organised into tables and flow charts.)

Step-by-step guide

► Step 1 – Think first

Read the heading at the top of the notes. Is there a key word you don't recognise?

Read through the notes carefully. Do they help you make predictions about the talk you will hear? Do they help you work out the meaning of the unknown word in the heading?

Look at each gap carefully and think about what sort of information is required. Remember that you are instructed to write no more than two words for each answer. Here, each answer will be the same part of speech. What part of speech is that? Note that nouns are probably more common in this type of task.

► Step 2 – Check what you will hear

Listen to the first part of the talk and notice how you can prepare yourself to start answering questions. The speaker explains what his talk is about and then gives information related to the first line of notes. By the time you have to write an answer, you should feel more confident about understanding the topic. Note, however, that you might need to write an answer into the first line of notes.

Now focus on answering the questions. You must be ready for the information, you must listen specifically for the key word or words and you must spell the answer correctly.

Look at part of the audio script below. The first answer is in **bold**. Notice how the underlined parts before the answer prepare you to listen for the key word(s). The underlined parts after the answer reinforce the specific topic of that part of the talk. Note how the language used in the notes paraphrases the language you actually hear (they are not exactly the same words).

Audio script

... how many people can say their garden is a meeting place? You might chat with your next door neighbour every now and again, but allotments are notorious communal hives. There are usually between ten and thirty plots on any allotment site, and they bring together people from all sorts of **social backgrounds**. Where else do you find a lawyer deep in a conversation with a lorry driver? There's often a great sense of camaraderie, with initiatives to involve the wider community, including the less able, the retired and the unemployed.

Look at another part of the audio script below. The second answer is in **bold**. Notice once again how you are led towards the answer. Notice how *joining a gym* on the recording paraphrases *gym membership* in the notes.

Audio script

An allotment is a huge recreational asset for anyone in that situation. First of all, there's the exercise. Renting an allotment costs around £30 a month – that's generally **a lot cheaper than joining a gym!**

► Step 3 – Listen and do the task

- SECTION 1
- SECTION 2**
- SECTION 3
- SECTION 4

Questions 15–17

List **THREE** advantages of allotment-grown food.

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

- 15
- 16
- 17

Short-answer questions (1)

Task guide

- ▶ For this task, you have to identify related items that you hear on the recording. You will be told to list *factors, features, qualities, reasons, causes, benefits, advantages, disadvantages, problems, improvements* and so on. Make sure you are familiar with general referencing nouns like these.
- ▶ Read the instructions carefully, as they will tell you how many words you can use for each answer. Two or three words is usual, but occasionally you will be told to use only one word. Make sure you do not use more words than is allowed.
- ▶ You can write your answers in any order, but you will almost certainly find it easier to write answers as you hear them.
- ▶ Make sure that each item you list answers the question. In this case, for example, each answer must be *an advantage*.

Step-by-step guide

► Step 1 – Think first

The question tells you to list advantages. Can you think of other words and phrases that mean the same as *advantage*?

You should always write words that you hear and not guess answers. However, guessing what some of the answers might be before you listen, will help you prepare yourself to answer questions. What are the possible advantages of growing your own food?

► Step 2 – Check what you will hear

For this task, the speaker will help you identify each answer by clearly signalling in advance. Look at the phrases from the audio script below, and think about how they signal each answer.

Audio script

- 1 Well, to start with there's the ...
- 2 Another point in its favour is the ...
- 3 Finally there's the bonus of ...

Pay attention to the speaker's pronunciation with lists like this. He or she will place stress on the key words and phrases and help you pick them out.

► Step 3 – Listen and do the task

Make sure all of your answers are spelt correctly.

When you have completed the task, read the audio script carefully. Check the words and phrases that mean the same as *advantage*. Notice also how each answer is reinforced by the line that follows.

LISTENING MODULE

READING MODULE

WRITING MODULE

SPEAKING MODULE

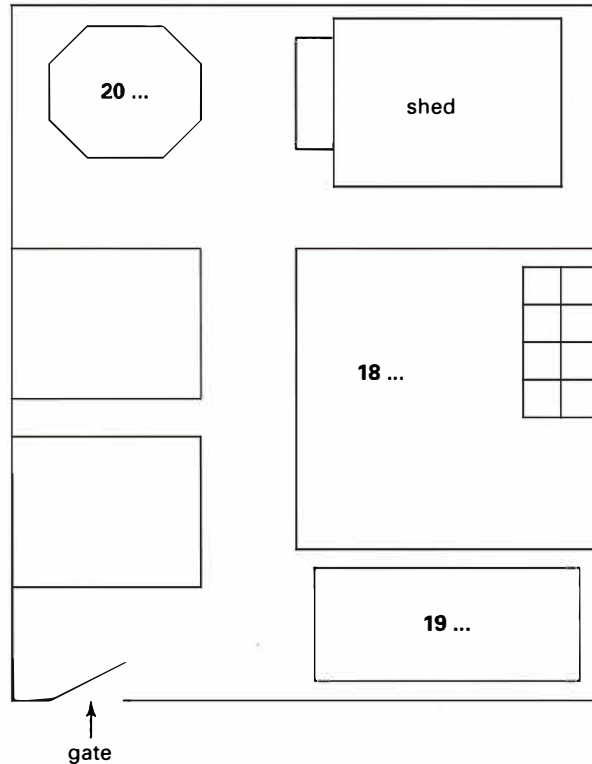
- SECTION 1
- SECTION 2
- SECTION 3
- SECTION 4

Questions 18–20

Label the plan below.

Choose **THREE** answers from the box and write the letters **A–G** next to questions 18–20.

- A compost bin
- B flower bed
- C glass house
- D grass walkway
- E pond
- F stone sink
- G vegetable bed



- 18
- 19
- 20

Labelling a map/plan/diagram (2)

Task guide

- ▶ For this task, you have to label a map, a plan or a diagram by choosing items (often the names of places) from a list provided in a box, as you listen to the information that you hear on the recording.
- ▶ Contrast this task type with the labelling task you have already seen. In that task, there were additional options on the map, while here there are additional options in the list of items.
- ▶ Often, as is the case here, you will have to choose two or three items from a list of seven items in the box. Sometimes, you will have to choose more items (perhaps six or seven) from a longer list of items in the box.
- ▶ If this task is the second or third in a series of tasks, you will already know the general topic. If it is the first task, you will need to look at the map, plan or diagram and at the list of items carefully and make predictions about the topic of the talk before you start listening.
- ▶ It is important that you look carefully at the map, plan or diagram so that you can find your way around it once the recording (or the relevant part of the recording) starts.
- ▶ The items in the box will be listed alphabetically (or in a similarly logical way), but will not be mentioned in the same order on the recording.
- ▶ The questions follow the order of the recording. If you realise you have missed the information you need to answer a question, don't panic. Focus carefully in order to answer the next question.

Step-by-step guide

► Step 1 – Think first

Look at the map, plan or diagram and make sure you know what it shows.

In this case, you have already heard half of the talk so you know what the speaker is talking about. You will probably realise that this plan, for example, shows an allotment, but that will be made clear on the recording. Look at the relevant sentence from the audio script below.

Audio script

Now, I'm going to show you a typical allotment from the site closest to here on Finley Road.

► Step 1 – Locate the starting point

Sometimes, the starting point will be clearly stated by the speaker. Sometimes, you will need to look carefully at the map, plan or diagram for a logical starting point. Look at the relevant sentence from the audio script below.

Audio script

So, as you can see here, each plot has a fence around it and its own gate.

Remind yourself of the language used to describe position: (*over*) *on the left / right, next to, at the top, at the end, at the bottom, etc.*

► Step 2 – Check what you will hear

Items on the list will often be expressed in a slightly different way to the recording. Look at how item G (vegetable bed) is described in the audio script below.

Audio script

This plot, in fact, has two smaller flower beds opposite a much larger area for vegetables.

Is item G the correct answer for any of the questions?

► Step 3 – Listen and do the task

LISTENING MODULE

READING MODULE

WRITING MODULE

SPEAKING MODULE

SECTION 1

SECTION 2

SECTION 3

SECTION 4

▶ Questions 21–30

Questions 21–24

Answer the questions below.

Write **NO MORE THAN ONE WORD** for each answer.

21 What course does Lily want to study next year?

.....

22 Where is Lily probably going to study?

.....

23 What course are Mark and Lily studying on now?

.....

24 What does Lily think Mark might be afraid of?

.....

Short-answer questions (2)

Task guide

- ▶ For this task, you have to write answers to separate *who*, *what*, *where*, *when* type questions, using information you hear on the recording. The task can be applied to any of the four sections of the Listening test.
- ▶ Read the instructions carefully, as they will tell you how many words you can use for each answer. One or two words is usual but occasionally you will be allowed to use three. Instructions will sometimes say that you can also use a number. Make sure you do not use more words than is allowed.
- ▶ The questions follow the order in which you hear the information in the recording.
- ▶ Generally, most answers will be nouns, but adjectives are possible. Nouns will usually be either uncountable or plural so that you do not have to worry about whether or not to use an article. Occasionally, a short phrase will be an answer (if you have been told to use up to three words). Q: *Where was the gold discovered?* A: *tomb*, or *in the tomb*, for example are both correct. If answers are names, longer numbers or dates, they will usually be repeated.
- ▶ You must write words that you actually hear. Do not change the form of words you hear. Answers will be incorrect if you misspell any words.
- ▶ Language used in the questions will paraphrase language used on the recording (they will not include exactly the same words and phrases). As you listen, you will need to identify words and phrases on the recording that mean the same as, or something similar to, words and phrases in the questions.
- ▶ Occasionally, you might think that you can answer a question by applying general knowledge. However, the aim is to test whether you understand what the speaker says, and you must listen for the words used on the recording.

Step-by-step guide

► Step 1 – Think first

Look at *Questions 21–24*, and think about whether any key words or phrases help you make predictions about the content of the recording. You know that the third section of the Listening test is always related to education, and you know there will be more than one speaker. Who are Mark and Lily?

Think about the kinds of answers required for each question. Here, all the answers will be nouns, but which two will be the titles of university or college courses, which will be the name of a city or town and which will more abstract?

You have been told to write only one word as your answer, so do not worry about whether you should use an article or not.

► Step 2 – Check what you will hear

Identifying some answers will be straightforward – you will hear the key word(s) and write them. Often, however, there will be a distractor – another piece of information that you might think is the answer. This task will often involve distinguishing between what is apparently possible and what is actually correct.

Look again at *Questions 21 and 22* and at part of the audio script below. Which words in bold are the correct answers and which are distractors?

Audio script

Lily: Hi Mark. How's it going?

Mark: Oh, hi Lily. I'm OK. Have you decided what course you're going to apply for, then?

Lily: Yes, **illustration**. I've already applied to one college, actually.

Mark: I didn't even know there were places that did just **illustration**.

Lily: There aren't many. Most combine it with other areas like painting and graphic art. Unfortunately, there are no courses in **London** so I've opted for **Birmingham**.

Mark: Mm, **Birmingham** – I'm not sure I'd want to study there.

Look again at *Question 23* and at another part of the audio script below. Notice how Lily's question helps you prepare yourself to hear the answer. Notice again how the word(s) in italics could potentially be distractors.

Which words in bold will be the correct answers and which are distractors? Notice how the correct answer is repeated to help you make a decision.

Audio script

Lily: Aren't you enjoying art school now, then?

Mark: Yes, I am, but this is a **foundation course**, isn't it? I wanted to try out all the different areas – you know **sculpture**, **computer graphics** – a bit of everything. Now I know that I really just want to paint, though, I may as well get a studio and do it.

Look again at *Question 24* and at the final part of the audio script below. Answer the questions that follow.

Audio script

Lily: This isn't all about a fear of being rejected, is it? I mean, I know you hate applications and interviews and so on. You're not looking for a way out of all that, are you?

Mark: No, of course not. I'm no more scared of rejection than anyone else. I mean, people not buying your work – that's real rejection, isn't it?

1 Which two words or phrases paraphrase *be afraid of* in the question?

2 Why isn't *being rejected* a correct answer to the question?

► Step 3 – Listen and do the task

- SECTION 1
- SECTION 2
- SECTION 3**
- SECTION 4

Questions 25–30

Who makes the following points?

- A Mark
- B Lily
- C Tutor

Write the correct letter **A**, **B** or **C** next to questions 25–30.

- 25 most artists do not earn much money
- 26 renting studio space can be very expensive
- 27 art schools help promote young artists' work
- 28 some people disapprove of artistic courses
- 29 young artists need regular evaluation of their work
- 30 amateur artists have an unrealistic view of their work

Classification

Task guide

- ▶ For this task, you have to answer a series of questions, by choosing from the same list of options in each case.
- ▶ When this task is applied to section 4 of the Listening test, it means matching pieces of information with categories mentioned in the lecture. This task will be applied when the lecturer talks about a number of distinct categories – sources of energy or genres of film, for example. Note that when applied to section 4, the task is very similar to the classification task that is also applied to the Reading test (see page 32).
- ▶ When this task is applied to section 3 of the Listening test, as is the case here, it usually means matching opinions, comments, suggestions, etc. with the speakers. If the task is applied when there are only two speakers, one of the options will probably be a combination of the other two – A Jane, B Graham, C Both Jane and Graham, for example.
- ▶ Language used in the questions will paraphrase language used in the conversation. As you listen, you will need to identify words and phrases in the questions that mean the same thing.
- ▶ Although the possible answers are the same for each question, the questions do not depend on each other. You can get one question wrong and the next one right.
- ▶ As with all multiple choice type tasks, don't try to 'break the code'. It is not possible to predict how many answers will be A, B or C, or to find some sort of pattern. There might be three A answers and only one C answer, for example.
- ▶ The questions follow the order in which you hear the information in the recording. Here, for example, you will hear one of the speakers talk about *artists making money* before you hear the same or another speaker talk about *renting studio space*. If you realise you have missed the information you need to answer a question, do not panic. Focus carefully in order to answer the next question.

Step-by-step guide

► Step 1 – Think first

Look carefully at the three options and at each of the points 25–30. In the first part of the recording, there were only two speakers but here there are three, so clearly another person joins the conversation. You know that Mark has been talking about not applying to another art school – how will each of the points relate to that?

Remember that this task might be the first task in a conversation. In this case, you need to quickly identify each of the speakers. There is always a mix of male and female speakers, and speakers always introduce themselves or each other before you have to listen for any answers.

You know that the language you hear will not be exactly the same as what you read in the questions. Generally speaking, the language in the questions is simpler than in the recording. For *Question 25*, for example, you read *do not earn much money* but on the recording you might hear phrases like *are badly off, are hard up, are broke or are counting the pennies*.

Look at *Questions 26–30*. Think about what you might hear on the recording and write your ideas below.

- 26
- 27
- 28
- 29
- 30

► Step 2 – Check what you will hear

Look again at *Questions 26 and 27* and at part of the audio script below. The questions are both related to financial matters and each of the speakers has something to say. You will have to listen carefully to identify which of the speakers makes the actual points. Answer the questions below and as you do so highlight the relevant part(s) of the conversation.

1 Who says that artists don't earn money?
.....

2 Who says that studying at college is expensive?
.....

3 Who says that renting a studio is expensive?
.....

4 Does Mark make either of the points 26 or 27?
.....

Audio script

Tutor: Mm, you might just be looking through rose-tinted spectacles there Mark. There are plenty of people who regret taking that route, you know. For every artist making a living, there are twenty living on the breadline ...

Mark: OK, I take your point but I'm thinking about the cost of three years at art school as well! Apart from the actual fees, there are all the living expenses. Students are running up at least a £30,000 debt by the end of their course!

Lily: So, this studio you're planning to get – I take it that'll be free, then? If you're contemplating working in Paris or Prague, won't that cost practically the same over three years?

Mark: Maybe, but I'd be selling my paintings, wouldn't I?

In this task type, you will sometimes have to identify which of three people is going to perform a duty – write the introduction to a composition, for example. The speakers will make suggestions and agree and disagree before arriving at a decision. You will have to listen carefully to make sure you can confidently choose the correct option.

► Step 3 – Listen and do the task

► Questions 31–40

Questions 31–35

Complete the summary below.

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

Laughter in psychological therapy

Most people acknowledge that any treatment involving psychological therapy is 31 and do not immediately associate it with laughter. People normally laugh when something is funny, so assume that laughter is naturally related to 32 The result is that laughter as a 33 is not recognised as it should be. Laughter is not simply a reaction to finding something amusing. A similar 34 may be triggered by a range of negative feelings. If we understand this, we will no longer 35 by people laughing unexpectedly.

Summary completion

Task guide

- For this task, you must complete a summary, using information you hear on the recording.
- A summary completion task will usually be one of two or three tasks applied to one section of the Listening test, so it will be a summary of just part of a talk, lecture or conversation rather than all of it.
- Completing a summary can be easier than completing notes or sentences, as the summary provides a more complete picture of what the recording will be about. However, you have more to read before you listen, and there is usually more paraphrased language to deal with.
- Bear in mind what a summary is. What you read will be a condensed, simplified version of what you hear. Some of what you hear will be worded differently from what you read.
- There will usually be a heading at the top of the summary. Read this first, especially if the task is the first task of the section, as it will give you a general idea of the topic. If there is a key word that you don't know, it is likely that that word will be explained early on the recording. Listen for it carefully.
- Read the summary right through carefully and see how much you can predict. Look at the words that come before and after each gap to make sure that your answers fit both logically and grammatically. You may occasionally feel that you can guess some answers from your general knowledge, but you must listen to check the exact words used on the recording.
- Read the instructions carefully, as they will tell you how many words you can use for each answer. You will generally be instructed to use either two or three words.
- You must write words that you actually hear. Do not rephrase or change the form of words you hear. Answers will be incorrect if you misspell any words.
- The questions follow the order in which you hear the information on the recording.

Step-by-step guide

► Step 1 – Think first

Read the heading at the top of the summary. Are there any words you don't recognise?

Read through the summary carefully. Are you able to make predictions about the lecture you will hear? Can you work out the meaning of unfamiliar words in the heading?

Look at each gap carefully and think about what part of speech each answer is likely to be. Remember that in the task here, you are instructed to write no more than two words for each answer. Do any gaps look like they will require more than one word?

Note that because gaps can be filled with one or two words, it is not always possible to know the part of speech before you listen. The first gap, for example, could be filled with a single-word adjective or with an article and noun.

► Step 2 – Check what you will hear

Prepare yourself to listen for the first answer. You must be ready for the information, you must listen specifically for the key word or words and you must spell the answer correctly.

Look at part of the audio script below. The first answer is in bold. Note that the first answer here is repeated to ease you into the task.

Notice how the underlined parts prepare you to listen for the key word, and then reinforce the specific topic of this part of the lecture.

Notice how the language used in the summary paraphrases the language you actually hear (they are not exactly the same words), and reduces the message to a single line of information.

Audio script

Now, when we start talking about psychological therapy, laughter isn't something that immediately springs to mind. Therapy is a **serious** business, and it's generally approached with an appropriate degree of seriousness. After all, people seek treatment and enter therapy for **serious** reasons. They're often at critical junctures in their lives and they need professional help.

Look at *Question 35* again carefully. The line *we will no longer* before the gap suggests that the answer will be a verb. The line *by people laughing unexpectedly* comes after the gap. What sort of grammatical structure might be required here?

Look at the relevant part of the audio script below. Notice how the single word *unexpectedly* in the summary paraphrases the longer line *in all sorts of painful, even tragic, situations* on the recording.

Audio script

Once we accept that laughter and pain are related, we are less likely to be **shocked** when people laugh in all sorts of painful, even tragic, situations.

► Step 3 – Listen and do the task

Questions 36–40

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

- 36 What does the speaker say about cathartic psychotherapy?
A There is a limit to how much pain laughter releases.
B Laughter releases various negative emotions.
C It is possible to estimate how much pain is released each time a person laughs.
- 37 According to the lecturer, losing self-control
A is often beneficial.
B is acceptable when we are children.
C makes feelings of pain and sadness last longer.
- 38 Which of the following regarding recent research does the lecturer NOT suggest?
A The way people store emotions is more physical than mental.
B People find it easier to laugh than to express other emotions.
C Laughing replaces the need to cry or get angry.
- 39 The lecturer feels that people in the medical professions must
A encourage patients to understand the seriousness of their conditions.
B recognise that people do not necessarily laugh to hide true feelings.
C stop patients laughing inappropriately.
- 40 What does the lecturer conclude by saying about the catharsis of laughter?
A It helps people to forget distressing memories.
B People find themselves in a position of control.
C People can benefit from seeing the humour in unfortunate circumstances.

Multiple-choice with single answer

Task guide

- ▶ For this task, you must choose the correct answer from three possible options, A, B or C. (Note that for the same task type in the Reading test, you are given four options A–D.)
 - ▶ Multiple-choice questions in the Listening test vary in terms of complexity. When applied to section 1, they will require you to listen to relatively straightforward facts. When applied to sections 3 and 4, they will test your understanding of opinions, arguments and attitudes. They might sometimes require you to understand what is implied or suggested.
 - ▶ Multiple-choice questions are either in the form of *wh* questions (see *Question 36* above), or sentences that need completion (see *Question 37* above). Occasionally, a question will ask you which one of three options is not true or correct (see *Question 38* above).
 - ▶ The questions follow the order in which you hear the information on the recording. Within each option, you may hear reference to the three options in any order.
 - ▶ As with all multiple-choice type tasks, don't try to 'break the code'. It is not possible to predict how many answers will be A, B or C, or to find some sort of pattern. There might be three consecutive A answers, for example.
 - ▶ Read through the questions and options as carefully as possible and try to make predictions about the content of the whole lecture and the specific part of the lecture that relates to each question. Here, the multiple choice task is the second task, so you already know what the lecture is about.
 - ▶ You will need to continue to look carefully at each of three options as you listen to the relevant part of the recording. If you realise you have missed the information you need to answer a question, do not panic. Focus carefully in order to answer the next question.
 - ▶ Language used in the questions will paraphrase language used on the recording (they will not include exactly the same words and phrases). As you listen, you will need to identify words and phrases on the recording that mean the same as or something similar to words and phrases both in the questions and in the options. However, if you hear words on the recording that are the same as words used in one of the options, do not assume that it means it is the correct answer. It is your understanding of whole ideas that is tested here.
 - ▶ This type of multiple-choice task will often be combined with other multiple-choice type tasks (in both the Listening and Reading tests). You might have three single answer multiple-choice questions, followed by a task that requires you to choose answers from a list of five options, for example.
- See page 60 for another type of multiple-choice task.

Step-by-step guide

► Step 1 – Think first

Read the question carefully and identify key words and phrases that will help you recognise which part of the lecture is relevant. Here, you might not properly understand *cathartic psychotherapy* but you can assume that you will hear the lecturer use the term. She might explain what the terms means, but you might also be able to answer the question without fully understanding what it means.

Read each of the options carefully. Prepare to hear each one mentioned as you listen. Remember you may hear reference to the three options in any order and that language you hear will not be exactly the same as language used in the options.

Read *Question 36* again carefully. Then listen to the first part of the lecture and identify the order in which reference is made to the three options. Don't try to choose the correct answer yet.

1 ... 2 ... 3 ...

► Step 2 – Consider the possibilities

Look at the part of the audio script that is relevant to *Question 36* below and answer the questions about options A, B and C that follow.

Audio script

Cathartic psychotherapy utilises laughter as an essential medium for healing emotional pain. It's specific to the release of anger, fear and boredom. When people laugh, they free themselves of painful feelings. The amount of pain the body releases during a single burst of laughter is immeasurable, but we know that the body will keep discharging pain cathartically until there's no longer a need.

Option A

- 1 Highlight the line that relates specifically to this option.
- 2 Does *discharge* have more or less the same meaning as *release*?
- 3 Does this line suggest a limit or does it say that something will go on for however long is necessary?

Option B

- 1 Highlight the line that relates specifically to this option.
- 2 The preceding line mentions *emotional pain*. Is that the same as *negative feelings*?

- 3 The key line mentions *anger, fear and boredom*. Is a list of three emotions the same as *various emotions*?

Option C

- 1 Highlight the line that relates specifically to this option.
- 2 Does *a single burst of laughter* mean the same as *each time a person laughs*?
- 3 Which key word means *it is not possible to know how much*?
- 4 Can we measure how much pain is released – do we know how much pain is released?

Which option is the correct answer? Are you confident that you have good reason to dismiss the other options?

► Step 3 – Check what you will hear

Look at *Question 37* again and then listen to the next part of the lecture. As you listen, answer the questions below.

- 1 What phrases does the lecturer use instead of *when we are children*?
- 2 Does the lecturer say that when children lose control it is acceptable or that it is something to avoid?
- 3 What does *the virtues of self-control* mean?
- 4 Does *discomforting* mean something like *beneficial* in option A?
- 5 Which verb does the lecturer use that means *makes last longer*?
- 6 Does she say that losing self-control makes feelings of pain and sadness last longer or that something else makes those feelings last longer?

Which option is the correct answer? Are you confident that you have good reason to dismiss the other options?

If you are unsure, read the part of the audio script that applies to *Question 37* before you check the answer.

► Step 4 – Listen and do the task

Apply the same step-by-step approach to *Questions 38–40*.

You should spend about 20 minutes on Questions 1–12, which are based on Reading Passage 1 on pages 28 and 29.

Racy telenovelas inspire social change

Brazil's popular soap operas have done more than just entertain people – they have reduced the birth rate by three million and driven up the rate of divorce, a new report has found. Their colourful storylines of glamorous love triangles, paternity mysteries and rags-to-riches successes have long dominated Brazilian airwaves. Now the racy telenovelas that are the mainstays of the country's powerful TV Globo network are being credited with more than just their audience pulling-power.

A study of population data stretching back to 1971 has revealed that Brazil's popular and often fanciful soap operas have had a direct impact on the nation's divorce and birth rates, as the main channel that broadcast them gradually extended its reach across the country. According to the report, prepared for the Inter-American Development Bank, the rate of marriage break-up rose and the number of children born to each woman fell more quickly in areas receiving the TV Globo signal for the first time.

Over the two decades that were studied, an estimated three million fewer Brazilian babies were born than would have been if telenovelas had never been broadcast, and 800,000 more couples separated or divorced. If the effect continued to the present day, the numbers would be even greater. 'Exposure to modern lifestyles as portrayed on television, to emancipated women's roles, and to a critique of traditional values, was associated with increases in the share of separated and divorced woman across Brazil's municipal areas,' the report's authors said.

Every Brazilian knows that what happens on TV Globo can affect the real world. Its schedules dictate kick-off times for football matches, its costumes influence design and fashion and the telenovelas' plotlines have influenced the outcome of elections. However, the revelation that the cult of the telenovela has had such impact on the most intimate aspects of its viewers' lives will startle Brazilians. Maria Immacolata Lopes, the

coordinator of the Telenovela Centre at USP, one of Brazil's leading universities, said it was the first time that research had been undertaken on such a wide scale.

Alberto Chong, one of the study's authors, said the reason for the change was the 'aspirational ethos' of the country's soaps, which, unlike their grittier equivalents in Britain, tend to portray the upper levels of Brazilian society. That generally means characters are whiter, wealthier and better educated than most of Brazil's 190 million people. They have fewer children and are more likely to be separated or divorced. Viewers instantly took to that image. 'If the leading female character of a telenovela was divorced or separated, the divorce rate rose, by an average of 0.1 percentage point', Mr Chong said. 'At the same time, women in areas reached by the Globo signal had 0.6 per cent fewer children than those in areas with no signal.' This may appear to be a small impact, but equates to millions fewer babies born over two decades.

TV Globo reacted with hostility to the study, saying that it underestimated the intelligence of the channel's viewers. A spokesman asserted that the soaps' portrayal of divorce and smaller families reflected the trends of the time, rather than brought them about. 'Our dramas are attuned to the questions being asked in society. While we don't doubt the novelas make people think, we don't believe they actually influence their opinions or choices,' said Luis Erlanger, Globo's communications director. Mr Chong rejected the view, pointing out that the chances of a new-born baby being named after a soap star were significantly higher in areas where the soaps were broadcast.

Other international studies have shown that television can influence behaviour and transform social mores, especially where the population does not have constant access to mixed media. In India, the arrival of cable television in remote areas caused pregnancy rates to fall and enrolment in education among girls to rise. Inhabitants of Lutsaan, a village in northern India,

were passionate fans of the radio drama *Tinka Tinka Sukh*. The programme is claimed to have promoted gender equality and encouraged renouncement of the local custom of demanding a bridal dowry. Enrolment of girls in the local school rose by 25 per cent. In other parts of the country, soap viewers were more likely to refute the commonly held view that a husband was justified in beating his wife.

A Rwandan radio serial *Musekweya* has had an even more notable impact. Devised and broadcast by *Radio La Benevolencija*, a partner of Oxfam, the story centres on the conflict between two fictional tribes and the doomed romance between two of its characters. The project has the high hope of mending ethnic tension and encouraging reconciliation. This may be fiction, but the backdrop is very evidently the period just before the horrendous events of 1994.

One of the earliest programmes to have a far-reaching impact on audiences was the Peruvian telenovela

Simplemente Maria first aired in the late 1960s. The central character was a rural girl who escaped to the city to find work as a maid. She learnt to read and, more importantly, to sew, enabling her to become a successful fashion designer. The show was so popular that when Maria married her literacy teacher, thousands of avid viewers collected outside the church to bestow gifts on the happy couple. Across the country, increased enrolment in literacy classes coincided with the storyline.

Back in Brazil, although they have lost viewers to the internet, the influence of the novelas remains evident. The increased presence of slender blondes is credited with driving a shift away from what was once a nationwide preference for guitar-shaped brunettes. 'Novelas in Brazil take on a greater importance than a simple drama because they move people,' said Mauro Alencar, the author of several books about the genre. 'But the novela is above all a reflection of society. It feeds off what is exposed in day to day life and recreates a fictional version.'

Questions 1–4

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

Write your answers in boxes 1–4 on your answer sheet.

- 1 According to the text, which of the following features is typical of Brazilian telenovelas?
 - A There is a tendency to favour large families.
 - B Relationships are often unstable.
 - C Characters can not escape their social class.
 - D Storylines are generally realistic.

- 2 TV Globo soap operas
 - A are more popular than football matches.
 - B are frequently set in the fashion industry.
 - C have a degree of political content.
 - D frequently shock the viewing public.

- 3 Viewers are attracted to Brazilian soap operas because
 - A they would like to be more like the characters in them.
 - B they reflect what happens in their own lives.
 - C the characters are excellent role models.
 - D they clearly show viewers how to behave.

- 4 What is the point made in the sixth paragraph?
 - A TV networks deserve criticism for their irresponsible storylines.
 - B TV drama should be seen purely as entertainment.
 - C People are behaving just like the characters they see in the telenovelas.
 - D There is disagreement about how influential TV drama really is.

Multiple-choice with single answer

Task guide

- ▶ This task normally consists of questions that focus on a particular part of the passage rather than on information spread throughout the passage.
- ▶ The exception to this is a 'global' question, which checks your comprehension of the whole passage. 'Global' questions might check that you understand the message that the passage conveys or the writer's purpose. You might need to choose the best summary of the passage or the best title for it. A global question is always the last question on a passage (see *Question 12* – the last question on this passage).
- ▶ Multiple choice questions are either in the form of *wh* questions (see question 1 above), or sentences that need completion (see *Questions 2 and 3* above). Occasionally, a question will ask you which one of four options is not true or correct – 'Which of the following statements about the city is NOT correct?', for example.
- ▶ If there are several multiple-choice questions, they will follow the order of the relevant information in the passage.
- ▶ Occasionally, a multiple-choice question will direct you to a specific paragraph or section and check that you understand the main point of it or the message it conveys (see *Question 4* above).
- ▶ Multiple-choice questions often test your understanding of complex information and opinion. You will need to read a specific part of the text very carefully.
- ▶ Language used in the questions will paraphrase language used in the passage. You will often need to read very carefully to identify words and phrases in the passage and in the questions that mean the same thing.
- ▶ Make sure that the option you choose answers the question. An option will sometimes be true according to the text but not provide an answer to the question that you have been asked.
- ▶ See page 86 for another type of multiple-choice task.

Step-by-step guide

► Step 1 – Locate the question in the passage

Read the question carefully and locate the relevant part of the passage. If the question does not direct you to a specific paragraph, it will usually refer you to something that can easily be located. Remember that questions will follow the order of the relevant information in the passage.

► Step 2 – Read carefully

Read the four options carefully as you read the relevant part of the passage carefully.

► Step 3 – Find the answer

Locate the specific line or key words that provide the answer. Identify reasons for dismissing incorrect options.

Look at **Question 1** and answer the questions below.

- 1 In which paragraph(s) will you find the relevant information?
- 2 Do you need to read further on in the text to answer this question?
- 3 Can you identify any words and phrases in the relevant paragraph(s) that relate directly to any of the options?

Answer the questions below about each of the options A–D.

Option A

- 1 Does the writer say that more or fewer children are being born?
- 2 Does the writer suggest that families are increasing or decreasing in size?

Option B

- 1 Does the writer focus on marriages remaining intact or marriages breaking up?
- 2 Do the phrases *love triangles* and *paternity mysteries* suggest stability or instability?

Option C

- 1 What does the phrase *rags-to-riches successes* mean?
- 2 Does it suggest that escaping one's social class is possible or impossible?

Option D

- 1 Do the examples in the first paragraph suggest that soap storylines are very realistic?
- 2 Which word in the first line of the second paragraph means *not realistic*?

Which option is the correct answer?

Now apply the same step-by-step approach to *Questions 2* and *3*, and *Question 12* at the end of this passage on page 33.

Questions 5–11

Classify the following ideas as referring to the country.

- A Brazil (alphabetical order)
- B India
- C Peru
- D Rwanda

Write the correct letter A–D in boxes 5–11 on your answer sheet.

- 5 changes to wedding tradition
- 6 a relationship destined to fail
- 7 a desire to learn how to read
- 8 a reflection of real-life social and political unrest
- 9 domestic violence being less tolerated
- 10 changing perceptions of beauty
- 11 an apparent inability to separate reality and fantasy

Classification

Task guide

- ▶ For this task, you have to match pieces of information (generally statements) with categories within the passage.
- ▶ You must not rely on what you think you might know about a category. You must locate the part of the passage that supports the statement.
- ▶ Make sure that the information in the passage matches exactly the statement in the question. Often, other statements will have a connection with the statement but not match it exactly.
- ▶ The categories will be listed in a logical order, chronologically or alphabetically, for example. Neither the categories nor the questions will be presented in the same order in which they occur in the text. Make sure you write the letter you intend to write each time you answer a question.

Step-by-step guide

First, identify the part or parts of the passage which provide information about each category. This will mean that you can concentrate on the relevant part of the passage and will not have to keep checking the whole passage. Remember, though, that a category may be mentioned in more than one part of the passage.

► Step 1 – Locate the categories in the passage

Read through the passage and identify where information about each category A–D is provided. In which paragraph(s) and where exactly in the paragraph is the information?

A Brazil

.....

B India

.....

C Peru

.....

D Rwanda

.....

► Step 2 – Read carefully

Read the list of ideas carefully as you read the relevant part of the passage carefully.

► Step 3 – Find the answers

For some questions, language used in the statements will paraphrase language used in the passage. However, classification tasks involve more than simply matching words and phrases with a similar meaning. The aim of the task is to assess whether you understand ideas in the passage and can match them to the ideas expressed in the statements.

Question 5

1 Look again at the parts of the passage you identified in step 1 and find the part that relates to *Question 5*. You want to find information about weddings in particular, and a specific reference to a change in tradition.

2 The ninth paragraph contains information about a wedding but does it specifically provide information about changing tradition – yes or no?

.....

3 Which paragraph contains information about changes to wedding tradition?

.....

4 Which word in the relevant paragraph means the same as *custom* and which phrase is related specifically to *weddings*?

.....

5 Does the whole sentence say that there have been changes – yes or no?

.....

Now identify which country (A–D) this part of the passage relates to. **Write your answer** for *Question 5*.

Question 6

1 Look again at the parts of the passage you identified in step 1 and find the part that relates to *Question 6*. Here, you want to find information about a relationship and specifically an unhappy one.

2 Which is the relevant paragraph?

.....

3 Which is the key line that paraphrases *relationship destined to fail*?

.....

Now identify which country (A–D) this part of the passage relates to. **Write your answer** for *Question 6*.

Now apply the same step-by-step approach to Questions 7–11.

Question 12

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

- 12 What is the conclusion that should be drawn from reading this passage?
- A In the future, soap operas will shape the way many people live.
 - B People being influenced by what they watch on TV has some obvious benefits.
 - C Soap opera writers should ensure that their characters behave responsibly.
 - D Average family size will continue to fall in countries where soap operas are very popular.

You should spend about 20 minutes on Questions 13–27, which are based on Reading Passage 2 on pages 34 and 35.

How to Build a Tree House

A tree house is a place where you can give free rein to your individual creativity. However, while there are almost as many types of tree house as there are types of tree, some general principles do apply when it comes to tree house construction.

Before you begin your tree house plans, check with your local planning authorities about any restrictions on building tree houses that may exist. In some places, if a structure is below a certain size and not used as a permanent dwelling it will not need planning approval, but there may be restrictions on height or on windows overlooking adjacent properties. Safety is vital during construction. Always use a safety harness, and firmly tie it to a strong branch. Think before you act, and keep a first aid kit handy.

First Steps

First, you need to choose a tree and decide on a position within it for your tree house. Think about what you want from your tree house: Will it be an adult hideaway or children's play area? If you are considering a tree house for children, keep it close to the ground: Consider whether you want your tree house to be hidden or visible, and make sure it will not disturb other people.

Choose a mature, healthy tree with no special protection orders that may affect pruning. When selecting a tree it is best to consult a qualified arborist, and if any pruning is necessary arrange for this to be done professionally. Decide how you want to access your tree house and what materials you want to use. Whatever you decide, it is best to start small and simple.

Every tree is different, so let the tree be your guide. Follow the form of the tree, allow for growth and movement, and keep the structure lightweight. Keep the various positions of the sun in mind when planning small decks. If there is not one ideal tree, then several closely spaced, smaller trees will suffice. Ideally, plan the structure on paper before starting work, allowing for a deck if you want one. Never make the tree house too big for the tree.

Building a Platform

The platform, providing a secure foundation for the rest of the structure, is the key element of almost any tree house. It should be built close to the trunk, with diagonal bracing for extra strength, if it is not supported by branches or posts. Make sure the platform is level, and keep it balanced centrally around the tree to support uneven loads and reduce swaying. When securing the structure, do everything you can to limit damage to the tree. Ideally use rope lashing, but make sure you know the right knots. If necessary, use strong galvanised steel screws, as ungalvanised screws or nails will rust and encourage disease and rot. Avoid cutting the bark all the way round, or constricting it too tightly with rope or wire.

Once the platform is secure, you need to add the floor. For this you might use plywood sheets or conventional floorboards. The walls can either be built in situ in the tree or prefabricated on the ground and then hoisted up into position (for larger tree houses the latter is much easier and safer). To minimise the amount of work done while perched up in the tree, you can even add external wall finishes on the ground and prefix doors and windows. The roof may also be pre-assembled, but if branches are to penetrate it, or if it is an irregular shape, it is generally best to build it in situ. Once in position, the roof should be covered and protected with roofing felt. If desired the roof can be finished with local materials such as palm leaves or recycled shingles.

Windows and Doors

In a tree house, adhering to convention is unnecessary. This is a place to experiment and indulge your design fantasies. Whether your taste leans toward Gothic towers or rustic cottages, the possibilities for windows and doors are endless. The important thing is to keep them in proportion to the size and design of the tree house. For safety and lightness, use Perspex or Plexiglas instead of glass for windows. Try to use old or recycled items whenever possible.

Deck and Railings

Nothing can beat the experience of sitting outside a tree house, among the leaves and branches, on an outside deck, balcony or veranda. A deck can be part of the tree house platform, or it might be in a separate place nearby, perhaps at a different level and reached by a rope bridge or wooden walkway. Whichever you choose, the deck must be surrounded by safe railings. Functional these may be, but as with doors and windows, you can still give your imagination free rein. For something different, why not make a giant hammock by attaching a strong rope net to the deck? Spread with pillows and cushions it makes a great place to relax.

Tree House Access

Now that you have built your tree house, how will you get up there? A simple wooden or rope ladder is fine if the house is not far from the ground, but steps, ideally with

handrails, are better for higher constructions. Spiral steps winding around the trunk are always fun and look more natural than a straight flight. If higher still, it is a good idea to break the journey with a series of landings. Sometimes it is possible to build a bridge or rope walkway from an adjacent tree, building or area of high ground. For really high tree houses, a rope pulley system with a harness or chair may be the most convenient method. A rope pulley with a basket is indispensable for hoisting up provisions, whatever the height your tree house.

After all the effort involved in designing and building a tree house, the last thing you want is for it to fall down. Remember to check the floors, decks and railings frequently for rot or weakness. Inspect any steps, ladders and walkways, and repair damage immediately. Check the tree annually for growth and movement, and adjust or refix attachments to the tree as necessary.

Questions 13–18

Complete the sentences below with words taken from Reading Passage 2.

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

- 13 will provide information about restrictions that might apply to your construction.
- 14 Planning approval is not usually necessary for a small tree house that is not a
- 15 A held securely in place is essential when working high up in a tree.
- 16 A tree house planned as can be built higher than one planned for children to play in.
- 17 You might not be allowed to prune a tree that has
- 18 Small decks will benefit from at different times of the day.

Sentence completion – filling gaps with words from the text

Task guide

- ▶ For this task, you have to complete individual sentences, using information provided in the text.
- ▶ The texts will come from a variety of sources and even if the subject matter is outside your experience, such as this passage on tree houses, remember that all the information you need to answer the questions will be found in the text.
- ▶ The task is similar to other gap-filling tasks (summary or flow chart completion, for example), but each sentence is separate, and there is not necessarily a connection between the specific topic of each. Contrast this task with a note completion task, which requires you to complete information in note form rather than complete full grammatically conventional sentences.
- ▶ The task will normally consist of sentences that focus on a particular part of the passage rather than on information spread throughout the whole passage. If the sentences do relate to the whole passage, you will need to scan the text to locate the relevant pieces of information.
- ▶ Sometimes, a sentence completion task will have its own heading, which will help you locate the relevant part of the passage.
- ▶ You must write words that appear in the text. Do not use other words or phrases that you think make sense, and do not change the form of words.
- ▶ Read the instructions carefully, as they will tell you how many words you can use for each answer. The number of words varies in each task of this type, but you will generally be instructed to use either two or three words (see the instructions for *Questions 13–18* above).

Step-by-step guide

► Step 1 – Locate the relevant part of the passage

Read the sentences carefully and locate the relevant part(s) of the passage. Here, this is the first task applied to the passage, so it is likely that the sentences will relate to the first few paragraphs or sections.

Before starting the first task applied to a reading passage, you should quickly look at all the tasks. In this case, looking at the second task (*Questions 19–23*) is very helpful. The heading for that task is *Platforms, windows and doors* so you know that the sentences in the first task will relate to any information given before the paragraph headed *Building a platform*.

Start reading the text from the beginning to locate the information that provides the answer to the first question, and then read on. Remember that the questions follow the order in which the information is given.

Here, there are six sentences to complete and four relevant sections (as well as a shorter introductory section). You should not make assumptions, but it is likely that there will be at least one question relating to each of the sections.

Though language used in the sentences will paraphrase language used in the passage, each sentence will usually contain a key word or phrase that refers you to something that can easily be located. The first sentence, for example, contains *restrictions*, and you should quickly locate that word in the text.

Identify at least one word or phrase in each sentence that also appears in the relevant part of the text, and write each below. Sentence 15 does not contain any of the actual words from the text.

14 15 *no actual words* 16
17 18

► Step 2 – Read carefully

Read the sentences carefully as you read the relevant parts of the passage carefully. Remember that ideas in the sentences may be worded very differently from how they are worded in the text.

► Step 3 – Find the answer

Locate the specific key word(s) that provide(s) the answer.

Question 13

The text tells you to *check with* certain organisations, whereas the sentence says that certain organisations *will provide information*. What are those organisations?

Remember that you can use up to three words for your answer. Is it necessary to do so here? Write your answer below.

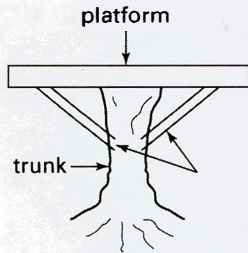
.....
Now apply the same step-by-step approach to *Questions 14–18*.

Questions 19–23

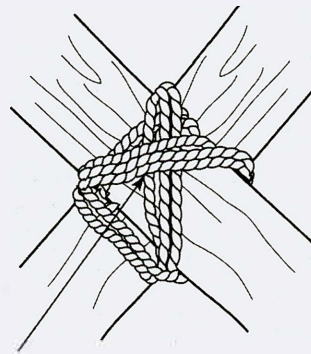
Label the diagram below.

Write **NO MORE THAN THREE WORDS** from the reading passage for each answer.

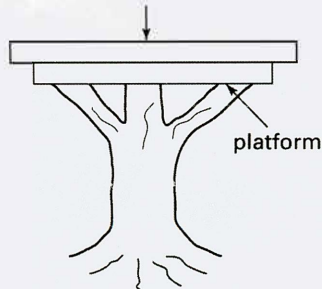
Platforms, windows and doors



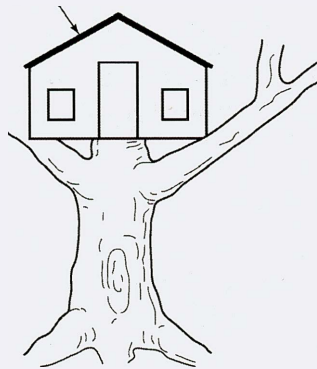
19
adds strength



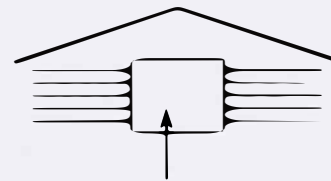
20
preferable to nails and screws



21
constructed from plywood sheets
or old boards



22
adds protection



23
most suitable materials for windows

Labelling a diagram

Task guide

- ▶ For this task, you have to complete a diagram or series of diagrams (as is the case here), using information provided in the passage.
- ▶ Words that you write as answers for this task will often be quite technical, and frequently words that you don't know. The aim is to check that you can understand a description of a process (mechanical or biological, for example) or how something works, not to test whether you already know specialised vocabulary.
- ▶ Contrast this task with a diagram labelling task in the Listening test. In the Listening test, you will usually match given labels to parts of a diagram, writing the correct letter as your answer. In the Reading test, you usually have to write words or phrases that appear in the passage as answers. Occasionally, you have to choose options from a box.
- ▶ Sometimes, you will simply need to label an item on a diagram (see *Question 19*). Sometimes, you will need to complete a description of a diagram or part of it (see *Questions 20–23*). As in all gap-filling tasks, longer descriptions will paraphrase language used in the passage.
- ▶ There might be some additional labels or descriptions on the diagram that you do not need to complete, but which you should read to get a better idea of what is shown.
- ▶ The diagram(s) will usually show information (a technical process, for example) that is the focus of a particular part of the passage rather than on information spread throughout the whole passage. The diagram task will usually have its own heading, and this will help you locate the relevant part of the passage.
- ▶ Questions do not necessarily follow the order in which information is given in the passage as they do in most other task types (though in this particular task they do). Sometimes, particularly if the diagram shows a process, questions will be arranged around the page in a clockwise direction.
- ▶ You must write words that appear in the passage. Do not use other words or phrases that you think make sense, and do not change the form of words.

Step-by-step guide

▶ Step 1 – Locate the task in the passage

Look at the title of the diagram task. In this case, you also have headings given to each section of the passage, so locating the relevant part is straightforward. Sometimes, you will need to scan the passage for key words that appear in the diagram title. If the diagram task does not have a title, you must look carefully at the questions on the diagram, identify key words and then locate those key words in the passage.

As is the case here, the words used in the diagram task title will probably not be exactly the same as those used in the passage. In which two sections of the passage will you find answers to *Questions 19–23*?

▶ Step 2 – Read carefully

Look at the diagram sequence carefully and make sure you understand what it shows and what the various part of it show. Then read the relevant parts of the passage carefully as you continue to look at the diagrams.

▶ Step 3 – Find the answers

The best approach is to answer each question in number order (so here from 19 through to 23). Since questions do not always follow the order of information in the passage, trying to answer the questions as you read through might become confusing and mean writing answers in the wrong place.

Question 19

Apart from the description you have to complete, two other labels are provided for this first diagram. You might already know *trunk* but if not, the meaning is clear from the diagram. The *platform* is the topic of this section of the text, and *platform* occurs several times. The label on the diagram should help you understand exactly what the platform is. You need to label what it is that supports the platform.

The passage says that if the platform is not supported by branches or posts, as is the case here, it needs something for extra strength. Which two words are you going to write as your answer?

Question 20

The second diagram shows something that is preferable to nails and screws. It doesn't matter if you don't fully understand *nails and screws* – you just have to understand that they could be used instead of what is shown in the diagram. You have to identify what is a better option than using nails and screws to fix a platform in place and write it as your answer. Note that the phrase you need to write as your answer will probably not be familiar.

Now apply the same step-by-step approach to *Questions 21–23*.

Questions 24–27

Complete each sentence with the correct ending **A–H** from the box below.

Write the correct letter **A–H** in boxes 24–27 on your answer sheet.

- 24 An outside deck
25 A basic wooden ladder
26 A rope walkway
27 A rope pulley

- A** should be higher than the main part of the construction.
B saves carrying items up ladders and staircases.
C can connect one tree with another.
D should not be too unconventional in design.
E is best suited to low constructions.
F is a potentially dangerous option.
G can be constructed to wind around the trunk of the tree.
H may increase the likelihood of a construction collapsing.

Sentence completion – choosing endings

Task guide

- ▶ For this task, you have to complete a number of sentences by choosing from a list of possible endings listed in a box, using information provided in the passage. There are always more options (sentence endings) than there are questions (sentence stems), so you must dismiss some of the options as incorrect.
- ▶ This task may focus on information in a particular part of the passage or on information spread throughout the whole passage. If the task checks your comprehension of the whole passage, you will have to scan the text for relevant information.
- ▶ The questions will follow the order in which information is provided in the passage. The options will be randomly arranged in the box.
- ▶ The aim of this task is to test your understanding of the passage; not to test your grammar. Any of the endings will fit grammatically with any of the stems, so you will need to read carefully to check that the information given is correct. Often, all the options will begin with the same part of speech, a simple past verb or a modal verb, for example.
- ▶ Language used in the sentence endings (and sometimes in the sentence stems) will paraphrase language used in the passage. You will need to read all of the options carefully to identify which say the same thing as the relevant parts of the text.
- ▶ The additional options (those which are to be dismissed) will always relate to information provided in the text, and will often be close in meaning to information required to answer a question. Don't choose an option simply because it appears to immediately relate to a sentence stem – it may be there to deliberately mislead you.

Step-by-step guide

The best approach to this task is to:

- read the beginning of each sentence.
- locate the specific part of the text that relates to it.
- read that part carefully as you read through the options (sentence endings).
- decide which option correctly matches the information given in the text and so correctly completes the sentence stem.

▶ Step 1 – Locate the relevant part of the passage and the question in the text

Remember that this task might relate to information provided throughout the whole passage, so you might have to go back and scan the text from the beginning. However, here, since the first two tasks (*Questions 14–23*) relate to the passage up to the end of the section headed *Windows and doors*, it would be a good idea to check first whether the final task relates only to the remaining part of the passage.

Read *Question 24* and find where *an outside deck* is mentioned.

Once you have found that, you know that the other questions (*Questions 25–27*) will relate to information that follows, so you now know that you only have to read the final two sections to complete the task.

▶ Step 2 – Read carefully

Read the relevant part of the section carefully as you read carefully through the list of options. Remember that ideas in the options will be worded differently from how they are worded in the text.

▶ Step 3 – Find the answer

1 The text makes a number of points about outside decks. Which of the points below relate to an idea expressed in one of the options?

- a Outside decks can be separate from the main tree house.
- b Outside decks can be built on different levels.
- c Outside decks must be surrounded by safe railings.
- d Outside decks can bring out your creative side.

2 Answer the questions below about some of the options.

- a Option A refers to an outside deck being on a different level but does the text actually say a deck is better being on a different level?
- b Option D suggests that part of the construction should be conventional. Does the relevant part of the text suggest that decks need to be conventional or that they can be very imaginative?
- c Option F suggests that something is potentially dangerous. Does the text include anything that suggests an outside deck could be dangerous?

3 Which option is the correct answer?

Apply the step-by-step approach as you answer *Questions 25–27*. You should have a reason for dismissing the endings that do not complete any of the sentence stems.

You should spend about 20 minutes on Questions 28–40, which are based on Reading Passage 3 on pages 42 and 43.

Do animals think?

When an animal knows it is being chased and starts to run, is it obeying some ancient instinct, or does it 'know' to be afraid?

A Mammals have brains so they can feel pain and fear and can react in disgust. If a wildebeest did not feel pain, it would continue grazing as lions slowly devoured it. If an antelope did not sense fear, it would not break into a sprint at the first hint of cheetah. If a canine were not disgusted, it would not vomit; it would not be, as the saying goes, sick as a dog.

Pain, fear and disgust are part of a mammal's survival machinery developed over tens of millions of years of evolution. Homo sapiens have, however, only been around for about 200,000 years so all three emotional states owe something to mammal origins. If football hooligans can feel those emotions, then so too do deer, foxes and dogs. The argument is about how 'aware' or 'conscious' non-human mammals might be during these emotional events. When an animal knows it is being chased and starts to run, is it obeying some instinct inherited from ancestors that knew when to flee a danger zone or does it actually 'know' to be afraid?

B That might be the wrong question. A human startled by a strange shape in a darkened corridor experiences a pounding heart, lungs gasping for air and a body in recoil. This is the well-known flight or fight reaction. A human appreciates the full force of fear and has already started to counter the danger a fraction of a second before the brain has time to absorb and order the information presented by the menacing figure. This is because mental calculations are too slow to cope with surprise attack. Pain precedes logic. Touch something hot and you withdraw your hand even before you have time to think about doing so. Once again, the wisdom is after the event.

C If humans can experience the universal emotions of fear, anger, disgust, happiness, sadness, and surprise, then so can mammals. But does an animal think about its state of fear? Does it have not just a mind but a theory of mind? Does it have a sense of its own identity and that of another being? Can it put itself in another animal's shoes, so to speak?

All animals communicate, but only humans have language. The puzzle remains: do animals think? Can they think about abstractions, about the past or about other animals? Researchers have wrestled with a series of experiments to see whether animals are capable of behaving as if they had the capacity to learn, the will to improvise and the ability to guess what other animals are thinking. Dogs show a remarkable capacity to guess human intentions correctly. Dogs, however, have lived intimately with humans for 15,000 years, so are unlikely to make ideal test subjects.

D Primates, humanity's closest relatives, show unexpected abilities. Researchers from St Andrews in 1999 counted 39 different ways in which chimpanzees deal with food. Since these differ according to group and geography, they have used the word 'culture' to describe these differing methods. One female chimpanzee in Kyoto, convinced researchers that she could place Arabic numerals in ascending order one to nine. Monkeys astonished a team at Columbia University in New York in 1998 by distinguishing groups of objects numbering one to four. Chimpanzees in large captive colonies forge alliances, switch sides and double-cross each other. They have also been seen in the wild systematically searching for leaves that have a medicinal effect. From such observations, a new branch of research has been born. It is called zoopharmacognosy.

- E** Chimpanzees and humans share a common ancestor, and 98% of their DNA. Do more distant mammal relatives share the capacity for cogitation? Several years ago, Keith Kendrick at the Babraham Institute in Cambridge astonished the world by revealing that sheep could recognise up to 50 other sheep and up to ten human faces for at least two years after first seeing them. If a sheep can tell the difference between its flock members from flash cards and screen pictures, it must surely have a sense of these other creatures even when they are not there. Perhaps this means it also has an idea of 'self'.
- F** More disconcertingly, pigs have demonstrated their own theory of mind. Mike Mendl of Bristol University revealed astonishing evidence at the British Association science festival in 2002. A larger and stronger pig that did not know where food was hidden had learned to follow a weaker, but better informed pig, to the trough. At this point the weaker pig would start to use distracting behaviour to keep the bully pig guessing, and only lunge for the rations when not being watched. It seems the smaller pig could guess what the other was thinking and outsmart it. In a human, this is what we call 'intelligence'.
- G** One of the animal world's highest achievers, however, is not a mammal at all. Betty the crow lives in an Oxford laboratory. She repeatedly picks up a straight piece of wire, bends it into a hook and uses the hook to lift an appetising treat from a tube too deep for her beak. Before achieving this feat for the first time, she had never previously seen a piece of wire. So an animal far removed from humankind could identify a challenge, contemplate a simple matter of physics, identify a tool shape, select a raw material, make a tool and retrieve the reward. Birds are cousins not of mammals but of the dinosaurs. Humans and birds last shared a common ancestor 200 million years ago. Experiments like these confirm, over and over again, that other mammals are more like us than we thought. It becomes increasingly difficult to know just what it is that makes humans different.

Questions 28–35

Reading passage 3 has six sections, A–G.

Which section contains the following information?

Write the correct letter A–F in boxes 28–35 on your answer sheet.

NB You may use any letter more than once.

- 28 an investigation into the extent of animal intelligence and awareness
- 29 the suggestion that an animal less recognised for its intelligence has an impressive memory
- 30 evidence that at least one species of animal has multiple intelligences
- 31 a comparison of what different living creatures experience emotionally
- 32 an account of a supposedly simple creature that has learnt a clever trick
- 33 acknowledgment that inherited abilities should not be seen as a measure of intelligence.
- 34 an explanation of what happens when a person is frightened
- 35 an account of how one animal got the better of another

Matching information to sections of text

Task guide

- ▶ For this task, the passage is divided into sections. Sometimes, each section will be a single paragraph, but usually at least one of the sections will consist of more than one paragraph. You must identify which section contains specific pieces of information.
- ▶ For this task, questions will not be worded as full sentences – they will not begin with a capital letter and end in a full stop. The options are expressed as ideas, and will frequently require you to identify *evidence*, a *suggestion*, a *comparison*, an *explanation* and so on (see the range of these words used in this task).
- ▶ Sometimes, the same section will be the answer to more than one question. The instructions will tell you when you can use a letter more than once. It is also possible that a section will not be the answer to any of the questions, though the instructions will not tell you this. Don't worry that you have not chosen a section as one of your answers.
- ▶ This task tests your overall understanding of the passage and the sections that make it up. The idea is not to scan for words or phrases that appear in both a question and a section of the text. Don't choose an answer simply because that option contains the same words as a section of the passage. Key words that appear in questions will often appear in a number of sections.
- ▶ Don't choose a section as an answer because it contains information related to something in a question. Information in more than one section will almost certainly relate to something in a question, but only one section will contain the precise information you require.
- ▶ Because this task tests your understanding of the whole passage, any second task applied to the passage will mean reading all or parts of the text again.

Step-by-step guide

The best way to approach this task is to:

- read the first question and then look through the text to find the answer.
- go to the next question and repeat the process.

Question 28

► Step 1 – Know what you are looking for

1 The question refers to *an investigation*. That means you are probably looking for:

- A questions
- B answers
- C details and facts

2 The question refers to *the extent of animal intelligence and awareness*. That means you are looking for:

- A concrete examples of animals behaving intelligently.
- B a list of which animals are most intelligent.
- C reference to how intelligent animals are and how that might be assessed.

► Step 2 – Find the answer

Use your answers in Step 1 to identify the relevant section.

Look for information that matches the various elements of the question – something that relates to investigation, something that relates to the extent of animal intelligence and something that relates to intelligence and awareness.

Remember that you are not necessarily looking for words and phrases that mean exactly the same as those in the question. You need to find parts of the passage that refer to the idea expressed in the question.

Now write your answer to *Question 28*.

Question 29

► Step 1 – Know what you are looking for

1 The question refers to *an animal less recognised for its intelligence*. That means you might be looking for reference to:

- A a dog or another domesticated animal.
- B a chimpanzee or another species of ape.
- C an animal that many people consider quite stupid.

2 The question refers to *an impressive memory*. That means you are looking for information about an animal that:

- A can count.
- B recognises things.
- C knows how to manipulate a situation.

► Step 2 – Find the answer

Use your answers in Step 1 to identify the relevant section.

When you have located the relevant section, you will be able to answer these questions.

1 What type of animal is often considered stupid but surprised people?

.....

2 What was this animal able to remember?

.....

Now write your answer to *Question 29*.

Apply the same approach to answer Questions 30–35.

Questions 36–40

Answer the questions below.

Write **NO MORE THAN THREE WORDS ONLY** from the text for each answer.

- 36 According to the text, which animal is hunted and eaten by lions?
- 37 What sort of people are given as an example of low intelligence humans?
- 38 Which phrase in section B means *run away or stay and confront the danger*?
- 39 According to the text, which two animals successfully completed numerical tasks?
- 40 What type of tool did Betty the crow make from a piece of wire?

Short-answer questions

Task guide

- ▶ For this task, you have to write answers to separate *who*, *what*, *where*, *when* type questions, using information that is provided in the passage.
- ▶ If this task is the first task applied to a passage, questions will usually apply to just one part of the text and you will not have to scan the whole text before you understand what the passage is about. When this task is the final task of two or three tasks, questions will usually apply to the whole passage and you will need to read the text again to locate answers. This task often comes after a task that requires you to read for more general meaning, as is the case here.
- ▶ Read the instructions carefully, as they will tell you how many words you can use for each answer – one, two or three words is usual. Sometimes instructions will say that you will also need to use a number. Make sure you do not use more words than is allowed.
- ▶ The questions follow the order in which information is given in the passage.
- ▶ Logically, most answers will be nouns, but other parts of speech are possible. Nouns will usually be either uncountable or plural so that you do not have to worry about whether or not to use an article. Occasionally, a short phrase will be an answer (if you have been told to use up to three words). Q: *Where was the gold discovered?* A: *in the tomb*, for example.
- ▶ You must write words that appear in the passage. Do not change the form of any words that you use in an answer.
- ▶ Language used in the questions will paraphrase language used in the text (they will not include exactly the same words and phrases). You will need to identify words and phrases in the text that mean the same as or something similar to words and phrases in the questions.
- ▶ Occasionally, a question will refer you to a specific paragraph or section of the text, especially if you are required to identify a phrase that you may not be familiar with (see *Question 38*).
- ▶ Occasionally, a question will require you to identify two answers (see *Question 39*). You need to identify the two words and write *and* between them. You will only score one mark for both answers and you will not score a mark if only one of them is correct.

Step-by-step guide

The best way to approach this task is to:

- answer each question one at a time.
- locate the relevant part of the passage.
- identify the information that specifically relates to each question.

Question 36

▶ Step 1 – Locate the relevant part of the text

1 For this question, a key word in the question appears in the text (that will not always be the case). What is that word and which is the relevant paragraph?

.....

2 Now that you have located the key word, which word in the same sentence means the same as *eaten*?

.....

▶ Step 2 – Find the answer

The sentence you have identified as being relevant tells you about lions.

However, the order in which information is given is very different and the name of the animal you need to use as an answer is almost certainly unfamiliar to you. You need to read the sentence to work out which word is the name of the animal.

Write your answer for *Question 36*. (You can use an article with your answer but it is not necessary here.)

Question 37

▶ Step 1 – Locate the relevant part of the text

For this question, no word in the question appears in the text. You will need to look for information that relates to the content of the question. You should start looking at the next part of the text – remember questions follow the order of the information in the text. Which paragraph includes a reference to a sort of person (not a general word like *humans* or *homo sapiens* but a sort of person)?

.....

▶ Step 2 – Check your answer

1 What is the word or phrase that you have located in that paragraph?

.....

2 Are those people considered by most other people to be of low intelligence – yes or no?

.....

3 Does the sentence in which the phrase appears tell you that the writer believes those people are of low intelligence – yes or no?

.....

Are you happy to write that as the answer to *Question 38*?

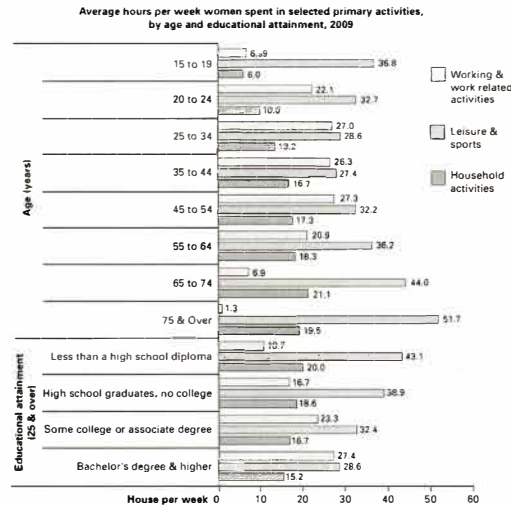
Now apply a similar approach, and when possible follow the same process, to answer Questions 38–40.

You should spend about 20 minutes on this task.

The bar chart below shows the average number of hours that women in various age groups and women with varying levels of education spend on primary activities each week.

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

Write at least 150 words.



Describing charts and graphs

Task guide

- ▶ Tasks in the Writing test will be marked according to the criteria of **content, organisation and use of language**.
- ▶ Many Writing task 1 tasks require you to interpret and describe data presented in the form of a figure such as a bar chart, a line graph, a pie chart or a table of statistics. Sometimes, data will be presented in a single figure, but you will usually have to interpret and describe data presented in more than one figure.
- ▶ When there are two or more figures, they will usually be of the same type (two bar charts, for example). Occasionally, data will be presented in a combination of figures. Do not assume that if there is only one figure, there is less data to interpret and describe. A line graph might have numerous lines, and show more information than two pie charts, for example.
- ▶ When the data is in the form of bar graphs (or bar charts) you will often be asked to compare variables, in other words to compare information that is true of one group with information that is true of another. These will typically be comparing features such as age or gender. Bar graphs can also show trends, that is how something changes over time. The bars typically represent the years within a certain period of time.
- ▶ Try not to be confused if data is presented in more than one figure or if there seems to be a lot of data to interpret. There will usually be just one general trend or two or three main points to identify.
- ▶ The aim is to **select the most important information and summarise it**. Start by identifying a general trend, if there is one, and then identify the main points. Choose items of data that best illustrate a trend or the message you want to get across.
- ▶ **Do not try to describe everything the figure shows**. That is impossible in 150 words, and is not the purpose of the task. Concentrate on information that is relevant to the question and that will interest the reader. You might be able to describe minor details using very accurate English but if you have missed data that stands out more obviously, the examiner may mark you down.
- ▶ You do not need to do any calculations for this task. Use the data that is provided. Describe increases and decreases in general terms, and use words and phrases like: *about, approximately, nearly, roughly, just over, just under* and *in the region of*. Do not waste time adding or subtracting to give an exact figure.
- ▶ You do not need to give explanations or invent reasons – simply describe the data. Do not try to imagine why fewer women over 65 spend time on household activities, for example. You will use up your word count and gain no extra marks.
- ▶ Make sure that you write at least the minimum number of words instructed. Short answers will lose marks.
- ▶ On the other hand, do not write more than is necessary. A very long report is more likely to contain mistakes and lose marks.

Step-by-step guide

▶ Step 1 – Make sure you understand the data presented

Use some of the 20 minutes you have looking carefully at the figure(s) and make sure you understand exactly what they show before you start writing. Read the task instructions again carefully, as they explain clearly what the figures show.

Answer the questions.

- 1 How many primary activities does the data include?
- 2 Which section of the chart shows age differences?
Which section shows educational differences?
- 3 How many age groups are shown in the figure?
- 4 How many different levels of education does the chart show?

▶ Step 2 – Identify an overall message or trend

It is likely that there will be some sort of general message in the data. Which of the statements below is true?

- A Women between 25 and 54 with a degree level of education spend more hours working.
- B Women under 25 with less than a high school diploma level of education spend more time enjoying leisure activities and sport.
- C Middle-aged women with a medium level of education spend more time in household activities.

▶ Step 3 – Identify salient information (1)

Answer the questions to help you identify some of the more salient information.

- 1 Women with which level of education spend the least hours per week at work?
- 2 Does the number of hours spent on household activities generally increase or decrease as women get older?
- 3 At what age do women have most time to engage in leisure activities and sports?
- 4 Does the number of hours spent on household activities vary significantly depending on education level?

▶ Step 4 – Identify salient information (2) – choose what to include in your report

Tick the points below that you think you should definitely include in your report. Remember you are aiming to use not many more than 150 words. You will probably have to leave out some information that you would like to include.

- 1 the low number of hours that women over 75 spend working
- 2 the number of hours women with lower levels of education spend on leisure activities and sports
- 3 women between 25 and 34 spend fewer hours on household activities than women between 35 and 44
- 4 the more educated women are, the more time they spend working
- 5 the big difference between the number of hours women under and over 20 spend working

- 6 the number of hours women over 75 spend on leisure activities and sports

▶ Step 5 – Organise your report

- 1 How should you start your report?

- A by writing about the number of hours older women spend on each of the three areas of activity
- B by emphasising that women with lower levels of education do not spend so many hours working
- C by summarising a general trend that is shown in the two parts of the figure

- 2 What would be the best way to order your points in the report?

- A to identify three or four salient points relating to age and level of education
- B to describe the two sections of the chart individually in turn

▶ Step 6 – Use appropriate language

Complete these sentences about the data with the key words and phrases from the box below.

- 1 Women in all age groups 25 to 54 spend roughly number of hours per week working.
- 2 women grow older they gradually spend more hours engaging in household activities.
- 3 The number of hours spent on household activities is determined by age by level of education.
- 4 Women between the ages of 25 and 54 with a higher level of education spend hours per week working and hours per week enjoying leisure activities and sports.
- 5 Women with the lowest level of educational attainment spend more than 43 hours on leisure time and sports, women with the highest level spend only between 28 and 29 hours.
- 6 The number of hours that women spend on household activities does not vary significantly depending on education level,
- 7 Women with a degree level of education spend more hours per week working women with a high school diploma level of education.

linking words and phrases

while as however

grammatical and lexical structures

than do the most more the fewest
than far the same

Now write your report in answer to the task. Use your answers in Steps 1–5 to plan your report. Put some of the sentences in Step 6 into a logical order to help you.

There is a sample answer on page 207.

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

In some societies, obesity is regarded as a major problem. Some people believe that junk food advertising is largely to blame for this problem and should be banned.

However, others feel that junk food advertising does not contribute to the problem of obesity and should not be banned.

Discuss both these views and give your own opinion.

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence. Write at least 250 words.

Giving your opinion (1)

Task guide

- ▶ Task 2 requires you to give your opinion on an issue or topic.
- ▶ The task consists of a statement or statements followed by a question asking you for your point of view.
- ▶ The instructions you are given are not always the same, and you must read them very carefully to make sure that you do exactly what you are asked to do.
- ▶ Some tasks focus on whether you agree or disagree with a statement. In tasks of this type, you may be asked the following questions:
 - (a) Discuss both these views and give your opinion.
 - (b) Do you agree or disagree?
 - (c) To what extent do you agree or disagree with this statement?

In this case, Task 2 is an example of (a). There are examples of (b) and (c) in other tests in this book.

- ▶ You must concentrate on presenting a clear and logical argument that the reader can follow easily.
- ▶ Divide your answer into paragraphs. Start a new paragraph for each new topic.
- ▶ Make sure that your answer is not too short (a minimum of 250 words) but also do not write a very long answer.

Step-by-step guide

▶ **Step 1 – Read the question carefully**

Match paragraphs 1–4 with the points expressed in A–D.

- Paragraph 1 A** a discussion of why some people hold the view that junk food advertising should not be banned
- Paragraph 2 B** a conclusion stating your own opinion supported by examples
- Paragraph 3 C** an introduction restating the views expressed in the question and giving a brief reaction to it
- Paragraph 4 D** a discussion of why some people hold the view that junk food advertising should be banned with some comments and examples supporting it

Now write your notes with points to include for each paragraph.

Paragraph 1

.....

Paragraph 2

.....

Paragraph 3

.....

Paragraph 4

.....

Step-by-step guide

► Step 2 – Organise your answer

Using your answers for step 1, put the paragraphs of a candidate's answer in the correct order.

Paragraph 1 Paragraph 2 Paragraph 3 Paragraph 4

- A** Many people, including doctors and teachers believe that junk food advertising should be banned **1** they encourage people to eat unhealthy food such as fizzy drinks and chocolate bars. They think that advertising to children is effective in influencing what they choose to buy and eat. They believe that children should be encouraged to eat healthier foods such as fruit and vegetables and argue that there should be advertisements for healthier options on TV and on the internet.
- B** There is strong evidence to suggest that obesity is a growing problem in many countries of the world. **2** it would appear that the problem starts in childhood with many children becoming fatter because they eat junk food – diets containing too much salt, sugar and fat. These eating habits continue into adulthood. It is a very worrying trend **3**
- C** **4**, the idea of banning the advertising of junk food for children is well-meaning but it falls short of actually helping children and parents. Educating people young and old about how to build a balanced diet and enjoy a healthy, active lifestyle is the best way forward.
- D** **5**, other people say that junk food advertising does not contribute to the problem of obesity. They believe that the problem of obesity is caused in large part by the fact that people are less physically active now compared with the past. They think that people of all ages live a more sedentary lifestyle where it is rare for them to walk any distance. Moreover, they **6** believe that banning advertising of junk food would simply make such foods more desirable.

► Step 3 – Language to use

Read the answer again and fill in gaps 1–5 with words and phrases a–e.

- a also
- b because
- c However
- d In fact
- e in my opinion
- f indeed

Now write your own answer for Task 2.

There is a sample answer on page 207.

Part 1: Introduction and interview

Task guide

- ▶ In this first part of the Speaking test, the examiner will ask you a number of questions about yourself and familiar topics such as your favourite free time activities or what food you like.
- ▶ The first two or three questions will be very simple and are intended to put you at ease. The examiner will ask you your name, about whether you work or study and about where you live.
- ▶ The examiner will start by asking your name. He or she might then ask *What shall I call you?* So for example, you might tell the examiner that your name is *Juan Antonio*, and then answer the follow-up question by saying *You can call me Toni*.
- ▶ In this part of the test, you are not expected to answer questions with long, complex answers, but you are expected to say something more than simply *yes* or *no*.
- ▶ There are no 'right' or 'wrong' answers. You are expected to tell the examiner about aspects of your life – your likes and dislikes, your daily routine or about people you know, for example.

Step-by-step guide

▶ Step 1 – Take the right approach

The aim of the examiner's questions is to invite you to speak and to show that you can use English to talk about yourself.

If for example, the examiner asks you how much TV you watch, he or she is not going to judge you on how you spend your time. He or she wants to assess how well you can explain how frequently or infrequently you watch TV.

Try to relax and imagine you are talking to somebody you know well.

▶ Step 2 – Answer the question properly

A good principle here is 'answer plus one'. Answer the question and offer a little additional information. Make sure you sound interested and try to answer enthusiastically.

Look at these examples of 'answer plus one' in relation to the question about watching TV.

- ▶ Quite a lot, but I try to be selective. I don't just flick through the channels.
- ▶ Not much these days. I spend more time online or playing computer games.

Mark each of the following answers (G) if you think it is a good answer, or (M) if you think the test-taker should say a little more.

- ▶ Are you a student or do you work?
- ▶ I'm in my third year at university. Hopefully, I'll find a job when I finish my studies.

- ▶ Do you enjoy the same things as your brothers and sisters?
- ▶ No, not really.
- ▶ Tell me about the kind of films you enjoy.
- ▶ I like action movies.
- ▶ So, what sort of music do you listen to?
- ▶ I like all sorts of music, but I guess indie rock is my favourite. I like music that's energetic.
- ▶ Do you think your capital city is an interesting city to visit?
- ▶ Yes, I guess so.
- ▶ Do you want to stay in your home town when you've finished your studies?
- ▶ No, I don't think so. I'll probably find a better job in Milan and I think it's a much more exciting place to live.

Write answers to these questions, which make up the first part of a typical Speaking test.

- ▶ How do you spend time with friends?
.....
.....
- ▶ Is there one person you would call your best friend?
.....
.....
- ▶ Tell me how you met your oldest friend.
.....
.....
- ▶ Have you made any new friends recently?
.....
.....

Part 2: Individual long turn

Task guide

- ▶ In the second part of the Speaking test, the examiner will give you a task card with a topic and a number of related points that you must talk about. This part of the test is sometimes referred to as the 'long turn,' because you must talk for between one and two minutes without interruption.
- ▶ The topic on the card will be a general topic that everybody knows something about. You often have to talk about a person or an event that had a significant affect on your life.
- ▶ Before you start talking, you have a minute to read the card, plan what you want to say and make notes. Making notes will help you organise your thoughts and think of appropriate things to say.
- ▶ The examiner might ask you one or two short, easy questions about what you have said before moving on to the next part of the test.

Step-by-step guide

▶ Step 1 – Take the right approach

The aim of the long turn is to show that you can speak fluently and accurately about a familiar topic.

▶ Step 2 – Organise what you say

Read the first instruction on the card and think about what you might say before reading through the list of points. Write down key words and phrases that you want to use and refer to your notes as you talk.

Part 2 – Example task

Read the topic card below carefully. You have a minute to plan what you want to say.

Describe a person who has been very important to you.

You should say:

- who the person is
- how you know or where you met the person
- what your relationship is like
- and explain why the person has been so important.

▶ Step 3 – Make notes

Look at the candidate's notes and spoken extract for each of the suggested points. Then write your own note and extract for the same points.

who the person is

Note: *my uncle – father's younger brother*

Extract: *I want to talk about my uncle Eddy. He's my father's brother. He's 15 years younger than my father so not much older than me – only eight years, in fact.*

how you know or where you met the person

Note: *He's my uncle!*

Extract: *Well of course he's my uncle so he's part of the family. I remember first really knowing him when I was about six and he was 14.*

what your relationship is like

Note: *like a big brother – same interests*

Extract: *As I was growing up, Eddy was like a big brother more than an uncle. I looked up to him a lot. We had the same interests – football and music.*

why the person has been so important

Note: *advice / help / influence*

Extract: *Eddy's been very important in my life for many reasons. He's given me a lot of very good advice, he's helped when I didn't want to talk to my parents and he has influenced me a lot.*

▶ Step 4 – Say the right thing

Even though you must speak uninterrupted for a minute or so, don't just go on talking if you feel that you are repeating yourself, that you are going off the topic or that you have forgotten what you wanted to say. Take a moment to gather your thoughts, take a quick look at your notes and then start talking again.

Look at the follow-up question that the examiner asked the candidate. Can you answer the question about the person you have made notes about?

Do you think you are like your uncle Eddy in some ways?

Part 3: Two-way discussion

Task guide

- ▶ In the third and final part of the Speaking test, the examiner will ask you a series of questions related to the general topic of your long turn in part 2.
- ▶ These questions will be more challenging and often more abstract. They will require you to express opinion rather than simply state facts. The examiner will often ask *What do you think about ...?* or *What is your opinion of ...?* You will not be able to answer the questions with simple *yes* or *no* answers.
- ▶ It is essential that you answer the examiner's questions. Even if you speak fluently, you will lose marks if your answer is not relevant to the question asked.
- ▶ The examiner will not assess or make a judgment about your opinion. You don't have to say something you think the examiner will agree with.

Step-by-step guide

▶ Step 1 – Take the right approach

The aim of the questions in this part of the test is for you to show the examiner that you can discuss more complex topics fluently and accurately.

If you don't understand one of the examiner's questions properly, ask for clarification. Don't give an answer to a question you haven't understood. Asking for clarification is an important communication skill and the examiner will see it positively.

▶ Step 2 – Say the right thing

The examiner is assessing your English, not making a judgment about your opinion. Talk freely and offer as much information on the topic as possible.

If possible, give examples from your own experience to support an opinion that you express.

Don't just go on talking if you feel that you are repeating yourself, that you are going off the topic or that you have forgotten what you wanted to say. Take a moment to gather your thoughts and then rephrase what you were saying.

Part 2 – Example questions

- A Do you think that family members are usually the most influential people in a young person's life?
- B What sort of other figures are most people influenced by in some way?
- C Do people in the public eye have a duty to influence young people positively?
- D What examples can you give of well-known people setting a poor example to young people?
- E How would you like to be remembered by the people in your life when you are old?

Step-by-step guide

▶ Step 3 – Complete the answers

Match 1–5 with a–e to form complete answers.

- 1 Most famous people and celebrities make a lot of money and enjoy many things that normal people can't.
- 2 I want people to say he was a man that respected others and tried to do the right thing.
- 3 There are footballers who have no loyalty and just want to be rich.
- 4 Parents, older brothers and sisters and maybe your grandparents can all be very important.
- 5 Famous people and celebrities are role models as well.
 - a However, I think many people are also influenced by their friends, though perhaps not always in the best way.
 - b I wouldn't like to be thought of as somebody who was lazy or took the easy option.
 - c Because people see them on TV and read about them so of course they want to be like them if they can.
 - d But I think they have a responsibility to pay something back to society.
 - e Then there are politicians that break the law or don't pay their taxes.

Now match the complete answers with the Example questions A–E.

**Key: 1 d – Question C 2 b – Question E 3 e – Question D
4 a – Question A 5 c – Question B**

▶ Step 4 – Write your own answers

Now write your own answers to Example question A–E.

A

.....

B

.....

C

.....

D

.....

E

.....

LISTENING MODULE

READING MODULE

WRITING MODULE

SPEAKING MODULE

SECTION 1

SECTION 2

SECTION 3

SECTION 4

▶ Questions 1–10

Questions 1–5

Complete the table below.

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

Name of library	Location	Opening times	Other information
Bailey Library	Parkville Campus	8.30am – 1 pm weekdays	Popular with students
Brown Library	Near Stratton Street and 2	7.00am – 2.00am daily	Open to 3 students only
RMIT Library	Level 5, Building 8, 4 Swan Street	10.00am – 12 midnight Monday to Friday 10.00am – 5 pm Saturdays and Sundays	Good internet facilities

Table completion

Task guide

- ▶ This task requires you to listen and fill in a table with the correct information.
- ▶ You should look carefully at the whole table to see how the information is organised. Pay particular attention to the column headings as they will indicate the type of information you need to listen for.
- ▶ You must fill in the numbered gaps with the exact words and numbers that you hear.
- ▶ If you hear numbers, you can write the number as a word (e.g. forty) or as a number (40).
- ▶ Read the instructions carefully. Notice how many words you can use to fill in each gap. You may be asked to write a maximum of one, two or three words in each gap.
- ▶ You need to listen carefully as the recording may contain other information which may seem correct, but which will in fact be wrong for the purposes of completing the table.

Step-by-step guide

► Step 1 – Think first

Prepare for this task by thinking about what kind of information is missing. Look at *Question 1*. Is the missing information a number or a word?

Also think about how the information might be presented on the recording. For example, 'weekdays' might be described as 'Mondays to Fridays'.

► Step 2 – Check what you will hear

Look at the audio script for *Question 1*.

Audio script

Zara: The Bailey library ... Isn't that the really old library on Parkville Campus?

Tim: Yeah, that's the one. It's the oldest in the city. And it says here that it's really popular with students.

Zara: Popular with students? That means it's noisy and crowded!

Tim: OK, OK, I see what you mean. But we could try to get there early to make sure we get good seats and a large desk to work at. It's open from half-past eight in the morning until ten o'clock in the evening Mondays to Fridays.

Zara: Ten? That's very early – I study much better after midnight. Just look at the size of my folder here!

- 1 What is the correct answer to *Question 1*?
- 2 Why should you not write 'at' as part of your answer to *Question 1*?

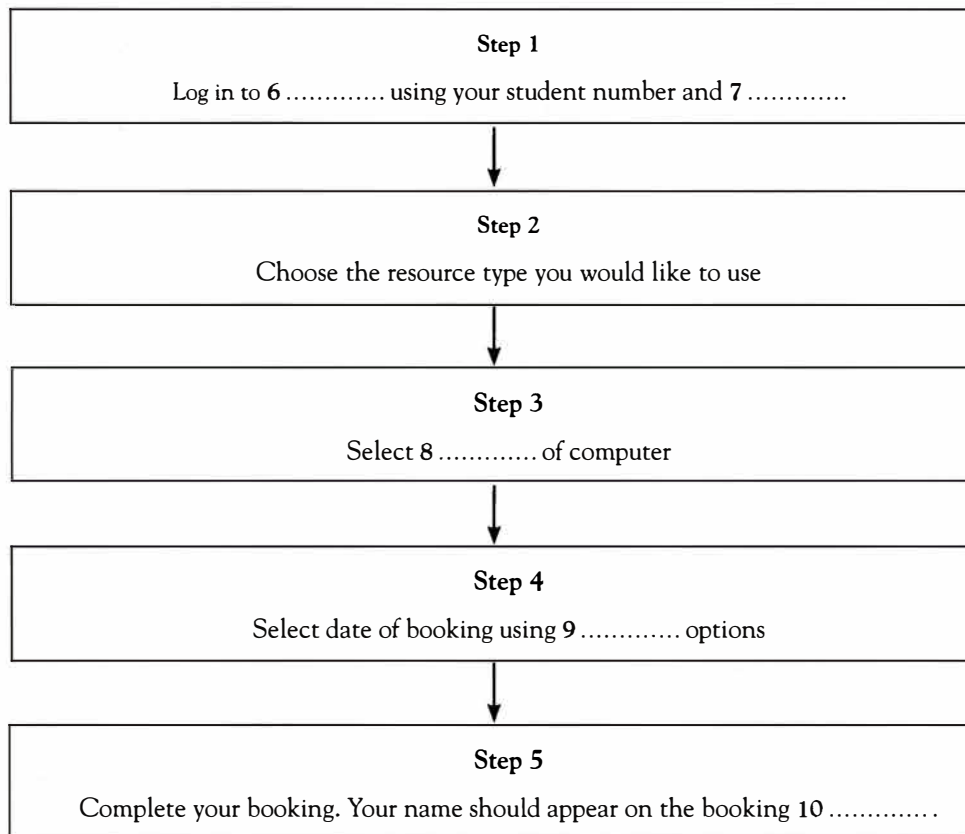
► Step 3 – Listen and do the task

Questions 6–10

Complete the flow chart below.

Write NO MORE THAN ONE WORDS for each answer.

Process of booking a computer



Flow chart completion

Task guide

- ▶ This task requires you to complete a flow chart by writing answers that are pieces of information you hear on the recording.
- ▶ The flow chart is used to represent a process, so it is important that you follow the different stages or steps of the process described in the recording.
- ▶ Read the instructions carefully. Notice how many words you can use to answer each question. Pay particular attention to the heading of the flow chart as this may refer to part of the recording only.
- ▶ Make sure the words you write fit grammatically with the words around the gap.
- ▶ The missing words will normally be nouns or noun phrases/and or numbers.
- ▶ Write exactly the word(s) and or/numbers you hear. Do not try to change them in any way – your answer will be wrong if you do.
- ▶ It is likely that you will hear more than one piece of information that could seem possible for each gap. Only one will in fact be correct, so listen very carefully.

Step-by-step guide

► Step 1 – Think first

The task asks you to write a word or two words in each gap. Make sure you are ready to write the word or words as soon as you hear the information on the recording.

Think about what you might hear in relation to the flow chart.

1 How might Step 1 be expressed?

2 How might 'select' be said?

Remember it is unlikely that the speaker will use exactly the same words in the same order as in the flow chart. However, your task is to write in the words you hear for the gaps.

► Step 2 – Check what you will hear

Look at this part of the audio script.

The answers for *Questions 6 and 7* are **underlined and in bold**.

The answers for *Questions 1 and 2* in Step 1 are in **bold**.

Audio script

Tim: OK, here's the RMIT library website ... So we want the bookings page ... OK, first of all, you need to log onto **bookit**.

Zara: Bookit?

Tim: Yeah, that's it. Bookit.

Zara: OK, now, it's asking me for my student ID and my **password**.

Tim: OK, so just type in your student number.

Zara: I think I can just about remember it.

Tim: And now your password ...

Zara: OK.

Tim: So next you need to choose the resource type you want to book.

Zara: That's easy. A PC.

Tim: So now what you need to do is **click on location**.

'First of all' refers to step 1 on the flow chart.

'Choose' and 'click on' are used instead of 'select'.

► Step 3 – Listen and do the task

LISTENING MODULE

READING MODULE

WRITING MODULE

SPEAKING MODULE

SECTION 1

SECTION 2

SECTION 3

SECTION 4

▶ Questions 11–20

Questions 11–14

Choose **TWO** answers.

- 11 Doors Open
- A is an annual event.
 - B lasts for one week.
 - C is a free event.
 - D happens in spring.
 - E is more than one hundred years old.
- 12 The Observatory
- A is situated in Edinburgh.
 - B was built twenty years ago.
 - C regularly participates in the Doors Open event.
 - D is one hundred and twelve years old.
 - E is open to visitors every day of the year.
- 13 Planetarium Shows
- A take place twice a day.
 - B are more popular on Saturday.
 - C run on Saturday and Sunday.
 - D run four times a day.
 - E finish at half past ten.
- 14 All tickets
- A must be booked in advance.
 - B are already sold out.
 - C are on sale at the information point.
 - D must be booked online.
 - E are available for purchase from midday.

Multiple-choice with multiple answers**Task guide**

- ▶ This task requires you to answer each question by choosing two correct options.
- ▶ In order to receive one mark for these questions, you need to choose both correct options. There is no half mark for choosing only one correctly.
- ▶ The length of the recording that you hear in this type of task will be less than when there is one mark for each correct answer.
- ▶ You will probably hear some reference to each of the options on the list. It is, therefore, important that you are clear what you are listening for. Only two of the options will be the correct answers to the question.
- ▶ The options don't follow the order in which you hear the information on the recording.
- ▶ Make sure you read the list of possible answers very carefully; they are often quite similar.

Step-by-step guide

► Step 1 – Think first

The words on the recording may or may not be the same as the words in the option. For example, option A is 'is an annual event'. You may hear the phrase 'held every year' but you may also hear 'happens once a year'. If you prepare yourself like this, you will be more likely to understand whether option A is a correct answer to *Question 11*.

► Step 2 – Check what you will hear

Look at options B and C in *Question 11*. Can you think of different ways to describe them?

B lasts for one week

C is a free event

Look at this part of the audio script. Underline the words that relate to options B and C. Are the words used in the audio script the same as in the options?

Audio script

Now, I'll make a start with giving you some background information about the Doors Open event. Doors Open takes place every year in September and the Observatory is one of the many buildings – 112 of them in fact – that open their doors to visitors for one weekend and yes, there's absolutely no charge, it's all completely free. The observatory has been involved in this event for more than 20 years – and every year we attract more and more visitors – like you – who want to find out more about great buildings in the city! And hopefully, you'll leave with a better understanding of the universe too!

Option B: The duration of the event is mentioned, but it lasts less than a week. You should not choose option B as an answer.

Option C: In this case, 'free' is expressed as 'absolutely no charge at all'.

You hear something about options B and C but only C is a correct answer to *Question 11*.

Look again at the audio script. Underline the words that relate to options A and D. Are the words used the same as the words used in the options? How is 'happens' in Option D referred to in the audio script?

Option A: The frequency of the event is mentioned and it takes place every year. So A is a correct answer to *Question 11*.

Option D: the season in which the event happens is not mentioned but the month 'September' is. September is not in spring, so you should not choose option D.

► Step 3 – Listen and do the task

Questions 15–20

Complete the sentences. Use **NO MORE THAN TWO WORDS**.

- 15 The tour of the telescope dome includes access to the of the building.
- 16 Tour participants are advised to have suitable
- 17 Visitors to The Crawford Collection can see items from the astronomical on display.
- 18 The children's craft workshops take place in the
- 19 During the craft workshops children can construct a model of a
- 20 Children also have the opportunity to colour a

Sentence completion

Task guide

- ▶ This task requires you to complete sentences by writing in information you hear on the recording.
- ▶ Read the sentences carefully so that you are ready for the information when it occurs in the recording.
- ▶ The questions follow the order of the recording.
- ▶ The order of information within each sentence may be different from that on the recording.
- ▶ The words used in the sentences will usually be synonyms or paraphrases of the words that you hear on the recording – the words will be different but the meaning will be the same.
- ▶ Read the instructions carefully. Notice how many words you can use to answer each question. If you use more words, your answer will be wrong.
- ▶ For each gap, write the exact words that you hear – do not change their form in any way.
- ▶ After you have filled in the gap, check that the sentence is grammatically correct and makes sense.

Step-by-step guide

▶ **Step 1 – Think first**

Firstly, read the sentences in *Questions 15–20* carefully and decide what kind of words you need to listen for.

- A adjectives
- B nouns
- C adjectives and nouns

▶ **Step 2 – Check what you will hear**

Look at the audio script for *Question 15*.

Audio script

We also have some special tours of the observatory available. These include a tour of the telescope dome and visitors will even have the opportunity to get onto the roof! I hope that those of you who are interested are wearing your most comfortable shoes and that you can keep up the pace! It will be worth the effort of climbing all these stairs – you'll have stunning views over the city when you reach the top!

- 1 What is the correct answer to *Question 15*?
- 2 What part of speech is it?

▶ **Step 3 – Listen and do the task**

LISTENING MODULE

READING MODULE

WRITING MODULE

SPEAKING MODULE

- SECTION 1
- SECTION 2
- SECTION 3
- SECTION 4

► Questions 21–30

Questions 21–23

Choose **THREE** letters A–G.

Which **THREE** examples of space junk are mentioned by the speaker?

- 21
- 22
- 23

- A cans
- B cooling tanks
- C metal plates
- D metal screws
- E paint
- F satellites
- G whole rockets

Multiple-choice with multiple answers (1)

Task guide

- This task requires you to choose correct answers from a list of possible answers.
- You get one mark for each correct answer.
- It is very important to read the instructions carefully. They will tell you what to listen for. You will probably hear something connected with all the options. The instructions will tell you the reason for choosing some of the options on the list.
- The options are usually listed in alphabetical order.
- The order of the options will probably differ from the order of the recording.
- You may hear exactly the same words as appear in the options, or you may hear alternative words and phrases which have the same meaning.
- You can write the correct answers in any order.

Step-by-step guide

► **Step 1 – Think first**

Look at the instructions. You are listening for specific items of space junk mentioned by the speakers.

Think about ways of giving this information.

► **Step 2 – Check what you will hear**

Look at this part of the audio script which relates to options A–E

Audio script

Sam: And what does all this space junk consist of? Isn't it all discarded parts of rockets that were either broken or left behind after space missions, like Apollo and all those spacecraft from years ago?

Ruth: Well, yes, but not only that. All other kinds of debris that we've dumped in space too. Anything from dead **satellites** to loose **metal screws**. There are even tiny particles of **paint** and liquid coolant.

Options D, E and F are correct answers. G is not a correct answer although 'rockets' are mentioned. They are 'discarded and in parts' so are not 'whole' as stated in the option.

► **Step 3 – Listen and do the task**

Questions 24–26

Which country is responsible for depositing the following percentages of space junk?

Choose your answers from the box. Write the letters A–E next to questions 24–26.

- | | |
|---|---------------|
| A | China |
| B | Europe |
| C | India |
| D | Russia |
| E | United States |

24 28%

25 29%

26 37%

Matching

Task guide

- ▶ This task requires you to choose an answer for each question from the same list of possible answers.
- ▶ The options are usually listed alphabetically or similarly. For example, if the options are percentages they will be listed with the lowest first.
- ▶ You must read the question very carefully, as the possible answers may be mentioned in different ways.

Step-by-step guide

▶ Step 1 – Read the question

The question asks you to listen for the countries and areas of the world which are responsible for the percentage of space junk deposited. It is very likely that all the countries and areas of the world will be responsible for disposal. This means you will need to read the question very carefully.

Think about a different way to describe the percentage given in *Question 20*. For example, 28% could be described as 'nearly one third' or 'just under 30%'.

▶ Step 2 – Check what you will hear

Look at the audio script for *Questions 24–26*.

Audio script

Sam: So, who is to blame for depositing all this rubbish? Where does it come from?

Ruth: Well, I knew you were going to ask me that Sam, so hang on – you can take some of my notes if you like.

Sam: Thanks a lot, that's really helpful.

Ruth: Here, look. Over a third – 37% to be exact – comes from Russia. But other countries are close behind. Another third – well just under, actually, 29% is from America and then 28% is from China.

Andy: Yes, but other countries, like India, are adding to the rubbish pile. And don't forget the European Space Agency also has space craft in orbit.

You hear the countries and areas of the world mentioned very close together. The possible answers are all heard and you must be able to distinguish option A as the only correct one for *Question 24*.

▶ Step 3 – Listen and do the task

Questions 27–30

Complete the table below.

Choose your answers from the box and write the appropriate letters **A–I** next to questions 27–30.

- | |
|---|
| <p>A a grown up gorilla
 B a double decker bus
 C the desert
 D Eastern Australia
 E the 1980s
 F 2001
 G 100 tonnes
 H the South Pacific</p> |
|---|

Space Junk – Satellites

NAME OF SATELLITE	COUNTRY OF ORIGIN	NOTES
UARS	United States	<ul style="list-style-type: none"> • size and weight of 27 • was in space for two decades
Skylab	United States	<ul style="list-style-type: none"> • ended up in 28 • weight of 29
Mir	Russia	<ul style="list-style-type: none"> • larger than UARS • ended up in 30

Table completion (with choices)

Task guide

- ▶ This task requires you to complete a table by selecting from a list of possible answers.
 - ▶ Some of the information in the table will already be filled in. You can use the location of this information to help you follow the information on the recording.
 - ▶ You should read the list of possible answers carefully. Some of the options are likely to be similar and you will need to make sure you choose correctly.
 - ▶ Do not choose an option simply because it contains one or more words you may hear on the recording.
- Select your answer according to the meaning of what you hear.
- ▶ Write only the letter of the option you choose. Do not copy out the words of the option.
 - ▶ Sometimes, a gap may have other words before it and/or after it. If this is the case, make sure the answer you choose fits grammatically into the gap.
 - ▶ Possible answers may also be provided for forms and other tasks.

Step-by-step guide

► Step 1 – Think first

You don't have to write anything except letters in this task.

There are twice as many possible answers here as there are questions. Therefore, the challenge is to select from more than one likely option.

You can prepare for this by checking which options may be rather similar to each other. For example, options E and F refer to the time something happened.

Which options refer to geographical locations?

Which options refer to size and weight?

► Step 2 – Check what you will read and hear

Reading the table carefully will help you follow the recording. You know that after the UARS satellite and United States are mentioned, you must be ready to answer *Question 27*. You also know that you must answer *Question 27* before you hear any reference to Skylab on the recording.

Look at the part of the audio script that relates to *Question 27*.

Audio script

Ruth: But that's not always the case – there are exceptions. Chunks of the United States UARS satellite recently fell into the Pacific Ocean ...

Sam: The UARS satellite?

Ruth: It was this six tonne satellite launched by the space shuttle Discovery way back in 1991. So it had been up in space for twenty years but stopped working in 2005. It weighed 5,700 kilos –

Andy: And that's about the same as a double decker bus, apparently!

Ruth: And, I'll just check my notes ... here it is ... yes ... the largest of these great big chunks that fell into the sea weighed about 158 kg – think of the weight of an adult gorilla Sam and you get the picture ... !

Options A, B and G all refer to size and weight. Both A and B are mentioned in connection with UARS. However, there is clear reference to the total weight and size of the satellite being equivalent to a double decker bus. Only one of the parts of the satellite that fell into the sea can be compared to the weight of a grown up gorilla. This means that option B is the correct answer.

► Step 3 – Listen and do the task

LISTENING MODULE

READING MODULE

WRITING MODULE

SPEAKING MODULE

SECTION 1

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SECTION 4

► Questions 31–40

Questions 31–35

Complete the table below. Use **NO MORE THAN TWO WORDS** for each answer.

SUPERMARKET LAYOUT		
NAME OF AREA	LOCATION OF AREA	PURPOSE OF AREA
Decompression zone (sometimes called the 31 zone)	situated immediately inside the entrance and is generally free of 32	to encourage the customer to 33 to the supermarket
34 zone	situated on the right side near the front door	to encourage customers to relax before they start shopping
power aisle	the central route through the supermarket	to display 35

Table completion

Task guide

- This task requires you to listen and fill in a table with the correct information.
- It is important to write in exactly what is required, so you should look carefully at the whole table to see how the information is organised. Pay particular attention to the column headings because they will indicate the type of information you need to listen for.
- Note the order in which the numbers are presented in the table – do they go horizontally or vertically? This will indicate the order in which the information will be given in the audio script.
- If there are words or numbers before and/or after the numbered gaps, these are likely not to be the actual words you hear but similar words that have the same meaning.
- You must fill in the numbered gaps with the exact words and numbers that you hear.
- You need to listen carefully as the recording may contain other information which may seem correct, but which will in fact be wrong for the purposes of completing the table.

Step-by-step guide

► **Step 1 – Think first**

Prepare for this task by thinking about what kind of information is missing. Look at *Question 31*. Is the missing information a number or a word?

Also think about how the information might be presented on the recording in connection with *Question 31*. For example, 'called' may be heard as 'known as' or 'referred to'.

► **Step 2 – Check what you will hear**

Look at the audio script for *Question 31*.

Audio script

So, let's have a look at an actual supermarket layout – now here's the entrance to the store – just here. This area immediately around the entrance – is what retailers refer to as the decompression zone or the dead zone. This is where the customers recover from the environment outside. And by that I mean this is where they 'adjust'.

1 What is the correct answer to *Question 31*?

2 Why should you not write '*the*' as part of your answer to *Question 31*?

► **Step 3 – Listen and do the task**

Questions 36–40

Which items do the following sentences apply to?

Write the correct letter, **A, B, C, D** or **E**, next to questions 36–40.

- A fruit and vegetables
- B bread and milk
- C cheap tinned foods
- D flowers
- E sunglasses

- 36 They are referred to as distress goods.
- 37 They are always located at the front of the supermarket.
- 38 They are referred to as destination goods.
- 39 They are normally located below eye level.
- 40 They are often located at the check-out.

Classification

Task guide

- ▶ This task requires you to answer a series of questions with the same choice of answers in each case.
- ▶ Although the possible answers are the same for each question, the questions do not depend on each other. You can get one question wrong, but the next one right.
- ▶ Do not try to 'break the code'. It is not possible to predict how many answers will be the same, or to find a pattern of any kind.
- ▶ The questions follow the order of the recording.
- ▶ If you miss one question, leave it and go on to the next one.

Step-by-step guide

▶ Step 1 – Think first

The words you hear on the recording may be different from the words used in the questions, but have the same meaning.

For example, in *Question 36*, 'referred to' might be 'described as'.

Look at *Questions 36–40*. Think of what you might hear on the recording and write your ideas:

- 36
- 37
- 38
- 39
- 40

▶ Step 2 – Check what you will hear

Look at the audio script for *Question 36*.

Audio script

And let's think back to flowers and newspapers – we talked about both of these items earlier – and yes, they're displayed near the front to the right. Now, they're known as distress goods.

The answer to *Question 36* is D because we hear that flowers and newspapers are 'known as distress goods'. The recording goes on to explain what this means: 'these are the goods that we often buy in a hurry or on impulse.'

You need to match what you hear with the same information given for each question.

▶ Step 3 – Listen and do the task

You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1 on pages 70 and 71.

GIANT CAMEL FOSSIL FOUND IN ARCTIC

Camels are well known for their ability to survive the hot and dry conditions of the desert but research suggests that they once thrived in a colder climate ...

The idea that giant camels once roamed the Arctic along with polar bears and walruses is startling. Yet this is the key implication of research published by scientists working on Canada's Ellesmere Island. Lying deep inside the Arctic Circle, opposite Greenland's northern coast, Ellesmere is one of the world's coldest, bleakest spots. However, researchers have also found it was the home of a 3.5 million year old species of camel that later evolved into the creatures that now roam the Sahara and other hot spots. It seems that evolution can still throw up surprises.

However, there is more to the project than merely uncovering the camel's unexpected evolutionary history. The researchers' work has also demonstrated the power of a dramatic new technique for investigating the pre-historic past. It is known as collagen fingerprinting, and many researchers believe it could transform our understanding of life on Earth. 'This is the first time that collagen has been extracted and used to identify a species from such ancient bone fragments' said Dr Mike Buckley of Manchester University's Institute of Biotechnology. 'This unlocks the huge potential of collagen fingerprinting to better identify extinct species'.

Collagen is a protein that forms the connective tissue that holds bones together in an animal's skeleton, and it was only by analysing scraps of the material, found in the bones on Ellesmere, that

scientists were able to identify the remains as those of an ancient camel. Indeed it was not evident at first that the remains were actually fossils. 'The first time I picked up a piece, I thought that it might be wood' said expedition leader Dr Natalia Rybczynski of the Canadian Museum of Nature. 'It was only back at the field camp that I was able to ascertain that it was not only bone, but also from a fossil mammal larger than anything we had seen so far'.

However, it was the analysis of the collagen attached to the bones that provided proof that these once belonged to the family *Paracamelus*, from which all modern camels are descended. The results show an almost identical match to the modern-day one-humped camel, the dromedary. A comparison of the chemical makeup of the collagen with the tissue from Ice Age Yukon camels revealed more than similarities – they were found to be closely related, and possibly the same species. In addition, anatomical data suggest the leg bone found on Ellesmere was one third larger than the same bone in a modern camel indicating that this giant creature would likely have stood about 3.5 metres tall at the hump. The findings suggest that mineralisation worked along with cold temperatures to help preserve the proteins in the bones. 'This specimen is spectacular and provides important clues about how such exceptional preservation may occur' said Dr Buckley.

In the past, scientists have speculated that the camel still bears features that could have evolved to cope with harsh polar winters. Traits found in modern camels, such as their humps which serve as a fat store, would have benefited their ancestors during the deep winters when food was scarce. Other camel characteristics that would have been useful in the frozen conditions include the species' flat feet, which support the animal on soft ground such as loose sand or in the same way that a snowshoe helps a person walk on snow. Their large eyes would also have helped them peer through low light and forage for food during the long, Arctic winter. At that time, annual average temperatures in the area was about -4 degrees C, barely below freezing but still about 18 degrees C warmer than the modern average. The camels that evolved in North America may have then migrated across Asia via a land bridge between Alaska and Russia.

The Ellesmere Island site is about 1200 kilometres further north than any previous camel find. Fossils unearthed at a location about ten kilometres

away from the camel find and from rocks of approximately the same age, reveal that the landscape hosted an open forest inhabited by bears, rabbits, beavers and a pony-sized three-toed horse. The findings indicate that these animals were living, even thriving, at latitudes where few mammals can now exist.

The idea is intriguing – but it is only the start. Collagen fingerprinting is several orders of magnitude more effective at establishing links between ancient fossils and modern species compared with DNA fingerprinting, which has been used up to now. Collagen does not break down as speedily as DNA and so it can be used to study animals that are millions of years old and establish links with modern species by studying slight changes in their amino acid structure. As a result, scientists are now focussing on a wide range of species, from angelfish to zebras, to uncover links between ancient and modern animals. 'This is going to provide some startling results', said Dr Buckley.

Questions 1–8

Complete the summary below.

Choose **NO MORE THAN ONE WORD** from the passage for each answer.

Write your answers in boxes 1–8 on your answer sheet.

Collagen fingerprinting

Fossil research using collagen fingerprinting shows that camels once lived on Ellesmere Island. By studying fossils, scientists have made surprising discoveries about the animal's 1 history. The research team took collagen which is a 2 found in bone, from the fossil and compared it with collagen found in other fossils and modern animals. They found a near perfect 3 between the now extinct camel and the modern one-hump camel. It also shared a number of 4 with the Ice Age Yukon camel. Both the collagen and 5 information demonstrated that the bone fragments belonged to a giant camel. They were approximately three times 6 compared to the same bones in a modern day camel. The protein was able to survive for three and a half million years due to the process of 7 which helped seal the bones. The cold climate of the region also ensured the 8 of the collagen in the fossils.

Summary completion

Task guide

- ▶ This task requires you to find pieces of information in the reading passage in order to fill in the gaps in a summary.
- ▶ This task often, but not always, focusses on one part or section of the reading passage, rather than on pieces of information spread throughout the text.
- ▶ This task requires you to use **exact words and phrases** from the text; the answers therefore all appear in the relevant part of the text. Do not try to use different words that have the same meaning – your answer will be marked wrong even if the meaning is correct.
- ▶ In completion tasks, the questions follow the same order as the relevant information in the reading passage.
- ▶ Read the heading accompanying the summary task carefully as this can help you locate the section or part of the text you need to complete the task.
- ▶ Read the instructions carefully. Notice how many words you can use to answer each question. The number of words may vary; you may be asked to write one, two or three words in each question. The instructions will also tell you if you need to use a number for your answer.

Step-by-step guide

► Step 1 – Locate the task in the text

First of all, you need to locate the task in the reading passage. Look for clues.

If the task has a title, it may refer to something that only appears in a particular section of the text.

In this case the title 'Collagen fingerprinting' helps because it is referred to in part of the text only.

In which **FOUR** paragraphs is reference to collagen fingerprinting made?

.....

► Step 2 – Find the answers

Now look for the answers in the parts of the text you identified in step 1.

Remember that you must fill in the gaps with the exact words and phrases that appear in the text. However, the rest of the summary does not consist of words and phrases that are all repeated exactly from the text. Instead the summary uses words and phrases that have the same meaning as those used in the text or that expresses the same ideas in a different way.

Question 1

Look at the words before and after the gap.

1 What kind of word is required in the gap?

- A singular noun B plural noun C adjective

2 Which paragraph refers to the camel's history?

- A paragraph 1 B paragraph 2

Now use your answers in **step 2** to find the answer to *Question 1*.

Question 2

1 Which paragraph explains what collagen is?

- A paragraph 2 B paragraph 3

2 Which word in the paragraph means the same or almost the same or identical?

Now use your answers in **step 2** to find the answer to *Question 2*.

Questions 4–8

Now answer *Questions 4–8* using the same process.

Try to predict what kind of word is required in each gap by looking at the surrounding context and the words before and after each gap.

Look for words and phrases in the text that mean the same or express the same ideas as those used in the text surrounding the gaps in the summary.

See also page 80 for another type of summary completion task.

Questions 9–13

Complete the notes below.

Write **TWO WORDS OR A NUMBER ONLY** for each answer.

Write your answers in boxes 9–12 on your answer sheet.

Physical characteristics of the Giant Camel

Measured 9 in height

Used its hump as a 10

Had large eyes to cope with 11 in winter

Had ideal feet for 12 terrain so it didn't sink through 13

Notes completion

Task guide

- ▶ This task requires you to find pieces of information in the reading passage in order to fill in gaps in notes.
- ▶ This task often, but not always focusses on one part or section of the reading passage, rather than pieces of information spread throughout the text.
- ▶ This task requires you to use exact words and phrases from the text; the answers therefore all appear in the relevant part of the text. Do not try to use different words that have the same meaning – your answer will be marked wrong even if the meaning is correct.
- ▶ In a notes completion task; the questions follow the same order as the relevant information in the reading passage.
- ▶ You will not usually find any questions which rely on your general knowledge. For example, this passage is about camels which you may know something about. However, the answers should always be located in the passage.
- ▶ Read the instructions carefully. Notice how many words you can use to answer each question. The number of words may vary; you may be asked to write one, two or three words in each question. The instructions will also tell you if you need to use a number in your answer.

Step-by-step guide

► Step 1 – Locate the task in the text

First of all, you need to locate the task in the reading passage. Look for clues.

If the task has a title, it may refer to something that only appears in a particular section of the text.

In this case the title 'Physical Characteristics of the giant camel' helps because it is referred to in part of the text only. Which **TWO** paragraphs contain information about what the giant camel looked like?

- A** paragraphs C and D **B** paragraphs D and E

► Step 2 – Find the answers

Question 9

Look at the words before and after the gap.

1 What kind of word is required in the gap?

- A** a number **B** a word

2 Which paragraph makes reference to the height of the giant camel was?

- A** paragraph D **B** paragraph E

Now use your answers in **step 2** to find the answer to *Question 9*.

Question 10

1 Which paragraph provides information about the purpose of the giant camel's hump?

- A** paragraph D **B** paragraph E

2 Which verb in the paragraph has a similar meaning to the word 'purpose' or 'function'?

Now use your answers in **step 2** to find the answer to *Question 10*.

Questions 11–13

Now answer *Questions 11–13* using the same process.

Try to predict whether the gap refers to a word or number.

If the missing information is a word try to predict what kind of word is required by looking at the surrounding context.

Look for words and phrases in the text that mean the same or express the same ideas as those used in the text surrounding the gaps in the notes.

You should spend about 20 minutes on Questions 14–26, which are based on Reading Passage 2 on pages 76 and 77.

Cars that can drive themselves

- A** The idea of the self-driving car dates back to before the Second World War. Visitors to General Motors' 'Futurama' at the 1939 World Fair in New York were shown a vision of the future in 1960, in which radio-controlled automobiles would zip along perfectly safe highways. In the 1950s, General Motors and the Radio Corporation of America began experimenting with such a system, digging radio-transmitting cables into roads at a cost of around \$100,000 per mile.
- B** The system worked. In 1958, a Chevrolet impala made it round a special course 'without the driver's hands on the steering wheel' but it joined the list of other expensive automated dreams. The first real breakthroughs for self-driving cars took place in the late 1980s, in the £800m Eureka Prometheus Project, led by Ernst Dickmanns of the Bundeswehr University Munich, a pioneer of computer vision. Using just four black and white cameras, Dickmanns's cars managed two road trips of more than 1,000 kilometres through Europe in 1994 and 1995, driving without human intervention 95% of the time. Automated cars have made huge leaps and bounds in recent years. Starting in 2004, Darpa, the high-tech research wing of the US military, ran a series of competitions for driverless vehicles. The winning team was hired by Google, and for years the technology company ran a fleet of automated cars around the highways of California. So far the cars have clocked up 200,000 miles and have been involved in one minor human-caused accident. Google is not
- on its own. Other car manufacturers also have some kind of automated car in the works, with research and testing also going on in the UK and Germany.
- C** Most driverless cars share the same 'Velodyne' laser system on their roofs. 64 spinning lasers provide a constant, 3D view of the environment 40 metres around the car, while radars on the bumpers and a rear-view camera also feed in information. The data is sorted by algorithms that distinguish between cars, pedestrians, plastic bags and cats, and tell the car what to do. Automated cars are programmed to be model drivers: they stop when pedestrians step onto the road; they give way when they should; they stay out of other cars' blindspots and nudge forward when other cars should be letting them through.
- D** Across the world, 1.2 million people are killed or injured on the roads each year with human error to blame 90% of the time. 'It's amazing to me that we let humans drive cars,' says Eric Schmidt, the executive director of Google. Paul Newman, a robotics engineer at Oxford University, says it is only a matter of time before we hand over the wheel. 'It's crazy to imagine that in ten to twenty years we'll still have to sit behind a wheel, concentrating hard, not falling asleep and not running over people', he says. Computer-controlled cars offer the benefits of safety, fuel efficiency and speed. Roads full of automated cars, all communicating with one another, will see vehicles going bumper-to-bumper at 70mph, eliminating traffic jams.

- E** In spite of the encouraging pace of development, however, enormous hurdles still remain, notably how to engineer human common sense. 'Imagine a situation where a box falls onto the road in front of you,' says John Leonard, a mechanical engineering professor at the Massachusetts Institute of Technology. 'The system needs to make a split-second decision to either go straight through it or to swerve left or right – which might have worse consequences than just going forward'. Other challenges include recognising the weaknesses of automated cars: how do their sensors respond to glare, poor weather, or damage?
- F** However, no matter how good, their guidance systems are, self-driven cars will still have accidents. In which case, who will be responsible – the car manufacturer, the software developer or the human driver – for failing to override the computer at the critical moment? But will the cars even have people on board? One of the attractions, surely, will be in ordering them to come and pick us up: in which case will it be empty car A, or car B with driver, which is to blame for a driving mistake? In whatever form they emerge, automated cars will require the greatest overhaul of the law of the roads since the rise of the automobile in the first half of the 20th century.
- G** It seems unlikely, at least for the time being, that drivers will hand over their car keys. A lot of people actually like to drive and hate being passengers. More likely we will see a continuation of the gradual automation of cars that have been under way for two decades, during which automatic lane-keeping, cruise control and parking aids have been gratefully taken up. A new Volvo, for example, now maintains safe distances in heavy traffic without human intervention, and Nissan is working on software that anticipates a driver's next move, adjusting the car ahead of time. Piece by piece, radars, lasers, car to car communication, and the warning of dangers ahead will be added as well, slowly easing the wheel out of our hands.

Questions 14–20

The reading passage has seven paragraphs A–G.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct numbers i–x in boxes 14–20 on your answer sheet.

List of headings

- i The legal implications of automated driving
- ii The limitations of the automated car
- iii Towards a partial public acceptance of automated cars
- iv The long dream of the automated car
- v The downward trend in the demand for automated cars
- vi The definition of an automated car
- vii The current financial cost of developing automated car technology
- viii The rationale behind the concept of the automated car
- ix Common technological features of automated cars
- x Remarkable success of automated cars on the road

- 14 Paragraph A
- 15 Paragraph B
- 16 Paragraph C
- 17 Paragraph D
- 18 Paragraph E
- 19 Paragraph F
- 20 Paragraph G

Matching headings to paragraphs

Task guide

- ▶ This task requires you to select the most suitable headings for the paragraphs of the reading passage.
- ▶ In the list of possible headings that you select from, some of the headings are not suitable for any of the paragraphs of the reading passage.
- ▶ This task requires you to decide what the main topic or point of each paragraph is. An option may refer to something that is mentioned in a certain paragraph of the text, but it may not be the correct answer because it is not the main point or topic of the paragraph.
- ▶ Beware of 'word spotting'. Do not choose a heading as your answer simply because it contains a word that also appears in a particular paragraph of the text. It is likely that the same word will also appear in other paragraphs.

Step-by-step guide

The best approach to the task is to read each paragraph of the text one by one, and then look at the list of headings each time to select the appropriate one.

This reading passage has been included to show a range of interesting topics. However, under exam conditions, you would probably not find any reference to a potentially distressing topic such as car accidents which is mentioned in this passage.

Question 14

▶ Step 1 – Read the paragraph

Read paragraph A carefully and identify the main topic. What is the main focus of the paragraph?

A the idea of the self-driving car **B** the development of the self-driving car

▶ Step 2 – Consider each option

Look at each option and decide whether it matches the main topic of the paragraph. You will need to ask yourself the questions below in order to answer the question.

- i Does the paragraph discuss what the law says about self-driving cars?
- ii Does the paragraph focus on the disadvantages of self-driving cars?
- iii Does the paragraph focus on what certain people think of self-driving cars?
- iv Does the paragraph focus on the origins of the idea of the self-driving car?
- v Does the paragraph focus on the decrease in consumer interest in the self-driving car?
- vi Does the paragraph provide a definition of what a self-driving car is?
- vii Does the paragraph focus on the costs of developing a self-driving car?

- viii Does the paragraph discuss one specific example of what the self-driving car was designed to do?
- ix Does the paragraph focus on the shared characteristics of all self-driving cars?
- x Does the paragraph provide specific examples of achievements of self-driving cars?

▶ Step 3 – Choose the correct option

When you have chosen your answer for paragraph A, check that it is correct by answering this question:

Which word in the heading you have chosen means the same as 'vision' in paragraph A?

Question 15

▶ Step 1 – Read the paragraph

Repeat step 1 above for paragraph B.

▶ Step 2 – Consider each option

Repeat step 2 above.

▶ Step 3 – Choose the correct option

When you have chosen your answer for paragraph B, check that it is correct by answering this question:

Which word in paragraph B indicates that a point is being made that is additional to a point previously made?

Questions 16–20

Now follow the same process to decide your answers for *Questions 16–20* (paragraphs C–G):

Read each paragraph carefully. Use the questions in step 2 above to help you choose the correct heading.

Questions 21–26

Complete the summary below using words from the box.

Write your answers in boxes 21–26 on your answer sheet.

The benefits of driverless cars

Driverless cars are designed to react 21 in comparison to humans. They also have 360 degree perception and do not get distracted or sleepy. Engineers believe that the technology could 22 the capacity of roads by allowing cars to drive with a greater degree of safety when they are 23 together. Because driverless cars are 24 to be involved in collisions, they could be built lighter and therefore use 25 fuel. However, to be completely safe, driverless cars must be 26 in comparison with today's computers.

substantially increase	more slowly	closer
less than double	more reliable	more likely
further	heavier	less
a lot less likely	far higher	faster

Summary completion (with choices)

Task guide

- ▶ This task requires you to fill in gaps in a summary with the correct words that appear in the box.
- ▶ This task usually, but not always focusses on one particular part or section of the text, rather than on information that is spread throughout the text.
- ▶ The words in the box will normally all belong to the same part of speech (adjectives, nouns, comparative forms, etc.). You are therefore required to decide on the word with the correct meaning for each gap, not what kind of word fits grammatically.
- ▶ The words you need to choose have the same or very similar meanings to words and phrases used in the text, or they express the same ideas as what is stated in the text.
- ▶ The questions follow the same order as the relevant information in the text.
- ▶ There are significantly more words to choose from in the box than there are answers. Be careful. Several words in the box may be connected in meaning, but only one will have the precise meaning required to match what is stated in the text.
- ▶ See also page 72 for another type of summary completion task.

Step-by-step guide

First, you need to identify which words and phrases in the text relate to each gap. Then you need to find the word in the box that has the same meaning as those words and phrases, or expresses the same idea as what is stated in the text.

► Step 1 – Locate the task in the text

In this case, the title 'The benefits of driverless cars' can help you locate the task in the text.

Which TWO paragraphs focus attention on the advantages or benefits of automated cars?

- 1 Paragraphs C and D 2 Paragraphs E and F

► Step 2 – Find the answers

As with the summary task that does not have a box of choices (see page 72), the summary in this task presents the information and ideas in the text in different words and phrases from those in the text.

You will need to understand the ideas that are contained in the text and see how they relate to the content of the summary.

The box contains words that mean the same as words or ideas that appear in the text. To answer each question, you first need to identify which part of the text relates to the gap in the summary. Then you must identify the word in the box that has the same meaning as the relevant word or idea in the text.

Question 21

- 1 Which sentence in the text refers to the speed of response of driverless cars compared with humans?
- 2 Does the word 'simultaneous' in the text refer to a quick reaction or a slow reaction?

Now look at the words in the box and find the word that has the same meaning as this word from the text.

Now write your answer for *Question 21*.

Question 22

Look at the paragraphs you identified in **Step 1**.

The sentence containing the gap in the summary refers to how driverless cars could affect the capacity of the roads. In which paragraph is road capacity referred to in detail?

Has the phrase 'road capacity' been used to describe an expansion or a reduction?

Now look at the words in the box and find the word or words that express the same idea.

Now write your answer for *Question 22*.

Questions 23–26

Answer *Questions 29–32* using the same process:

- Look at the words before and after each gap and find the part of the text that relates to them.
- Find a word or words in the text that could fill the gap or identify a phrase in the text that expresses the idea of the word that fills the gap.
- Look through the box of choices and identify the word that matches the meaning of the word in the text or expresses the same idea as the phrase in the text.

You should spend about 20 minutes on Questions 27–40, which are based on Reading Passage 3 on pages 82 and 83.

Freerunning

- A** Freerunning – or Parkour – is an acrobatic discipline which turns the city into a playground. It has been described as jogging meets gymnastics, as urban-steeplechase aerobics and as acrobatic performance art.
- B** The discipline of Parkour–sport really is not an accurate way of describing it–was developed in the suburbs of Paris in the 1980s when a group of friends began to use the architectural landscape as their playground and gym. Fun was important for these founders, but for them Parkour was not just a leisure activity, it was a way of life. As in martial arts, Parkour involves mental discipline and self-improvement. It is not concerned solely with the acquisition of physical skills, but also with the improvement of one’s mental and spiritual wellbeing. As one runner comments, ‘It teaches me not to be scared in life, when new situations come to me, I deal with them calmly, like I would do before a new jump.’
- C** So, freerunning provides a philosophy for life: why walk when you could run, leap, vault and somersault? Why go round obstacles when you could go under, over and through them? Why use steps when there are handrails and sheer drops? The aim of a freerunner, or traceur, is to travel in an uninterrupted flow over the cityscape, incorporating any obstacles into the journey. ‘Flow’ is a key word here. Using fluid movements, which are both graceful and efficient, you try to flow like water through your surroundings. Freedom is another key aspect – the sense of escaping from the restrictions of your surroundings and routine. In attempting to become ‘fluid like water’, the traceur tries to use the body as efficiently as possible. At the same time, they have respect for their surroundings and disapprove of anything, such as the grinding and waxing done by skateboarders, which damages them.
- D** This respect was not immediately evident to the people whose buildings they were using. Informal groups of young men testing their skills on public or other people’s property, naturally met with disapproval and even hostility – and for many traceurs this was the thrill or even the point of doing it. Knowing that it was an underground activity that belonged only to a select portion of urban youth was what made it special, what made it theirs.
- E** The free, accessible nature of freerunning means it has the potential to engage groups of young people who are typically unmoved by traditional sports. Basically anyone can practise, anywhere – all you need is a decent pair of trainers, so the financial outlay is negligible. There are no joining fees, no forms to fill in and no rules and regulations. However, there is a shared attitude among the original traceurs, which they feel is being jeopardised by its rapidly increasing popularity.
- F** The TV ads involving the early French founders of the discipline drew attention from all over the world. A British documentary showed the founders running over the rooftops of famous London landmarks, which encouraged many to start to practise themselves. Subsequently the French were joined by a group of English *traceurs* called Urban Freeflow demonstrating the rapid growth of Parkour.
- G** But it is this growing popularity and the acrobatic and spectacular performances which have attracted so much attention, that may contain the very few elements which some feel will change the nature of Parkour. The public approval and corporate sponsorship which could popularise the sport could actually destroy it. Yet that is the direction in which even some early traceurs would like it to take – away from the founders’ original philosophy.

- H** Media and big business have been attracted to the youthful appeal of the discipline. TV, which has done so much to popularise the activity, demands dramatic, showy visuals, including flips and somersaults. These daring embellishments are known as 'tricking', a term which, while it is an accurate description, might also suggest a false approach to the discipline. While the original traceurs might argue that true Parkour should not involve competition, there are forces pushing it in that direction.
- I** There are participants of course, for whom entertainment and showmanship are the point. Inspired by YouTube clips, young people across Britain are adopting a form of freerunning which includes competing to produce moves which are spectacular. Runners who want to display acrobatics to each other are also more likely to stay in one place, abandoning the physical journey and its random challenges.
- J** The promoters of Parkour call it 'the coolest way for young people to get fit and stay healthy' and 'a fitness regime designed by young people for young people' and there are organisations where the words 'cool' and 'young' spark a great deal of interest. Councils, seeing this growing popularity, have started looking at ways to take the activity into schools or even to create 'freerun parks' and major companies, meanwhile, are keen to have their brands associated with the youthfulness of the activity.
- Freerunners on the street seem to be particularly sceptical about commercialisation. 'There are already special Freerunning trainers you can buy' says a young traceur, who like most, wears a simple T-shirt, baggy tracksuit bottoms and unbranded trainers for the sport. Another neatly summed up the contradiction within the notion of this young, rebellious activity becoming mainstream, 'I don't think I would do it if it really took off.'

Questions 27–34

Do the following statements agree with the information given in the Reading Passage?

In boxes 27–34 on your answer sheet, write

- YES** if the statement agrees with the claims of the writer.
NO if the statement contradicts the claims of the writer.
NOT GIVEN if it is impossible to say what the writer thinks about this.

- 27 Freerunning takes influences from several other sports and activities.
28 It is difficult to define what freerunning is.
29 It is not known where freerunning originated.
30 Freerunning is more popular with men than women.
31 Freerunners use similar movements to skateboarders.
32 Freerunning is an expensive activity for participants.
33 Freerunning was introduced to the British public by a TV advertisement.
34 Few newcomers to freerunning share the same view of the activity as the original founders.

Yes/No/Not Given**Task guide**

- ▶ This task requires you to understand views expressed or claims made by the writer of the text.
- ▶ To answer each question, you will need to ask yourself three questions:
 - 1 Is the same view expressed in the text?
 - 2 Is the opposite view expressed in the text?
 - 3 Is there no view on this subject matter in the text?
- ▶ For an answer to be 'No' the writer must directly state something that makes the statement incorrect.
- ▶ Questions in which the answer is 'Not Given' involve the writer saying something relevant to the statement in the question, but not expressing a view or making a claim on the specific point mentioned in the question.
- ▶ The task requires you to look very closely at what the writer does say with each of the questions.
- ▶ The questions follow the order in which the relevant issues are discussed or points mentioned in the text.

Step-by-step guide

The best way to approach this task is to:

- look closely at each question one by one.
- locate the relevant part of the text.
- study the question and that part of the text carefully and then decide on your answer.

Question 27

▶ Step 1 – Locate the relevant section in the text

Which paragraph of the text compares freerunning to other sports and activities?

▶ Step 2 – Read the question carefully

Focus on the place in the text you identified in step 1. Look carefully at the question and decide exactly what it means.

- 1 What does 'takes influences' mean in the context?
Circle the correct letter.
 - A It shares features of other sports.
 - B It has affected the popularity of other sports.
 - C It can be compared to no other sport.

▶ Step 3 – Find the answer

Using your answers in step 2, read the relevant part of the text carefully and answer these questions.

- 1 Which sports and activities are mentioned in paragraph A?
- 2 Does the writer say that freerunning shares similarities with these sports and activities?
- 3 Which phrase supports your answer to *Question 27*?

Question 28

▶ Step 1 – Locate the relevant section of the text

Which paragraph of the text provides information about the different features of freerunning?

A Paragraph A

B Paragraph B

▶ Step 2 – Study the question carefully

Focus on the paragraph you identified in step 1. Look carefully at the question and decide exactly what it means.

- 1 Which words in the text refer to the difficulty in defining freerunning?

▶ Step 3 – Find the answer

Using your answers in step 2, read the relevant part of the text carefully and answer these questions.

- 1 Does the writer say that freerunning is an activity which is difficult to define?
- 2 Does the writer say that people find it difficult to decide what category freerunning as an activity belongs to?
- 3 Does the writer suggest that different people categorise freerunning differently?

Now use your answers for steps 1 and 2 to decide on the answer to *Question 28*.

Questions 29–34

Now answer *Questions 29–34*, using the same process.

- Locate the relevant part of the text.
- Study the question and the relevant part of the text carefully.
- Ask yourself the three questions listed in the **Task guide** on page 84.

Questions 35–37

Choose **THREE** letters A–F.

Write your answers in boxes 35–37 of your answer sheet.

Which **THREE** of the following statements about the discipline of freerunning are true according to the passage?

- A It only focusses on the development of physical capabilities.
- B It is evolving into a competitive activity.
- C It involves a personal choice of movements.
- D It encourages dangerous behaviour.
- E It requires the ability to look beyond the traditional use of objects.
- F It is mainly performed in freerun parks.

Questions 38–40

Choose **THREE** letters A–F.

Write your answers in boxes 38–40 of your answer sheet.

Which **THREE** movements are associated with freerunning according to the text?

- A flipping
- B hopping
- C jumping
- D rolling
- E squatting
- F walking

Multiple-choice with multiple answers

Task guide

- ▶ This task requires you to select a specified number of options which correctly answer the question.
- ▶ This task requires you to ask yourself two things for each option:
 - 1 Is it true according to the text?
 - 2 Does it correctly answer the question?
- ▶ Note that an option may be true, but it may not answer the question. For example, if you are asked to select 'problems', an option may refer to something that did happen in the text but was not actually a problem.
- ▶ In these tasks, the options follow the same order as the relevant information in the text.
- ▶ Sometimes there is one mark for each correct option you choose: sometimes there is only one mark for the whole task, and you have to choose all the correct options in order to get one mark. If only one question number is given, you will know that only one mark will be given. In this task, there are three question numbers (35–37), which means that three marks will be given.
- ▶ See also page 30 for another type of multiple-choice task.

Step-by-step guide

The best approach to this task is to:

- take each option one by one.
- find the relevant place in the text.
- decide whether the option answers the question or not.

Option A

▶ Step 1 – Locate the option in the text

Look at option A and then read through the text.

Which paragraphs focus on the physical skills associated with freerunning?

Paragraphs A and B Paragraphs C and D

▶ Step 2 – Decide whether the option answers the question

Look through the paragraphs you identified in step 1. Answer the questions below and decide whether option A is one of the answers or not.

1 Is the discipline of freerunning concerned only with the development of physical skills?

.....

2 Which word in Paragraph B means the same as 'only' in the statement?

.....

3 Is the discipline of freerunning concerned with the development of mental and physical health?

.....

Using your answers to these questions, decide whether option A is correct.

Option B

▶ Step 1 – Locate the option in the text

Which paragraphs make specific reference to the competitive nature of freerunning?

Paragraphs H and I Paragraphs J and K

▶ Step 2 – Decide whether the option answers the question

Look through the paragraphs you identified in step 1.

Answer the questions below and decide whether option B is one of the answers or not.

1 Was freerunning viewed as a competitive activity by the original founders of the discipline?

.....

2 Does freerunning nowadays have an element of competition?

.....

Using your answer to these questions, decide whether option B is correct.

Options C–F

Now look at options C–F and use the same process to decide whether each one is an answer or not.

Find the relevant part of the text.

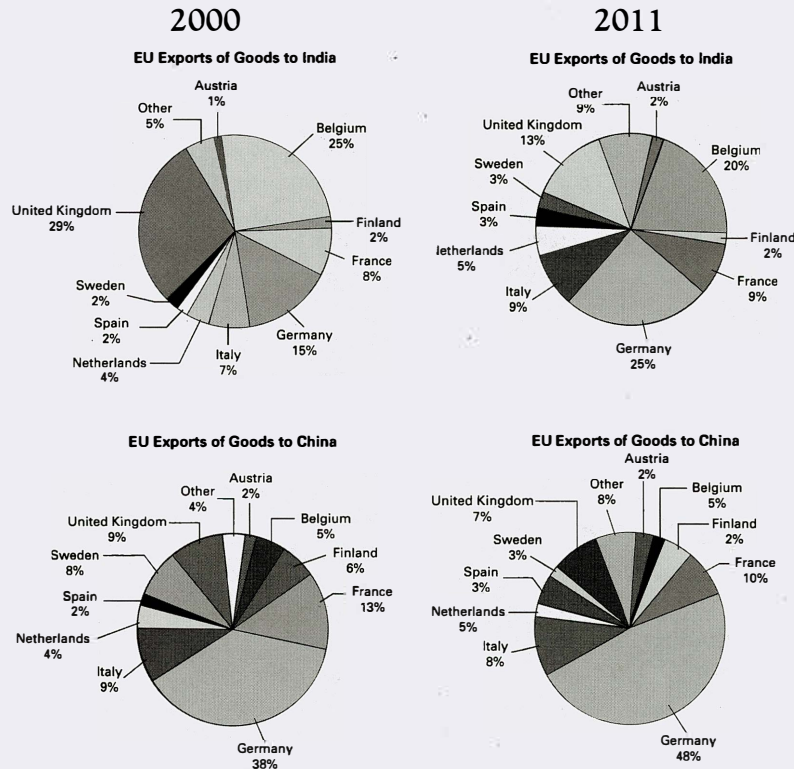
Read the part of the text carefully to find out whether each of the options applies to the discipline of freerunning.

You should spend about 20 minutes on this task.

The pie charts below show exports from various EU countries to India and China in 2000 and 2011.

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

Write at least 150 words.



Describing pie charts

Task guide

- ▶ Some Task 1 questions require you to interpret and describe data presented in a pie chart.
- ▶ This task involves pie charts. Pie charts typically show how a number of elements make up a whole.
- ▶ It is unlikely that you will need to interpret data shown in a single pie chart. Data shown in two or more pie charts will require you to compare information. Occasionally, data shown in a pie chart might be combined with data shown in another figure or a table.
- ▶ When describing pie charts or graphs, you will need to use comparative and superlative structures. If you describe more than one pie chart which compares similar data, you will need to use expressions to describe trend – *increase, decrease, rise, fall*, etc.
- ▶ Remember that the aim is to select the **most important information and summarise it**. Start by identifying a general trend, if there is one, and then the main points. Choose items of data that best illustrate a trend or the message you want to get across.
- ▶ Remember that it is impossible to describe everything the figure shows in 150 words. Concentrate on salient information that will be of interest to the reader.
- ▶ You do not need to give explanations or invent reasons – simply describe the data.
- ▶ Make sure you write at least the minimum number of words specified in the instructions. Short answers will lose marks.
- ▶ On the other hand do not write too much. If you write a very long answer you may make mistakes and lose marks and leave yourself less time to re-read and check your writing.

Step-by-step guide

► Step 1 – Make sure you understand the data presented

Use some of the 20 minutes you have looking carefully at the figure(s) and make sure you know what they show before you start writing. Read the task instructions again carefully.

Answer the questions.

- 1 How many exporting countries in the EU are shown? Do all four charts show the same countries?
- 2 Which two countries are their exports relevant to?
- 3 Do the charts show the rate at which exports increased or decreased or simply whether they increased or decreased?

► Step 2 – Identify an overall message or trend

It is likely that there will be some sort of general message in the data. Which of the statements below is NOT true?

- A Almost all of the EU countries exported the same amount to India as they did to China in the two years shown.
- B The market share of exports to both India and China did not change very much for most of the EU countries over the period shown.
- C The export market share in either China or India changed significantly for only two or three EU countries.

► Step 3 – Identify salient information (1)

Answer the questions to help you identify some of the more salient information.

- 1 Which country increased its market share significantly in both India and China over the period shown?
- 2 Which country had a far smaller share of the export market to India in 2011 than in 2000?
- 3 Which country exported far more to India than to China in both years shown?

► Step 4 – Identify salient information (2) – choose what to include in your report

Tick the points below you think should definitely be included in your report. Remember you should try not to use more than 150 words so you will have to leave out some information.

- 1 that Germany had the biggest share of the export market to both India and China by 2011
- 2 that Sweden's share of the export market to China decreased by nearly two thirds
- 3 that for the majority of countries, the market was very stable and little change occurred
- 4 that the United Kingdom's share of the export market decreased in both India and China
- 5 that the Netherlands share of the market increased slightly in both India and China
- 6 that Belgium exported far more to India than to China in both years shown

► Step 5 – Organise your report

- 1 How should you start your report?
 - A by writing about Germany's dominant position in the EU export market
 - B by explaining that the charts compare the market share that various countries have and show how the share of those countries has increased and decreased
 - C by saying that the United Kingdom's share of the export market to India fell dramatically
- 2 Which would be the better way to organise the report?
 - A to state whether the share of the export market to both India and China increased or decreased for each of the EU countries shown
 - B to focus mainly on the EU countries whose market share changed most noticeably over the period shown

► Step 6 – Use appropriate language

Study the figures again carefully and complete the sentences below. Choose a phrase from the *comparing* box for spaces 1–6 and a phrase from the *describing trends* box for spaces a–d.

- 1 Germany's share of the exports to China market a in 2000 to 48% in 2011.
- 2 For other countries, the market b
- 3 The United Kingdom exported 1 than 2 over the period but the difference was 3 in 2000.
- 4 Italy, for example, exported 4 to both India and China.
- 5 Belgium, exported 5 the amount to India than to China but its share of the market in both cases c
- 6 By 2011, that share d to 13%.
- 7 In 2000, the United Kingdom was 6 EU exporter to India with a 29% share of the market.

comparing

far greater
more to India
to China
more or less the same amount
the biggest
four or five times

describing trends

had fallen
changed very little
was very stable
rose from 38%

Now write your answer to Task 1.

There is a sample report on page 208.

You should spend about 40 minutes on this task.

In many parts of the world girls and boys are educated together in co-educational or mixed schools.

Some people think that girls and boys benefit from being educated separately in single-sex schools.

To what extent do you agree with this view?

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

Write at least 250 words.

Giving your opinion (2)

Task guide

- ▶ Task 2 requires you to give your opinion on an issue.
- ▶ The task consists of a statement or statement followed by a question asking you for your point of view.
- ▶ You should present a written argument to an educated reader with no specialist knowledge of the topic given.
- ▶ The instructions you are given are not always the same, and you must read them very carefully to make sure that you do exactly what you are asked to do.
- ▶ Some tasks focus on whether you agree or disagree with a statement or view. In tasks of this type, you may be asked the following questions:
 - (a) Discuss both these views and give your opinion.
 - (b) Do you agree or disagree?
 - (c) To what extent do you agree with this statement or view?
- ▶ You must concentrate on presenting a clear and logical argument that the reader can follow easily.
- ▶ Divide your answer into paragraphs. Start a new paragraph for each new topic.
- ▶ Make sure your answer is not too short (minimum 250 words) but also do not write a very long answer.

Step-by-step guide

► Step 1 – Read the question carefully

Read the Task 2 question in **bold** and choose the correct letter **A**, **B** or **C**.

- A Sentence 1
- B Sentence 2
- C Sentence 3

..... tells you what you must write.

..... is a general statement.

..... expresses an opinion.

► Step 2 – Organise your answer

1 It is important to plan your paragraphs before you start writing. Match paragraphs **1–4** with the information **A–D**.

Paragraph **1** **A** your own view on the topic including some examples

Paragraph **2** **B** your conclusion

Paragraph **3** **C** an introduction to the topic repeating the view expressed in the question

Paragraph **4** **D** a discussion of why some people have this view with examples

2 Match the following sentences from the student's answer to paragraphs **1–4** below.

- a) It enables them to be free from the pressures that exist when members of the opposite sex are present.
- b) Basically, girls can do anything that boys can do and there are no set rules.
- c) After all, in life obviously the two sexes are mixed.
- d) As a result they have less opportunity to reach their full academic potential.

In many countries boys and girls are educated together in mixed schools from primary right through to secondary school level. It is no doubt true that educating children in this way reflects the reality of the world outside the classroom. **1**
Co-educational schools give the two sexes the chance

to mix, integrate and feel easy in each other's company and that is a good preparation and foundation for adulthood.

However, many people think that boys and girls can achieve more by being educated separately. They believe that single sex schools offer children the opportunity to concentrate on their school work.

2 They claim that boys and girls spend too much time trying to attract each other instead of focussing attention on their subjects.

However, in my opinion there is just as much distraction in a single-sex school as in a mixed school. Students in single-sex schools will still wish to impress their peers but in their case it will be members of the same sex. It could also be argued that the choice of subjects open to students in a single-sex school may be more traditional, limited and restricted compared to those offered in a mixed school environment. For example, it may be more difficult for boys to choose subjects such as art or languages in a single-sex school where pressures against them from other boys would be stronger. **3**

In conclusion, I believe that co-educational schools provide both girls and boys with equal opportunities.

4 Both sexes therefore have chances to develop the academic and social skills they need to live and work alongside each other in adult life.

► Step 3 – Language to use

It is important to avoid repetition of words and phrases in your answer. Read the student's answer and find synonyms for the following words and phrases:

- a) mixed school (paragraph 1)
- b) integrate (paragraph 1)
- c) preparation (paragraph 1)
- d) concentrate (paragraph 2)
- e) limited (paragraph 3)
- f) opportunities (paragraph 4)

Now write your own answer for Task 2.

There is a sample answer on page 208.

Part 1: Introduction and interview

Task guide

- ▶ In this part of the Speaking module, the examiner will ask you a series of questions about yourself.
- ▶ You are expected to give more than 'yes' or 'no' answers. However, you are not expected to speak at great length in answer to any of the questions.
- ▶ There are no 'right' or 'wrong' answers. The examiner will ask you some personal questions about things that you do, your likes and dislikes, and so on.

Step-by-step guide

▶ Step 1 – Take the right approach

The examiner's questions are designed to give you the opportunity to show that you can use your English to describe and explain things about yourself and familiar subjects, such as your home town.

Think about where you live. How would you describe it? Underline any of the expressions that you could use to talk about it. Make a note of any other expressions that you could use.

Place	(capital, big, major) city, town, village, port
Location	In the north/south... on the coast... located near... situated not far from... in a commercial region
Adjectives	traditional, famous, industrial, modern, historical, friendly, cosmopolitan, isolated
Famous for	tourism, shipping, finance, manufacturing

▶ Step 2 – How much should I say?

A good principle here is to use adverbs to enable you to provide a little extra information on the topic. For example, if the examiner asks you whether you would prefer to live in a city or a small town, answers that include adverbs of frequency and degree can help the conversation develop and flow more easily.

Look at these examples of answers which include adverbs of frequency and degree.

I'd **rather** live in a city – it's much more exciting. I'd feel **pretty** bored in a small town.

Part 1 – Example questions

Daily Life

- A Do you prefer to stay at home or go out during the week?
- B Do you think you lead a busy or a quiet life?
- C Do you prefer staying up late or going to bed early?
- D Which day of the week do you most look forward to?

- E Would you prefer to live in a quiet place or a noisy one?
- F Would you like to live in an isolated place with no other people around you?

▶ Step 3 – Write your answers

Look at the answers below and match them with **Questions A–F** above.

- 1 That's **quite** an easy question to answer. **On the whole** I'd say that I need company. I'd feel **rather** lonely on my own without my friends and family around me so no, I could never live somewhere with no neighbours!
- 2 It **pretty much** depends on the day of the week. I'm **fairly** busy on weekdays so tend to go to bed **quite** early but on Saturdays I **generally** go out late with friends and party late on into the night!
- 3 **On the whole** I'd say that I spend **roughly** the whole of my week thinking about Friday as that marks the beginning of the weekend for me.
- 4 I **rarely** spend time away from town so I'm used to all the crowds but **sometimes** I think it would be **pretty** good to get away from it all and escape to the peace and calm of the countryside.
- 5 **Actually** I'd say that I like to be busy and have lots to do **AND** have time to relax.

Match the adverbs of frequency and degree 1–6 with their synonyms A–F.

- | | |
|-------------|-------------------------------------|
| 1 actually | A rather |
| 2 generally | B to some degree but not completely |
| 3 quite | C about |
| 4 roughly | D fairly |
| 5 partly | E on the whole |
| 6 pretty | F really |

Then write your own answer to each question in step 3. Try to include adverbs of frequency and degree in your answers.

Part 2: Individual long turn

Task guide

- ▶ In this part of the Speaking module, the examiner will give you a short talk, or 'long turn', based on a task card that you will be given.
- ▶ The topic on the card will be a personal, general and straightforward one. It requires no specialist knowledge.
- ▶ You are expected to speak continuously for about one minute. The examiner will not ask you questions during your long turn.
- ▶ The examiner will ask you one or two short, easy questions when you have finished your long turn. These questions will relate to the topic on the task card.
- ▶ The card you are given describes what you must talk about. It is important that you talk about this topic.
- ▶ The card includes three points relating to the topic. These points are designed to help you decide what to say. If you do not talk about all of them, you will not lose marks.

Step-by-step guide

▶ Step 1 – Take the right approach

The long turn is designed to give you the opportunity to show how well you can speak in English on a subject that you are familiar with.

A minute can seem like quite a long time, when you are the only person speaking.

Give yourself as much time to think about what you want to say. You can do this by 'echoing' or repeating the prompts on the card.

Because a minute is quite a long time, you should also use the opportunity to make notes before you start speaking. If you make a few notes, you will be able to structure your long turn.

▶ Step 2 – Organise what you say

Making notes will help you organise what you say.

The notes you make may remind you of useful vocabulary and expressions to use, or of facts and points you want to include in your long turn.

Part 2 – Example task

Read the topic card below carefully. You will have to talk about the topic for one–two minutes.

You have one minute to think about what you are going to say.

You can make notes to help you if you wish.

Describe a time when you helped someone.

You should say:

- *who you helped*
- *where you helped them*
- *how you helped them*

and explain how you felt about the experience.

▶ Step 3 – Make notes

Look at the notes and a candidate's actual answer for each of the points. Then write your own notes and answer for the same points. Remember to echo the prompts in order to give yourself time to think.

Remember that the prompts are there to give you ideas but try to add as much detail as you can so that you can keep going for a whole two minutes.

who you helped

Note: *Russian student*

Candidate: *Who did I help? Well, I remember one occasion when I helped someone extremely clearly. It was a Russian student.*

where you helped them

Note: *on the street*

Candidate: *Where did I help them? Actually, it happened on the airport bus – number 100 – this is the airport bus which takes people from the city centre to the airport.*

How you helped them

Note: *gave him change*

Candidate: *How did I help him? He was late for his flight and needed to get to the airport. He gave the driver a twenty pound note but the driver had no change. I gave him the fare so that he wouldn't miss his plane.*

How you felt about the experience

Note: *got a chance to practise my Russian!*

Candidate: *How did I feel about the experience? I really enjoyed helping him because it gave me a chance to practise my Russian – he didn't speak very much English and I had learned some Russian at school. It also made me feel good to know that he didn't miss his flight back home.*

Part 3: Two-way discussion

Task guide

- ▶ In this part of the Speaking module, the examiner will ask you a series of questions related to the general topic of your 'long turn' in Part 2.
- ▶ These questions will be more demanding than the questions in Part 1. They will require you to give opinions rather than simply explain facts.
- ▶ The questions will not test your general knowledge, but the way you express your ideas in English.
- ▶ It is important to give extended answers to each question.

Step-by-step guide

▶ Step 1 – Take the right approach

The questions in this part of the test are designed to allow you to show that you can discuss a range of ideas in English.

Part 1 and 2 focus on your own life and personal experiences.

Part 3 encourages you to show you can express ideas that go beyond personal details.

The examiner assesses your language abilities, not your opinions. Express your opinions clearly and freely and try to include as much information on the topic as you can.

▶ Step 2 – Say the right thing

In most of your answers to the examiner's questions, you will be expressing an opinion or giving some kind of interpretation.

You will not be stating simple facts.

You should try to introduce what you say with appropriate phrases for the kind of answer you give.

Part 3 – Example questions

- A What are the most important values to teach to young people these days?
- B Do you think it is important for countries to co-operate in order to solve global problems?
- C How important is it for children to learn to help others in school?

D Would you agree that it is useful for people to do voluntary work to help other people?

E What changes have there been in the welfare system in your country?

▶ Step 3 – Complete the answers

Match 1–5 with A–E to form complete answers.

- 1 I think generally speaking it is a positive thing to do and not only for the individual
 - 2 Well, I think it depends on peoples' different perspectives on the right way to live
 - 3 It's become very different from my parents and my grandparents experience. There is far more financial and practical support for people these days
 - 4 Of course it is. It makes the world a safer and fairer place
 - 5 I've noticed that very young children enjoy sharing and playing together outside the classroom
- A although I think that most people would agree that truth, honesty and cooperation are important values in any society.
 - B compared with the help given to previous generations.
 - C so we must make sure that they are encouraged to do this in lessons too.
 - D while it also ensures the planet is preserved and protected for the generations to come.
 - E but for the community as a whole.

Step-by-step guide

▶ **Step 4 – Write your own answers.**

Now write your own answers to questions A–E.

You can use expressions from the sample answers in step 3.

A

.....

.....

B

.....

.....

C

.....

.....

D

.....

.....

E

.....

.....

LISTENING MODULE

READING MODULE

WRITING MODULE

SPEAKING MODULE

SECTION 1

SECTION 2

SECTION 3

SECTION 4

▶ **Questions 1–10**

Questions 1–3

Choose **THREE** letters **A–G**.

Which of the following reasons does Kate mention for wanting a cleaner?

- A A cleaner can do a more thorough job than she can.
- B Her husband is especially busy at work.
- C There has recently been damage to the house.
- D Her husband is unwilling to do housework.
- E She and her husband cannot cope with all their responsibilities.
- F Other people she knows have a cleaner.
- G The price of cleaning has dropped.

Questions 4–10

Complete the notes below.

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

4

Reliable home cleaning

Call 5 on 07984 6

Top quality cleaning

7

Garden care 8 £..... per hour

Thorough spring clean 9 £

10 available

Call now – and put your feet up!

LISTENING MODULE

READING MODULE

WRITING MODULE

SPEAKING MODULE

SECTION 1

SECTION 2

SECTION 3

SECTION 4

▶ Questions 11–20

Questions 11–14

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

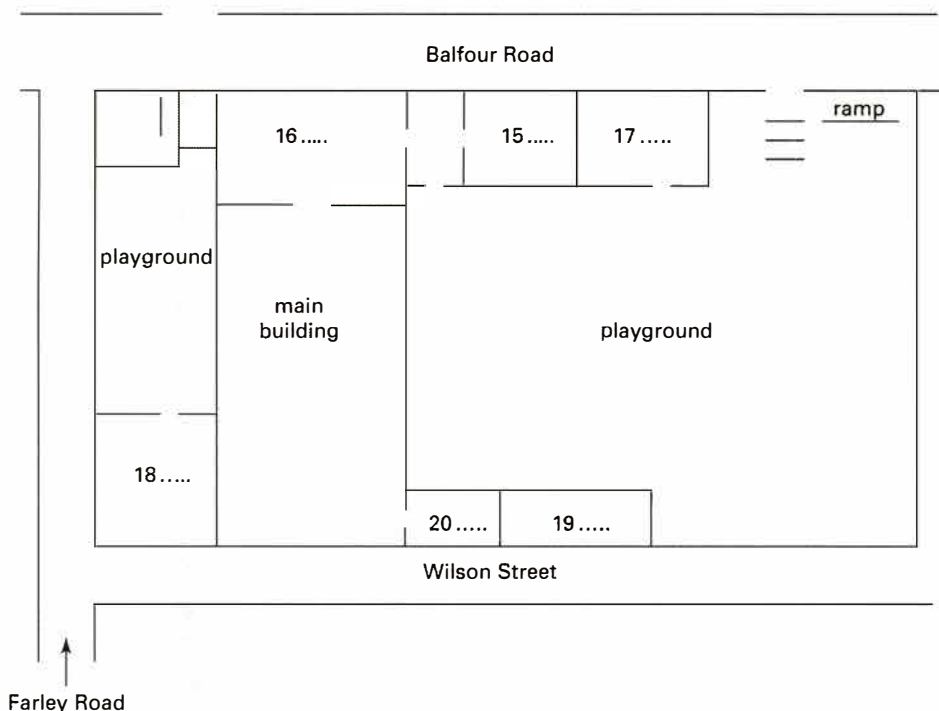
- 11 Some parents are worried that the size of will be reduced.
- 12 Any that parents give is welcomed.
- 13 An of changes and progress will be available each week online.
- 14 The speaker was keen to balance the need for with other school requirements.

Questions 15–20

Label the plan below.

Choose three answers from the box and write the letter **A–I**, next to questions 15–20.

- | | |
|---|----------------------|
| A | Snack bar |
| B | Children's toilets |
| C | Year 6 classroom |
| D | Bicycle bay |
| E | Nursery |
| F | Staff toilets |
| G | Hall |
| H | Year 5 classroom |
| I | Extra hours facility |



LISTENING MODULE

READING MODULE

WRITING MODULE

SPEAKING MODULE

SECTION 1

SECTION 2

SECTION 3

SECTION 4

► **Questions 21–30**

Questions 21–23

Choose the correct letter, A, B or C.

- 21 How does Matt feel about taking a gap year?
 A It's an option firmly in his plans.
 B It would be a waste of time.
 C It's something he might consider.
- 22 Sandy wants to do a gap year to
 A see as much of the world as possible.
 B gain experience and knowledge.
 C make money.
- 23 Sandy's parents
 A think she has made the right decision.
 B are worried about the future.
 C feel that she may regret her choice.

Questions 24–25

Which of the following ideas do the students mention as benefits of taking a gap year?

Choose **TWO** letters A–F.

- A young people becoming more mature
 B students becoming experts on certain topics
 C students having clearer goals
 D fluency in a foreign language
 E an extra sense of spirit and adventure
 F a greater likelihood of academic success

Questions 26–30

Complete the table below.

Write **NO MORE THAN TWO WORDS** from the recording for each answer.

Destination	Attraction	Possible disadvantage
Australia	excellent coast 26 lifestyle cosmopolitan cities	27 of the journey
Ghana	rewarding life experience acquisition of 28	X
Nepal	Sense of achievement 29 of life	quality of 30

LISTENING MODULE

READING MODULE

WRITING MODULE

SPEAKING MODULE

- SECTION 1
- SECTION 2
- SECTION 3
- SECTION 4**

▶ **Questions 31–40**

Questions 31–34

Complete the summary. Use **NO MORE THAN THREE WORDS** for each answer.

A predator is any animal that hunts and kills prey for food. The prey is not necessarily a 31 For many animals, 32 fills most of their time. Predators and prey can change roles – some animals find themselves in two different places on 33 Defence mechanisms are an important contributor to survival. 34 can be the result when species lack defence mechanisms.

Questions 35–40

Which creature uses each defence mechanism?

Choose your answers from the box and write the letters **A–I** next to questions 35–40.

- A** bird
- B** butterfly
- C** chameleon
- D** frog
- E** mollusc
- F** porcupine
- G** skunk
- H** turtle
- I** zebra

- 35 moves more quickly than a predator
- 36 frightens a predator
- 37 appears different when in a group
- 38 may injure a predator
- 39 produces a substance in which it can hide
- 40 can kill a predator

You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1 on pages 100 and 101.

Why does music move us?

How is it that the combination of sound waves that we know as music can have such a moving effect, asks Roger Highöeld.

In the most basic terms, sound is merely a pressure wave that ripples through air. So how does the combination of sound waves that we know as music become, as Tolstoy put it, 'the shorthand of emotion'? Or, to put it another way, how can mechanical vibrations have such a moving effect?

The answer, according to Philip Ball, author of *The Music Instinct*, lies not in the notes themselves, but in our brains. Recently, I hosted an event with him at the Royal Institution, at which he explained to a packed audience why listening to much current pop music was as demanding as listening to Bach or Beethoven.

Whatever your favourite genre of music your brain has to work hard to make sense of it. Its remarkable skill at pattern detection will take the extraordinary harmonics-crammed richness of a note played on a piano or flute, and magically collapse it in your head, so that it is perceived as a single note rather than a forest of overtones.

My companion explained that we are pattern seekers, and that music helps us to find patterns in sound. We come equipped with all sorts of rules of thumb to make sense of what we hear. Those rules are the brain mechanisms that we use to organise sound and make sense of music.

Medical scanners have shown that this process is not limited to one part of the brain. Different aspects of music activate different areas. We use our temporal lobe to process melody and pitch, our hippocampus to recover musical memories and what we might call 'rhythm-processing circuits' to fire up motor functions. Interestingly, the brain gives out the same signal of confusion when it encounters sentences that do not make sense as it does when the syntax of music sounds wrong and when chords do not complement one another. If you study the way we react to patterns of notes, you find there is something special about a pitch that is double the frequency of another; the interval better known as an octave.

The biggest question, however, is whether this kind of mental circuitry is designed specifically to handle music, or if songs and tunes are just 'auditory cheesecake', as Harvard University's Steven Pinker puts it. He claims that sounds accidentally generate pleasure via neural systems. The ability to hear them in the first place evolved to respond to other kinds of stimuli.

The disappointing truth might be that we simply do not know. We do know, however, that the way we learn to appreciate music is profoundly affected by how we were raised. A few years ago, Philip Ball wrote about the fact that music seems to have a national character, probably as a result of the rhythms and cadences of the different language spoken in each case. The English tend to vary the pitch of their speech, and the length of their vowels, more than the French, and their composers

follow suit in the rhythms and intervals they use. On the latter measure, Elgar is considered by some to be the most 'English' of all composers, perhaps explaining why his music is so frequently the background to important national pageants.

Similarly, concepts of what is harmonious boil down to a matter of convention, not acoustics. The older generation struggle with modern music and complain that it is dissonant – full of horrible jarring notes that are difficult to listen to. However, dissonance has always been in music. Beethoven and Chopin are full of it. It is all a matter of convention. What we regard as consonant now was thought dissonant in the Middle Ages. The augmented fourth was thought sinister back then, when it was dubbed 'diabolus in musica'. We still find it slightly unsettling today, which might explain why it is so popularly used in heavy metal.

Towards the end of my evening with Philip Ball, I asked whether music's effects on the brain can be harnessed for good. It was a perfect set-up for him to examine the so-called 'Mozart effect' – the belief that playing your children classical music will make them brainier. He cited an experiment conducted in 1996, which concluded that playing babies rock music had a more beneficial effect than did playing them Mozart. The essential factor was not the music per se, but the fact that it put the children in bright spirits.

For Ball, the definition of the 'music instinct' is that we are predisposed to make the world a musical place. Apart from the tiny proportion of the population who really are tone-deaf, it is impossible to say: 'I am not musical,' even if it may seem that way whenever you get dragged along to participate in karaoke.

Questions 1–6

Complete each sentence with the correct ending A–I from the box below.

Write the correct letter A–I in boxes 1–6 on your answer sheet.

- 1 Hearing mechanical vibrations
- 2 Listening to popular music
- 3 Recognising patterns
- 4 Hearing music that we have previously heard
- 5 Listening to discordant music
- 6 Hearing an octave

- A** is innate and allows the brain to simplify complex musical combinations.
- B** is an ability that most people do not possess.
- C** can affect us at a surprisingly deep level.
- D** activates our temporal lobe.
- E** has a very particular effect on most listeners.
- F** activates our hippocampus.
- G** is more challenging than most people think.
- H** depends on the genre of music you prefer listening to.
- I** has the same effect as reading sentences that do not make sense.

Questions 7–13

Do the following statements agree with the information given in Reading Passage 1?

In boxes 7–13 on your answer sheet, write

TRUE	<i>if the statement agrees with the information.</i>
FALSE	<i>if the statement contradicts the information.</i>
NOT GIVEN	<i>if there is no information on this.</i>

- 7 Steven Pinker believes that humans' ability to enjoy sounds was an important development.
- 8 English and French musicians compose music that is similar in style.
- 9 Elgar composed music that typified his country of origin.
- 10 Older people tend to listen to classical rather than popular music.
- 11 In heavy metal music, the effect of a particular note is recognised.
- 12 Philip Ball stresses the benefits of children listening to classical music.
- 13 Karaoke tends to attract people who are not very musical.

You should spend about 20 minutes on Questions 14–26, which are based on Reading Passage 2 on pages 104 and 105.

Rag-pickers: The Bottom Rung in the Waste Trade Ladder

- A** Recycling has existed in one form or another for many years in India and is complicated. Long before the term itself seeped into everyday vocabulary, women separated newspapers and sold them to weekend buyers, who cycled by with a weighing scale and loose change to pay with. Bottles were reused until they broke, and tins were simply never thrown away. As a 13-year-old, I was surrounded by baby food tins from my infancy, storing rice, dals and chutneys. These habits are sadly dying out, superseded by the advent of the non-recyclable, non-reusable sachet and plastic packaging. Now, instead of being stored away for a rainy day, unwanted products are tossed carelessly into the dustbin. And this is where modern-day recycling begins. In Delhi, for every hundred residents, one person is engaged in recycling.
- B** All recycling in India is undertaken by and via the informal sector. This sector includes rag-pickers, middlemen, transporters, and finally, reprocessors. In terms of human resources this sector is arranged in a table-top pyramid with rag-pickers at the base, forming the backbone of waste collection. At the thinner end of the wedge are the small middlemen, who buy the waste and sell it onto larger middlemen, who usually specialise in particular items and materials. Above them are factory owners, who procure supplies from those beneath through a ubiquitous network of agents.
- C** Delhi is particularly interesting, because it has one of the largest and most vibrant recycling bases in the country. The 100,000 waste-pickers are the base of a huge recycling pyramid, handling something like 15% of the solid waste generated in the city. Since over 7,000 metric tonnes of waste is generated daily, this is a substantial business. A range of material is processed within the sector, including plastics, metals, paper and glass. Studies estimate that this informal labour force saves the three Delhi Municipalities a minimum of Rs. 6 lakhs (approx. 12,000 USD) every day. It has been calculated that a single scrap of material can increase 700% in value before it is even reprocessed, as it moves along the recycling chain.
- D** So, recycling in Delhi is big business but is it a green business, and who does it benefit? Consider, first, the rag-picker, usually a young person, though not a child, with a large woven sack hanging from his or her shoulder. He or she will begin work as early as 4am, or miss the most profitable finds. As locations and routes are territorial, residents may begin to recognise their own rag-picker. By late afternoon, or when the bag is full, the rag-picker hunts down a middleman to sell to. The waste should be separated according to almost 30 different categories, and it must be clean and dry. In secret segregation patches around the city, thousands of the poorest inhabitants sort through waste and wash it from makeshift water sources. Hunched over for hours, the poor undertake what the privileged preach: segregation of waste. If the privileged had done this themselves, the poor would suffer less from backache, allergies and respiratory disorders, and have fewer cuts, burns and dog-bites. The transaction at the selling point is complex and frequently unjust. A rag-picker may be paid less if waste is sub-standard or wet, or if the buyer is temporarily cash strapped. Rag-pickers often take loans from buyers, and soon find themselves working simply to pay back debt.

- E** Rag-pickers generally live either in slums, often the shop or warehouse of a middleman, or outside in alleyways and on footpaths. Some sleep in dustbins. Their access to basic amenities and essential services is virtually non-existent. The police regularly beat them or burn their bags of waste, leaving them with nothing to show for a day's work. Municipal workers charge rag-pickers to be allowed to forage in a bin, and if it is a lucrative bin, the rates gradually increase. Once ensconced, the municipal worker makes them do additional work, sweeping or loading trucks. It is not unknown for the police to pick up rag-pickers and force them to clean the police station.
- F** Sadly and shockingly, this whole process subsidises the consumption of various materials by the city's wealthier citizens. The example of plastics is a good example. According to a report by the Ministry of Environment, the plastics industry is growing at 10% per annum, and almost 52% of this is expected to be used in the packaging sector. Packaging is a short life use and it will be collected and processed as waste by the informal sector. It will be undertaken in a manner which ensures that ecologically, economically and socially, the costs will be internalised by this recycling chain.
- G** In India, the informal sector has an essential role because it is able to undertake recycling, which the municipality cannot. However, although it is critical, especially to the handling of solid waste, the sector is unable to optimise its work. There is a stark lack of awareness and specific skills, as well as very poor working conditions. The services provided by this sector are poorly understood and ultimately free to consumers, so are currently unappealing to the private sector. Recycling, at least for now, must be seen as the flip side of urban middle class consumption.

The state's attitude towards informal recycling is schizophrenic. On the one hand, in conferences and seminars, the sector is praised and rag-pickers complemented for their contribution. On the other hand, the sector is ignored by planners and policy makers, who look to reform municipal systems. The current Third Master Plan for Delhi, though still being drafted in secrecy, has been largely criticised for having 'left out the informal sectors'. This lack of planning perpetuates the image of the sector as an illegal and illegitimate one, which is projected as encroaching upon the city, rather than serving it.

Questions 14–21

Reading passage 2 has seven sections, A–G. Which section contains the following information? Write the correct letter A–G in boxes 14–21 on your answer sheet.

NB You may use any letter more than once.

- 14 an account of a typical day's labour
- 15 examples of cruelty and specific exploitation
- 16 an accusation that double standards are operating
- 17 a description of a hierarchical system
- 18 an allegation that wealthier people are not doing what they could
- 19 an assertion that the rich benefit from the hard work of the poor
- 20 a summary of how a business has changed over time
- 21 a claim that recycling is economically beneficial to the authorities

Questions 22–26

Complete the summary below.

Write **NO MORE THAN THREE WORDS** from the passage for each answer.

Write your answers in boxes 22–26 on your answer sheet.

The notion of recycling in India has changed hugely. At one time, people 22 everything from newspapers to household containers. Now, with the 23 disposable products and plastic packaging, people simply throw things away instead of putting them aside for 24 The 25 takes care of the whole recycling process nowadays. Rag-pickers are at the bottom of a 26 with everyone from the various middlemen to the factory owners and their agents looking down.

You should spend about 20 minutes on **Questions 27–40**, which are based on Reading Passage 3 on pages 108 and 109.

In Praise of Fast Food

The media and a multitude of cookbook writers would have us believe that modern, fast, processed food is a disaster, and that it is a mark of sophistication to bemoan the steel roller mill and sliced white bread while yearning for stone-ground flour and a brick oven. Perhaps, we should call those who scorn industrialised food, *culinary Luddites*, after the 19th-century English workers who rebelled against the machines that destroyed their way of life. Instead of technology, what these Luddites abhor is commercial sauces and any synthetic aid to flavouring our food.

Culinary Luddism has come to signify more than just taste, however. It presents itself as a moral and political crusade, and it is here that I begin to back off. As a historian, I cannot accept the notion that the sunny, rural days of yesterday is in such contrast to the grey industrial present. I refute the philosophy that so crudely pits fresh and natural against processed and preserved, local against global, slow against fast and additive-free against contaminated. History shows, I believe, that the Luddites have things back to front.

It will come as a shock to many to discover that the notion of food being fresh and natural is actually a rather modern one. For our ancestors, what was natural frequently tasted bad. Fresh meat was rank and tough, fresh fruit inedibly sour, and fresh vegetables horribly bitter. Natural was unreliable. Fresh milk soured, eggs went rotten and everywhere seasons of plenty were followed by seasons of hunger. What's more, natural was usually indigestible. Grains, which supplied 50 to 90 per cent of the calories in most societies, had to be threshed, ground and cooked to be fit for consumption.

So to make food tasty, safe, digestible, and healthy, our forebears bred, ground, soaked, leached, curdled, fermented, and cooked naturally occurring plants and animals until they were nothing at all like their original form. They created sweet oranges and juicy apples and non-bitter legumes, happily abandoning their more natural but less tasty ancestors. They dried their

meat and fruit, salted and smoked their fish, curdled and fermented their dairy products, and cheerfully used additives and preservatives like sugar, salt, oil and vinegar to make food edible.

Eating fresh, natural food was regarded with suspicion verging on horror; only the uncivilised, the poor, and the starving resorted to it. The ancient Greeks regarded the consumption of greens and root vegetables as a sign of bad times, and many succeeding civilizations believed the same. Happiness was not a verdant garden abounding in fresh fruits, but a securely locked storehouse jammed with preserved, processed foods.

What about the idea that the best food is handmade in the country? That food comes from the country goes without saying. However, the idea that country people eat better than city dwellers is preposterous. Very few of our ancestors working the land were independent peasants baking their own bread and salting down their own pig. Most were burdened with heavy taxes and rent, often paid directly by the food they produced. Many were ultimately serfs or slaves, who subsisted on what was left over; on watery soup and gritty flatbread.

The dishes we call ethnic and assume to be of peasant origin were invented for the urban, or at least urbane, aristocrats who collected the surplus. This is as true of the lasagna of northern Italy as it is of the chicken korma of Mughal Delhi, the moo shu pork of imperial China, and the pilafs and baklava of the great Ottoman palace in Istanbul. Cities have always enjoyed the best food and have invariably been the focal points of culinary innovation.

Preparing home-cooked breakfast, dinner, and tea for eight to ten people 365 days a year was servitude. Churning butter or skinning and cleaning rabbits, without the option of picking up the phone for a pizza if something went wrong, was unremitting, unforgiving toil. Not long ago, in Mexico, most women could expect to spend five hours a day kneeling at the grindstone preparing the dough for the family's tortillas.

In the first half of the 20th century, Italians embraced factory-made pasta and canned tomatoes. In the second half, Japanese women welcomed factory-made bread because they could sleep a little longer instead of getting up to make rice. As supermarkets appeared in Eastern Europe, people rejoiced at the convenience of ready-made goods. Culinary modernism had proved what was wanted: food that was processed, preservable, industrial, novel, and fast, the food of the elite at a price everyone could afford. Where modern food became available, people grew taller and stronger and lived longer.

So the sunlit past of the culinary Luddites never existed and their ethos is based not on history but on a fairy tale. So what? Certainly no one would deny that an industrialised food supply has its own problems. Perhaps we should eat more fresh, natural, locally-sourced, slow food. Does it matter if the history is not quite right? It matters quite a bit, I believe. If we do not understand that most people had no choice but to devote their lives to growing and cooking food, we are incapable of comprehending that modern food allows us unparalleled choices. If we urge the farmer to stay at his olive press and the housewife to remain at her stove, all so that we may eat traditionally pressed olive oil and home-cooked meals, we are assuming the mantle of the aristocrats of old. If we fail to understand how scant and monotonous most traditional diets were, we fail to appreciate the 'ethnic foods' we encounter.

If we assume that good food means only old or slow or homemade food, we miss the fact that many industrial foods are better. Certainly no one with a grindstone will ever produce chocolate as sophisticated as that produced by 72 hours in a conching machine. And let us not forget that the current popularity of Italian food owes much to two convenience foods that even purists love, factory pasta and canned tomatoes. Far from fleeing them, we should be clamouring for more high-quality industrial foods.

If we romanticise the past, we may miss the fact that it is the modern, global, industrial economy (not the local resources of the wintry country around New York, Boston, or Chicago) that allows us to savour traditional, fresh, and natural foods. Fresh and natural loom so large because we can take for granted the processed staples – salt, flour, sugar, chocolate, oils, coffee, tea – produced by food corporations.

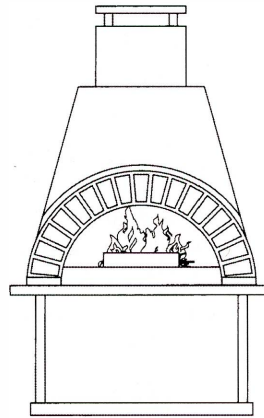
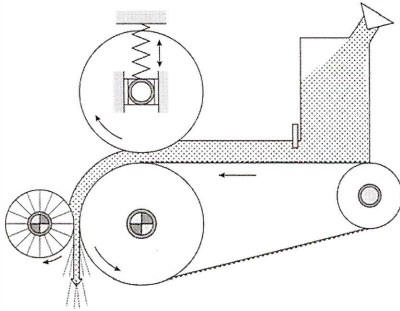
Culinary Luddites are right, though, about two important things: We need to know how to prepare good food, and we need a culinary ethos. As far as good food goes, they've done us all a service by teaching us how to use the bounty delivered to us by the global economy. Their ethos, though, is another matter. Were we able to turn back the clock, as they urge, most of us would be toiling all day in the fields or the kitchen, and many of us would be starving.

Questions 27–29

Label the diagrams below.

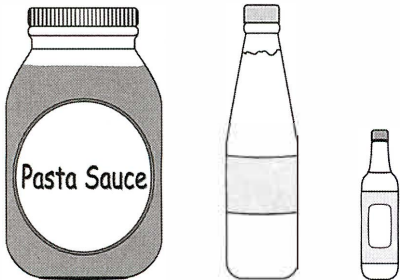
Choose **NO MORE THAN THREE WORDS** from Reading Passage 3 for each answer.

Write your answers in boxes 27–29 on your answer sheet.



27 = mass-produced bread

28 = traditionally produced bread



29 enhanced by synthetic products

Questions 30–34

Complete the sentences.

Write **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 30–34 on your answer sheet.

- 30 The writer does not believe that a philosophy of food production is superior to an industrialised philosophy of food production.
- 31 In the past, the majority of fresh, natural food and could not be relied on.
- 32 Most people's intake consisted largely of, which required a great deal of preparation.
- 33 The of food was unrecognisable once it had gone through the various processes of making it edible.
- 34 For the ancient Greeks, a full of food was preferable to a garden full of fruit.

Questions 35–40

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

Write your answers in boxes 35–40 on your answer sheet.

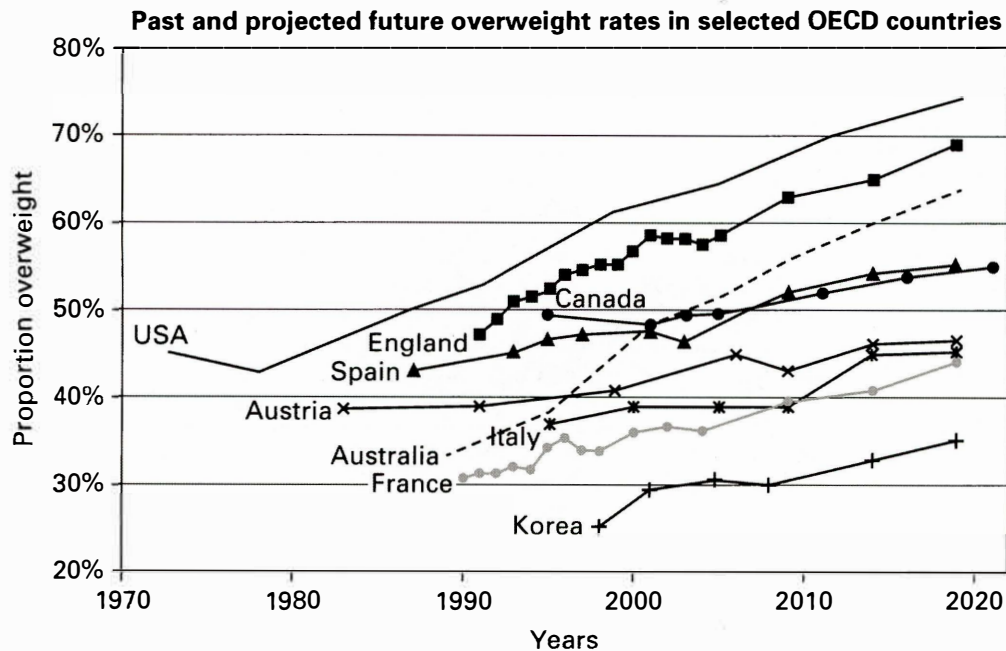
- 35 What does the writer say about peasants?
- A They had a better diet than most people living in cities.
 - B They were largely self-sufficient.
 - C Much of what they produced went to a landowner.
 - D They created imaginative soup and flatbread dishes.
- 36 Lasagna is an example of a dish
- A invented by peasants.
 - B created for wealthy city-dwellers.
 - C that was only truly popular in northern Italy.
 - D that tastes like dishes from several other countries.
- 37 Which of the following is NOT an important factor mentioned in the eighth and ninth paragraphs?
- A the development of take-away food as an option
 - B the arduous nature of food preparation before mass-production
 - C the global benefits of industrialised food production
 - D the range of advantages that industrialised food production had
- 38 What is the important point the writer wishes to make in the tenth paragraph?
- A There are disadvantages to modern food production as well as advantages.
 - B People need to have a balanced diet.
 - C People everywhere now have a huge range of food to choose from.
 - D Demand for food that is traditionally produced exploits the people that produce it.
- 39 The writer mentions chocolate, pasta and canned tomatoes in the same paragraph because
- A the industrialised version has advantages over the natural version.
 - B they are all products associated with a sophisticated lifestyle.
 - C they are all products that have suffered from over-commercialisation.
 - D they are the most popular examples of industrial foods.
- 40 What is the overall point that the writer makes in the reading passage?
- A People should learn the history of the food they consume.
 - B Modern industrial food is generally superior to raw and natural food.
 - C Criticism of industrial food production is largely misplaced.
 - D People should be more grateful for the range of foods they can now choose from.

You should spend about 20 minutes on this task.

The line graph below shows past and current overweight rates, as well as a projected future overweight rate in nine selected countries.

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

Write at least 150 words.



Describing line graphs

Task guide

- ▶ Questions in Task 1 may require you to interpret and describe statistical data in the form of line graphs.
- ▶ Line graphs typically show a trend – how something changes over time. The information is shown on a vertical and horizontal axis. Unlike bar charts, line graphs allow you to estimate data between the points that are plotted.
- ▶ When describing line graphs, you will need to compare some of the lines, so comparative and superlative structures are typical. You will also need to use language to describe a trend – *increase, decrease, rise, fall*, etc.
- ▶ You are required to interpret data shown on a single line graph. You have to **select the most important information and summarise it**. Begin by looking for the main points, with relevant examples from the data.
- ▶ Remember that the aim is to select the most salient information and summarise it. Start by identifying a general trend, if there is one, and then the main points. Choose items of data that best illustrate a trend or the message you want to get across.
- ▶ It is impossible to describe everything the figure shows in 150 words. Concentrate on salient information that will be of interest to the reader.
- ▶ Do not give explanations or invent reasons – simply describe the data.
- ▶ Make sure you write at least the minimum number of words specified in the instructions. Short answers will lose marks.
- ▶ On the other hand do not write too much. If you write a very long answer you may make mistakes and lose marks.

Step-by-step guide

▶ Step 1 – Make sure you understand the data presented

Use some of the 20 minutes you have looking carefully at the figure(s) and make sure you understand what they show before you start writing. Read the task instructions again carefully.

Answer the questions.

- 1 What does each line on the graph represent? How many lines are there?
- 2 What periods of time is the horizontal axis divided into?
- 3 Does each line start from the same point on the horizontal axis?
- 4 What exactly does the vertical axis show?

▶ Step 2 – Identify an overall message or trend

What is the obvious overall trend that this line graph tells us?

▶ Step 3 – Identify salient information (1)

Answer the questions to help you identify some of the more salient information.

- 1 Which country has had and is projected to have the highest percentage of overweight people?
- 2 Has the percentage of overweight people increased in that country more than in most of the other countries shown?
- 3 In which other country has the percentage of overweight people risen most rapidly?
- 4 In which country has the percentage of overweight people risen least evidently?
- 5 Which countries have had sudden dramatic increases in the percentage of overweight people?
- 6 Which countries have had periods where the percentage of overweight people has temporarily decreased?

▶ Step 4 – Identify salient information (2) – choose what to include in your report

Tick the questions in step 3 that you think you should address in your report. Remember you should try not to use more than 150 words so you will have to leave out some information.

▶ Step 5 – Organise your report

- 1 What should you start by saying?
 - A that the graph shows past and projected future overweight rates in nine countries but the information about past overweight rates does not start in the same year for all of them
 - B that overweight rates have increased and are expected to continue increasing in all the countries shown

C that of all the countries shown the United States has the highest percentage of overweight people

D that although in some countries the percentage of overweight people is increasing, the percentage is still very low compared to some other countries

2 Which would be the best way to organise the report?

A to describe each country in turn, working from the United States (with the highest percentage) to Korea (with the lowest)

B to describe some of the countries with a lower percentage of overweight people and end by saying that the United States has the biggest problem

C to say something about the United States being the country with the highest percentage of overweight people and then making comparisons with some of the other countries

D to describe the data for each country up until now and then say something about *future projections*

▶ Step 6 – Use appropriate language

Below, is at least one sentence about each of the countries shown on the graph. Study the graph again carefully and then complete each sentence with the most obvious information. You would not expect to use all of the sentences in a single report.

- 1 From the end of the seventies, the percentage of overweight people in the United States
- 2 By 2020, the percentage of overweight people in the United States
- 3 Between 2001 and the middle of the decade, the percentage of overweight people in England
- 4 The percentage of overweight people in Canada
- 5 Between 2003 and 2010, the percentage of overweight people in Spain
- 6 Until 1999, the percentage of overweight people in Austria
- 7 The percentage of overweight people in Australia
- 8 Between 2009 and 2013, the percentage of overweight people in Italy
- 9 Between 1994 and 2000, the percentage of overweight people in France
- 10 The percentage of overweight people in Korea is lower than in other countries but

Now write your answer to Task 1.

There is a sample report on page 209.

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

Some people think that the fictional violence portrayed on television is harmless entertainment.

Others disagree and think that it encourages violent behaviour.

Discuss both these views and give your own opinion.

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

Write at least 250 words.

There is a sample answer on page 209.

Language Guide Box

1 Language Study: Impersonal structures

Read the student's answer on page 209 and decide if the statements are true (T) or false (F).

- a The writer discusses both views.
- b The writer agrees that violence shown on TV encourages violent behaviour.
- c The writer provides examples of TV programmes which feature violence.
- d The writer gives some specific examples of violent behaviour shown on TV.

2 Match the impersonal phrases in A with those of a similar meaning in B.

A	B
It is no doubt true that ...	It is often assumed that ...
It is regrettable that ...	It is generally understood that ...
It is frequently asserted that ...	It is undeniable that ...
It is natural that ...	It is understandable that ...
It is generally accepted that ...	It is unfortunate that ...

Notes on sample answer

Relevant points

The answer describes the situation mentioned in the statement and addresses both views and provides opinions supported by examples. It therefore covers everything in the task.

Organisation

The answer is divided into four clear paragraphs, making it flow well and have a clear progression. The first deals with the importance of TV in general in everyday life. The second deals with the prevalence of violence on TV and uses cartoons as an example of this and disagrees with the idea that TV blurs the reality and fantasy. The third paragraph focuses on how TV content reflects society in general and ends with a clear conclusion.

Use of language

Linking: 'because' is used to give reasons and 'however' and 'but' are used for contrasting facts and ideas. 'Surely' is used to introduce an idea that is considered to be obviously true. Phrases such as 'my impression is' and 'in my opinion' are used to introduce opinions. Phrases such as 'nowadays' and 'these days' are used to introduce periods of time and the phrases 'such as' and 'like' are used to link examples to the points they illustrate. The form 'It is regrettable that'... is used to link a fact with an undesirable result.

Grammatical structures: There are a number of impersonal structures such as 'it is undeniable that ...' which are used throughout for describing general points of view. The reflexive form 'in themselves' is used appropriately and provides emphasis. The modal verb 'can' is used throughout, to talk about actions and decisions that are possible for people.

Vocabulary: The answer includes words and phrases relevant to the topic, such as 'depicted' and 'portrayed' on screen, 'watershed', 'fact and fiction' 'part and parcel of an average evening's entertainment.'

▶ **PART 1****Example questions**

- Do you have a group of close friends or one best friend?
- What is it about your closest friends that you like? (Why do you enjoy their company?)
- What sort of things do you do with your friends?
- Are any of your childhood friends still close friends now?
- Have you met anyone recently who you think will become a close friend?

▶ **PART 2****Example task**

Read the topic card below carefully.

You will have to talk about the topic for between a minute and two minutes.

You have one minute to think about and plan what you will say.

You can make notes if you wish to.

Describe a personal possession that is important to you.

You should say:

- what the possession is
- when you bought, found or were given it
- what you use it for and how often you use it

and why it has special importance.

▶ **PART 3****Example questions**

- Do people have more material possessions nowadays than they did in the past?
- Have material possessions become more important to people over time?
- If so, why do you think this is?
- Have some people lost sight of what is really important in life?

SECTION 1

SECTION 2

SECTION 3

SECTION 4

► **Questions 1–10**

Questions 1–4

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

- 1 The workshop takes place on
 - A the 5th.
 - B the 6th.
 - C the 16th.

- 2 The maximum number of participants is
 - A five.
 - B twelve.
 - C fifteen.

- 3 The workshop lasts for
 - A half an hour.
 - B one hour.
 - C over an hour.

- 4 Each workshop participant must contribute
 - A £2.
 - B £5.
 - C £10.

Questions 5–6

Choose **TWO** letters **A–F**.

Which **TWO** items must participants bring to the workshop?

- A a bag
- B a container
- C floral supplies
- D paper
- E a penknife
- F scissors

Questions 7–10

Complete the booking form below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

JAPANESE FLORAL ART WORKSHOP BOOKING FORM

PARTICIPANT DETAILS

First name: **7**

Surname: **8**

Contact telephone number: **9**

Email address: **10**@yahoo.com

▶ **Questions 11–20**

Questions 11–12

List **TWO** materials which are suitable for wrist rests.

11

12

Questions 13–17

Complete the notes below.

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

Choosing a wrist rest:

- Make sure it is free of 13

Advantages of a wrist rest:

- can help the wrist to maintain a 14 and neutral position during computer use
- prevents the hands 15 the edge of the keyboard
- can reduce pain in the 16 and shoulders

Disadvantage of wrist rest:

- may increase pressure on the 17 of the wrist

Questions 18–20

Answer the questions below.

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

18 How far should the wrist rest be placed from the keyboard?

19 Which parts of the hand should you place on the wrist rest?

20 When is the best time to use a wrist rest?

- SECTION 1
- SECTION 2
- SECTION 3**
- SECTION 4

▶ Questions 21–30

Questions 21–23

Choose the correct letter A, B or C.

- 21 What is Hannah doing research on?
 - A domestic waste
 - B industrial waste
 - C construction waste

- 22 How does Hannah feel about the amount of waste?
 - A not surprised
 - B angry
 - C shocked

- 23 What proportion of food purchased goes to waste?
 - A one quarter
 - B one third
 - C one half

Questions 24–30

Complete the table with **NO MORE THAN ONE WORD AND/OR A NUMBER**.

Daily domestic food waste in the UK	
Food	Quantity
pots of yoghurt	24 million
whole 25	5,500
slices of bread	26 million
27	0.7 million
packets of biscuits	28 million
whole 29	5.1 million
whole apples	4.4 million
whole 30	2.8 million

LISTENING MODULE

READING MODULE

WRITING MODULE

SPEAKING MODULE

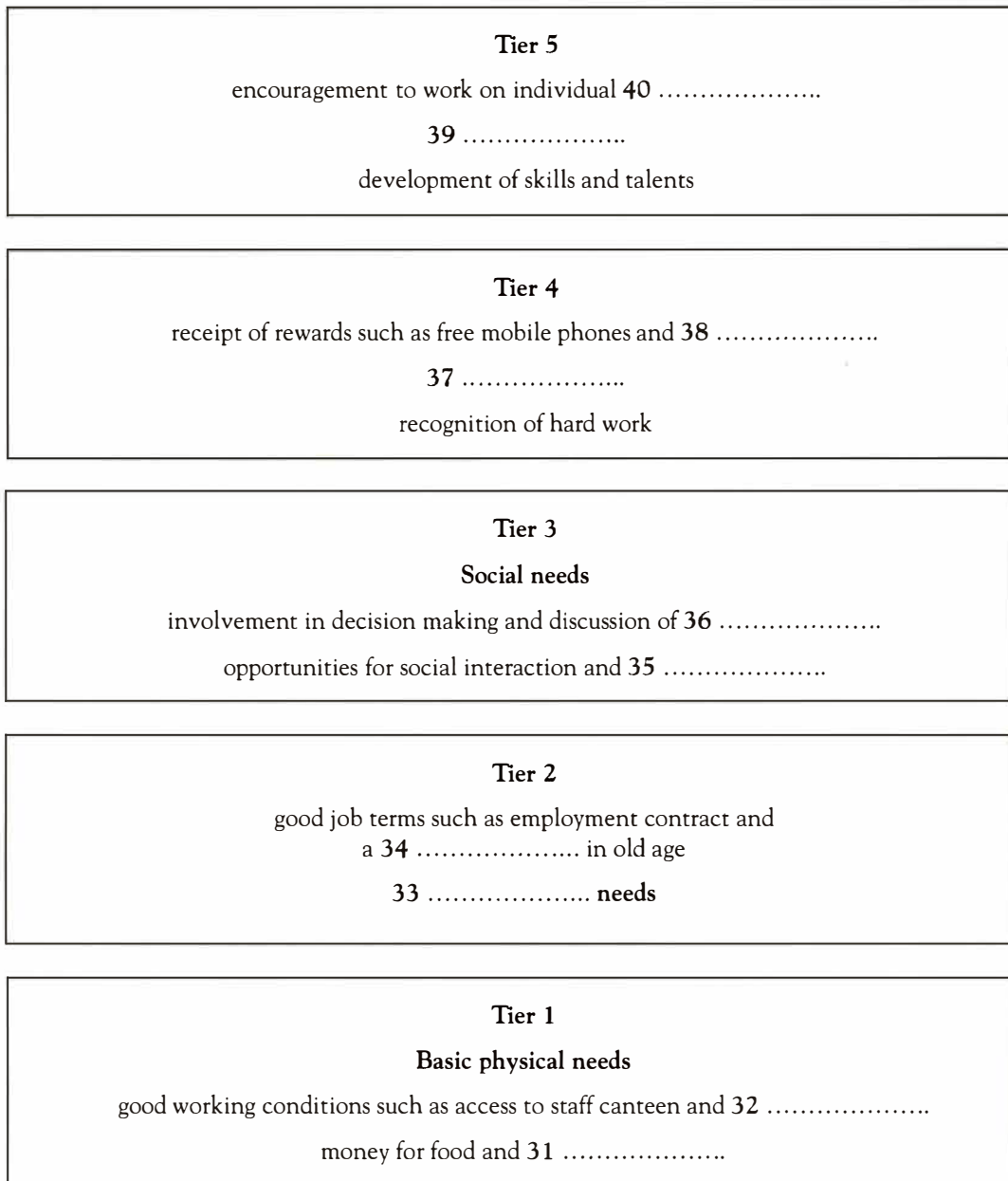
- SECTION 1
- SECTION 2
- SECTION 3
- SECTION 4**

Questions 31–40

Label the diagram below.

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

Motivational Pyramid – Hierarchy of Needs



You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1 on pages 120 and 121.

Why does skin wrinkle in water?

- A** Thousands of years after the invention of the bath, scientists have come up with a theory to explain why our fingers and toes wrinkle when steeped in water. Puckered or wrinkled skin gives a better grip and may have helped our ancestors uproot wet plants when foraging for food, or be steadier and more sure-footed in a slippery, wet environment, they say. Writing in *Biology Letters*, Tom Smulders, an evolutionary neurobiologist at Newcastle University suggests that it may be an evolutionary development, 'Going back in time, this wrinkling could have helped with gathering food from wet vegetation or streams. The analogous effect in the toes could have helped our ancestors get a better footing in the rain,' he says.
- B** The familiar wrinkles on wet fingers and toes may also have benefitted early humans in their first forays into technology. 'It might have helped handling tools in wet conditions,' Smulders added, such as fixing hunting weapons in the rain, or fishing with harpoons.
- C** It is popularly believed that fingertips absorb water and swell up, making the skin ripple with tiny folds. But this was proved to be incorrect by studies that showed the effect disappeared when the nerves in the fingers were damaged. Rather than swelling up, fingertips shrink when they wrinkle because the blood vessels inside them contract. The effect is controlled by the autonomic nervous system, which also governs breathing and heart rate.
- D** Smulders investigated the benefits of wrinkled fingers after reading a paper by Mark Changizi, director of human cognition at 2AI Labs in Idaho. His report in the journal *Brain, Behaviour and Evolution* suggested that wrinkles on fingers resemble car treads and the network drainage systems seen on mountains.
- E** In the latest study, Smulders had 20 people move 45 submerged marbles and fishing weights from one container to another. The objects were plucked one at a time, with the forefinger and thumb of the right hand, passed through a hole in a screen separating the containers and into the thumb and forefinger of the left hand. Smulder timed them on the task, once when they had dry and unwrinkled hands before starting, and again after they had soaked their hands in water for half an hour.
- F** The task took between 90 and 150 seconds to complete, but those with wrinkled fingers moved the wet objects 15 seconds faster on average, compared with those who began with dry hands. Wrinkles made no difference to the time it took to do the task with dry objects, according to the study reported in *Biology Letters*. 'It could be working like treads on your car tyres which give you a better grip,' said Smulders.

G The findings raise the question of how, and from which species, humans inherited their wrinkling skin. 'My guess is that all primates have pruney fingers, but our only evidence at the moment beyond humans is from macaques,' said Changizi. At his lab in Idaho, Changizi has done a similar, though more rudimentary, experiment and reached the same conclusions as the Newcastle team. 'The obvious application here is biologically inspired rain treads for your shoes,' Changizi

said. 'We'd ideally like to have shoe treads with the right wrinkle shapes for our foot topography. And we'd ideally like to have the treads flatten so that the entire shoe grips the ground once the water is squirted out through the channels.'

H One question that remains is why fingers are not wrinkled all the time, even when they are not in water. The answer may be that wrinkling comes at a cost: the loss of *sensitivity*.

LISTENING MODULE

READING MODULE

WRITING MODULE

SPEAKING MODULE

- PASSAGE 1
- PASSAGE 2
- PASSAGE 3

Questions 1–6

Complete the sentences. Use **NO MORE THAN TWO WORDS** for each answer.

Write your answers in boxes 1–6 on your answer sheet.

- 1 It is possible that wrinkling evolved to enable people to maintain a secure in wet conditions while running and walking.
- 2 Wrinkles on fingers may have helped our ancestors to handle and weapons in the rain.
- 3 For a long time it was assumed that wrinkles were the result of the skin in water.
- 4 Changizi showed that the pattern of the skin works in a similar way to or run-off channels on the sides of hills.
- 5 The researchers found that there was in the time it took for wrinkled fingers to move dry objects.
- 6 Scientists want to find out how many other display the same trait of wrinkles as humans.

Questions 7–13

Complete the summary using words from the reading passage. Use **NO MORE THAN TWO WORDS** for each answer.

Write your answers in boxes 7–13 on your answer sheet.

Wrinkled fingers help us to grip objects better underwater and they work in much the same way as 7 help cars stay on the road. New research shows that wrinkles are caused by the 8 constricting below the skin in reaction to the water. The wrinkles help divert water away from the 9 Scientists had previously discovered that 10 fingers did not wrinkle underwater. This suggests that the wrinkling mechanism is controlled by the 11 and must be some kind of 12 response. It is not clear why our fingers are not permanently wrinkled but scientists believe it may be due to the need to maintain the 13 of the fingertips.

You should spend about 20 minutes on **Questions 14–26**, which are based on Reading Passage 2 on pages 124 and 125.

PHYSICAL TOUCH AFFECTS EMOTIONAL MOOD

Sitting in a comfortable chair does put you in a better mood, a new study suggests.

- A** Scientists have discovered that the hardness of a chair directly influences the way someone feels about another person. In an astonishing study, volunteers given wooden seats were less flexible while negotiating the price of a new car than people who sat on a padded cushion. The finding is part of an astonishing series of experiments that reveal the links between our attitudes to other people – and the texture of objects all around us. In one experiment, people given a soft blanket to hold were less likely to judge someone as rigid or strict than those handed a hard wooden block to play with. In another experiment, people who were given heavy clipboards to hold rated job applicants as more serious than people given a lightweight board – even though both groups of job applicants were identical.
- B** The findings suggest that the behaviour of everyone – from high court judges and teachers to job interviewers and politicians – is influenced by something as mundane as the seat they are using, or the feel of the pen in their hand. Researchers who carried out the experiments believe the link between touch and emotion goes right back to early childhood. Physical concepts such as roughness, hardness and warmth are among the first that infants develop – and the study suggests that these are crucial to how people eventually develop ideas about people and relationships such as understanding the meaning of a warm smile or a hard heart. Christopher Nocera, who led the study at Harvard University said, ‘Touch remains perhaps the most underappreciated sense in behavioural research. People often assume that exploration of new things occurs primarily through the eyes. While the power of vision is irrefutable, this is not the whole story. Our work suggests that greetings involving touch, such as handshakes and cheek kisses, may in fact have critical influences on our social interactions in an unconscious fashion’.
- C** The researchers carried out a set of experiments on volunteers to test how objects’ weight, texture and hardness unconsciously shape judgements about other people. The results, published in the journal *Science*, make fascinating reading. In one experiment, 86 volunteers were invited to a lab, seated in either wooden chairs or soft seats and asked to imagine shopping for a new car at a dealer’s. After being told the sticker price of the car they were invited to write down their first offer price and a second price, assuming the dealer rejected the first offer. Those in hard chairs were less flexible in their haggling skills and were far less willing to drop their prices during the negotiations, the researchers found.
- D** Another study asked 49 volunteers to examine a piece of soft blanket or hard block of wood before looking at a scenario set in a workplace describing a meeting between a boss and employee. The scenario was designed to be ambiguous – and included friendly conversation between the characters as well as an exchange of sharp words. Volunteers who were given the hard block of wood to handle judged the employee to be more rigid and stricter than those who had been given a blanket to hold. In a third experiment, a similar scenario was given to volunteers after they had

completed a five piece jigsaw. Half the volunteers were given a smooth puzzle while the others were given one covered with sandpaper. Again, those who were given the rough object rated the relationship between the characters as harsher and more adversarial than those given the smooth jigsaw.

E Even the weight of a clipboard can influence someone's attitude, the study found. The researchers asked 54 volunteers to give their impression of a job applicant by reading their CVs. When the CVs were given to the volunteers on heavy clipboards, they were rated as far more serious than when the identical CVs were attached to flimsy, lightweight clipboards. Dr John Bargh of Yale University, who took part in

the study said, 'It is behavioural priming through the seat of the pants. Our minds are deeply and organically linked to our bodies'. Not only is touch an important sense for exploring the world, but it also shapes our understanding of it, reflected in the use of everyday phrases such as 'take the rough with the smooth', 'have a soft spot for someone' or 'a prickly situation'.

F Past studies have shown that people judge strangers to be more generous and caring after they have held a warm cup of coffee, rather than a cold drink., 'Physical experiences not only shape the foundations of our thoughts and perceptions, but influence our behaviour towards others, sometimes just because we are sitting on a hard instead of a soft chair'.

Questions 14–21

Complete the table below.

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

Write your answers in boxes 14–21 on your answer sheet.

Purpose of test	Test procedure	Test findings
To find out how the weight of an object influences behaviour	Volunteers evaluate CVs on either heavy or lightweight clipboards	Volunteers with heavy clipboards rated job applicants as 14 about the position
To find out how the 15 of an object influences behaviour	Volunteers arrange a 16 before reading about a conversation between two people	Volunteers were less likely to characterise the interaction as difficult if the pieces were 17
To find out how the hardness of an object influences behaviour	Volunteers hold hard or soft objects before watching a scene which takes place in a 18	Volunteers were more likely to view the worker as strict if they held a 19
	Volunteers engage in mock 20 over the price of a car	Volunteers in 21 showed more movement between offers

Questions 22–25

Complete the sentences using the list of words and phrases **A–H** in the box below.

Write the correct letter, **A–H** in boxes **22–25** on your answer sheet.

NB You may use any letter more than once.

- 22 The way people view the outside world is directly affected by the physical touch of their
- 23 Soft textures are thought to encourage people to demonstrate a greater degree of
- 24 Hard materials may encourage people to display feelings of
- 25 The sense of touch is reflected in the use of language, including common

- | | |
|----------|--------------|
| A | aggression |
| B | experiences |
| C | expressions |
| D | flexibility |
| E | influences |
| F | interaction |
| G | perceptions |
| H | surroundings |

Question 26

Which is the best alternative title for Reading Passage 2? Choose the correct letter, A, B, C, or D.

Write the correct letter in box 26 on your answer sheet.

- A Use your eyes more than your hands if you want to talk tough
- B Touch: the most important sense in human communication
- C Sit on a comfortable chair if you want a good bargain
- D A hard chair can give you a hard heart

You should spend about 20 minutes on Questions 27–40, which are based on Reading Passage 3 on pages 129–30.

Owl secrets

It always appeared to fly in the face of logic. But now, the biological secrets that allow owls to rotate their heads without cutting off their blood supply have finally been unravelled. Scientists have discovered four major adaptations in owls designed to prevent injury when the animals rotate their overly large heads by up to 270 degrees.

The study found that the birds' unique bone structures and vascular systems let them move with increased flexibility. Scientists at John Hopkins University School of Medicine in the US studied snowy, barred and great horned owls after their deaths from natural causes. They found that the vertebral artery enters the neck higher than in other birds, creating more slack. Unlike humans, owls were found to have small vessel connections between the carotid and vertebral arteries, allowing the blood to be exchanged between the two blood vessels. This creates an uninterrupted blood flow to the brain, even if one route is blocked during extreme neck rotation.

The adaptation gives the birds a huge range of vision without having to move their bodies and arouse detection by prey. The lack of similar adaptations in humans could explain why humans are more vulnerable to neck injury, the experts concluded. When humans attempt sudden and violent twists of their neck they risk damaging the lining of their blood vessels, which can result in a fatal blockage or stroke. Study senior investigator Doctor Philippe Gailloud, said: 'Until now, brain

imaging specialists like me who deal with human injuries caused by trauma to arteries in the head and neck have always been puzzled as to why rapid, twisting neck movements did not leave thousands of owls lying dead on the forest floor from stroke. 'The carotid and vertebral arteries in the neck of most animals – including owls and humans – are very fragile and highly susceptible to even minor tears of the vessel lining.'

To solve the puzzle, the researchers studied the bone and blood vessel structures in the heads and necks of the birds. An injectable contrast dye was used to highlight the birds' blood vessels, which were then dissected, drawn and scanned to allow detailed analysis.

The most striking finding came after researchers injected dye into the owls' arteries, mimicking blood flow, and manually turned the animals' heads. They found that when they turned the heads, the blood vessels below the jaw bone expanded as more dye entered, creating pools of blood capable of maintaining the energy supply to the brain and eyes. They showed that the big carotid arteries, instead of being on the side of the neck as in humans, are carried close to the centre of rotation just in front of the spine. As a consequence, these arteries experience much less twisting and turning. The potential for damage is therefore greatly reduced. This contrasted starkly with human anatomical ability, where arteries generally tend to get smaller and smaller, and do

not balloon out as they branch out. This creates the risk of clotting after sudden neck movements such as whiplash.

Researchers say these contractile blood reservoirs act as a trade-off, allowing birds to pool blood to meet the energy needs of their large brains and eyes, while they rotate their heads. The supporting vascular network, with its many interconnections and adaptations, helps minimise any interruption in blood flow. The study results demonstrate what physical properties are needed to allow such extreme head movements, and explain why injuries sustained from treatments that involve manipulating bones with the hands such as chiropractic therapy can have such serious consequences for humans. Dr Gailloud added: 'Our new study results show precisely what morphological adaptations are needed to handle such head gyrations and why humans are

so vulnerable to bone injury from chiropractic therapy. Extreme manipulations of the human head are really dangerous because we lack so many of the vessel-protecting features seen in owls.'

Medical illustrator Fabian de Kok-Mercado said: 'In humans, the vertebral artery really hugs the hollow cavities in the neck. But this is not the case in owls, whose structures are specially adapted to allow for greater arterial flexibility and movement.' It is a powerful adaptive trait, but it is not unique. Plenty of birds have a similar ability to look behind them. Red tailed hawks for example are almost as flexible as their nocturnal cousins. 'There are lots of advantages to being able to look over your shoulder and see something coming – if you're trying to avoid predators or detect prey', he added.

The team's findings were published in the journal *Science*.

Questions 27–34

Complete the summary using the list of words and phrases **A–M** below.

Write the correct letter, **A–M** in boxes 27–34 on your answer sheet.

NB You may use any letter more than once.

How can owls rotate their heads by **27** 270 degrees? The many small bones that make up the neck and spine enable them to achieve **28** movement. A research team has discovered that in **29**, their vascular network has adapted to make the rotation possible. Owls' carotid arteries are **30** the spine, at the centre of rotation. This means the arteries endure **31** strain when the head is turned. In addition, the vessels **32** their heads can expand, creating reservoirs of blood to supply the brain when the head is turned. And the cavities in the neck vertebrae, through which the vessels pass, are extremely **33**, giving the vessels space to move around when twisted. All this is necessary because their eyes can't move: owls can only look **34** ahead.

- | | |
|----------|----------------|
| A | flexible |
| B | as much as |
| C | at the base of |
| D | in front of |
| E | intense |
| F | limited |
| G | far less |
| H | multiple |
| I | in excess of |
| J | to the side of |
| K | various ways |
| L | large |
| M | straight |

Questions 35–40

Complete each sentence with the correct ending, **A–H** below.

Write the correct letter, **A–H** in boxes 35–40 on your answer sheet.

- 35 The bone structure and circulatory system of owls has evolved in order to
- 36 Humans' arteries tend to
- 37 Scientists injected dye into the blood vessels of dead owls in order to
- 38 When humans attempt sudden twists of their neck they are more likely to
- 39 The back-up arteries of owls are designed to
- 40 Owls have a huge range of vision which enables them to

- A** collect any excess blood created in the process of turning.
- B** cope with their very large heads.
- C** damage the lining of their blood vessels.
- D** decrease in size.
- E** make them lighter.
- F** mimic natural blood flow.
- G** offer a fresh supply of nutrients when blood vessels get closed off.
- H** avoid detection by predators or to find prey.

You should spend about 20 minutes on this task.

The table shows the number of fatal, serious and slight injuries resulting from gun and knife crime in Great Britain from 1998 to 2007 and the percentage increase for each degree of injury over the period.

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

Write at least 150 words.

Great Britain – Gun and Knife Crime statistics – 1998–2007

Year/degree of injury	Fatal	Serious	Slight	Total
1998–1999	49	162	653	864
1999–2000	62	200	933	1195
2000–2001	72	244	1066	1382
2001–2002	95	392	1390	1877
2002–2003	80	416	1683	2179
2003–2004	68	437	1862	2367
2004–2005	77	411	3424	3912
2005–2006	49	476	3296	3821
2006–2007	58	–	–	–
% increase 98/99–2005/06 or 06/07	18	194	405	342

Describing tables

Task guide

- ▶ Task 1 writing tasks may require you to interpret and describe data presented in the form of a figure. You have already seen data represented in bar graphs, pie charts and line graphs.
- ▶ Tables are the simplest way of showing data. They are the ideal medium, when there is too much data to show in a bar chart or line graph. However, your report of information shown in a table will be very similar to a report of information shown in other figure types.
- ▶ Though tables are simplistic in form, reading the data, identifying relevant information and deciding what to include in your report can be a challenge. There are numerous items of individual data without lines or bars to help you notice obvious rises, falls or peaks.
- ▶ When you read information shown in a table, read along the rows and down the columns looking for figures that stand out. Identify figures that are higher or lower than the other figures in the row or column, and look for patterns where there are a series of rising or falling figures.
- ▶ Remember that the aim is to **select the most important information and summarise it**. Start by identifying a general trend, if there is one, and then the main points. Choose items of data that best illustrate a trend or the message you want to get across.
- ▶ Remember that it is impossible to describe everything the figure shows in 150 words. Concentrate on important information that will be of interest to the reader.
- ▶ Do not give explanations or invent reasons – simply describe the data.
- ▶ Make sure you write at least the minimum number of words specified in the instructions. Short answers will lose marks.
- ▶ On the other hand do not write too much. If you write a very long answer you may make mistakes and lose marks.

Task guide

- ▶ Some tasks ask you to discuss whether an issue is a positive development or trend, while others ask you to discuss the advantages and disadvantages of something. In tasks of this type, you may be asked the following questions:
Do you think this is a positive or a negative development/trend?
To what extent is this a positive trend/development?
- ▶ Remember to concentrate on presenting a clear and logical argument that the reader can follow easily.
- ▶ Remember to divide your answer into paragraphs appropriately.

- ▶ Remember that tasks in the Writing module will be assessed according to certain criteria:
Content: Have you included all the relevant information?
Organisation: Does your answer flow well and is it clear and easy to read?
Use of language: Have you used appropriate linking words and phrases? Have you used a range of grammatical structures? Is there a good range of vocabulary and is it used accurately?

Step-by-step guide

▶ Step 1 – Make sure you understand the data presented

Use some of the 20 minutes you have looking carefully at the figure(s) and make sure you understand exactly what they show before you start writing. Read the instructions again carefully.

Answer the questions.

- 1 What do the columns show? What do the rows show?
- 2 How many different degrees of injury are shown? What is the final column for?
- 3 What does the row at the bottom of the table show?

▶ Step 2 – Identify an overall message or trend

It is likely that there will be some sort of general message in the data. Which of the statements below is true?

- A There was an increase in injuries of all degrees over the period shown in the table.
- B The number of injuries of all degrees fluctuated over the period shown in the table.
- C There was an increase in serious and slight injuries but not in the number of fatalities.

▶ Step 3 – Identify salient information (1)

Answer the questions to help you identify the most relevant information.

- 1 In which year was the highest number of fatal injuries?
- 2 In which two years were the lowest number of fatal injuries?
- 3 In which year was the highest number of serious injuries?
- 4 Were the numbers of fatal and slight injuries also at their highest that year?
- 5 In which year was the highest number of slight injuries?

- 6 Was the number of slight injuries that year significantly higher than the previous year?

▶ Step 4 – Identify salient information (2)

Choose what to include in your report.

Tick the questions in step 3 above that you think you should definitely address in your report. Remember you should try not to use more than 150 words so you will have to leave out some information.

▶ Step 5 – Organise your report

- 1 What would be the better way to organise the report?
 - A To describe the data in detail for each year 1997–1998 to 2005–2006 in chronological order.
 - B To describe the data in detail for each degree of injury in turn and then describe the total figures.
 - C To describe very generally the data for each degree of injury and then select some stand out figures to describe in more detail.

▶ Step 6 – Use appropriate language

Study the figures again carefully and answer the questions below.

What

- 1 increased steadily but then fell slightly in the final year?
- 2 rose most dramatically over the period shown?
- 3 increased, but by a less dramatic percentage than the number of slight injuries?
- 4 fluctuated violently?
- 5 peaked in the year 2001 to 2002?

Now write your answer to Task 1.

There is a sample report on page 210.

You should spend about 40 minutes on this task.

Write about the following topic:

In recent years, through the internet, air travel, trade and popular culture, globalisation has rapidly increased.

Many people believe that the increased interaction between nations through globalisation is a good thing.

Discuss this view and give your own opinion.

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

Write at least 250 words.

Step-by-step guide

▶ **Step 1 – Read the question carefully**

Before you start writing, it is important to understand the question and decide what kind of information you want to include. Read Task 2 and match the Paragraph numbers 1–4 with the information A–D below.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

- A** A discussion of some negative aspects of globalisation with examples
- B** A conclusion which gives your own opinion about whether globalisation is a positive or negative development
- C** An introduction which repeats the view given in the statement and gives a short response to it
- D** A discussion of some positive aspects of globalisation with examples

▶ **Step 2 – Organise your answer**

Match the notes for Writing Task 2 with the paragraphs 1–4 above.

- a** *many benefits such as increasing opportunities for travel and employment*
- b** *most countries, same food, shopping chains, films and music*
- c** *All in all I think multi-national companies need to focus less on profit and do more to support local businesses and communities.*

- d** *many negative aspects such as pressures on environment, disappearance of local customs and languages, replacement of local businesses by large multi-national companies*

▶ **Step 3 – Language to use**

1 Write an introduction for Writing Task 2 using some of the words in the box.

last few years
 opportunities
 rapid communication
 commerce
 transportation
 Information Technology
 one big village
 similar lifestyles

2 Write your own notes for a positive aspect of globalisation, for example, more work opportunities and then write a paragraph.

because

For example

As a result

3 Write your own notes for a negative aspect of globalisation, e.g. effects on the environment and then write a paragraph.

Now write your answer for Task 2.

There is a sample answer on page 210.

▶ PART 1

Example questions

- How important is it for you to keep up to date with the news?
- What kind of news do you like to keep up to date with?
- How do you prefer to get your information? From the newspapers or magazines, TV or from the internet?
- Do you think everything you read about or hear about in the news is true?
- Would you like to work as a news journalist? Why? / Why not?

▶ PART 2

Example task

Read the topic card below carefully.

You will have to talk about the topic for one to two minutes.

You have one minute to think about what you are going to say.

You can make some notes to help you if you want.

Describe a personal success you have had.

You should say:

- what kind of personal success it was
- when you achieved it
- what you had to do in order to achieve it

and explain why it was important to you.

▶ PART 3

Example questions

- Do you think that being successful is always a good thing? Why? Why not?
- To what extent does a good education encourage people to be successful?
- How far do you think that older people view success differently from younger people?
- Are children these days under too much pressure to succeed compared with children in the past?
- Do you think that attitudes to success differ in different parts of the world?

► **Questions 1–10**

Questions 1–4

Complete the notes below.

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

York Car Pool

Complaint from Julie Gold – membership
no. 1
Car– grey 2 YPT723S
Location– 3
Booking 11/03 at 4 a.m.

Questions 5–10

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

- 5 What is the caller's first complaint?
 - A The car she wanted to use was not in the correct location.
 - B She had to phone the Car Pool to ask where the car was.
 - C Another Car Pool member still had the car.
- 6 The Car Pool advisor
 - A thinks that the previous car user did something wrong.
 - B assumes that the previous car user was not able to park in the correct place.
 - C agrees that the previous car user acted selfishly.
- 7 The caller says that she
 - A shouts when she is angry with other drivers.
 - B makes it known that she expects another driver to move.
 - C is prepared to wait if she cannot park immediately.
- 8 Why is the caller unhappy about the state of the car?
 - A It was dirty.
 - B It had been damaged.
 - C There was rubbish inside.
- 9 What is the caller's final complaint?
 - A It was difficult to start the car.
 - B She could not find the keys.
 - C There was not enough petrol in the tank.
- 10 The Car Pool advisor says that
 - A the caller will not be charged for today's booking.
 - B he will credit the caller's account.
 - C the incident will be reported on the Car Pool website.

LISTENING MODULE

READING MODULE

WRITING MODULE

SPEAKING MODULE

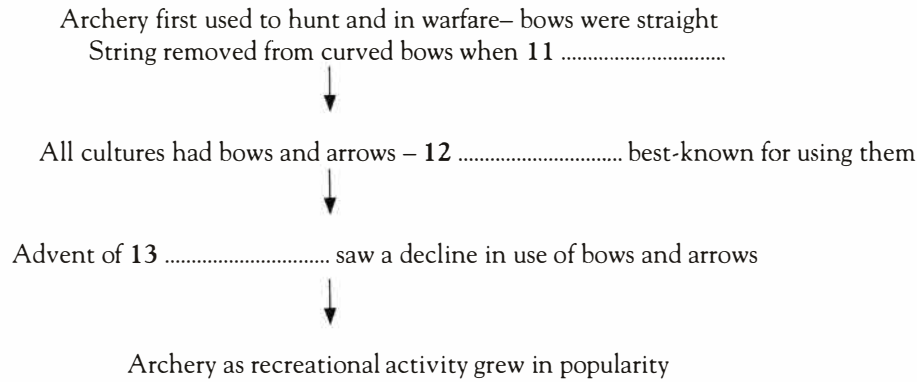
- SECTION 1
- SECTION 2**
- SECTION 3
- SECTION 4

► **Questions 11–20**

Questions 11–13

Complete the flow chart below. Use **NO MORE THAN THREE WORDS** for each answer.

A BRIEF HISTORY OF ARCHERY



Questions 14–15

Complete the summary below. Use **NO MORE THAN TWO WORDS** for each answer.

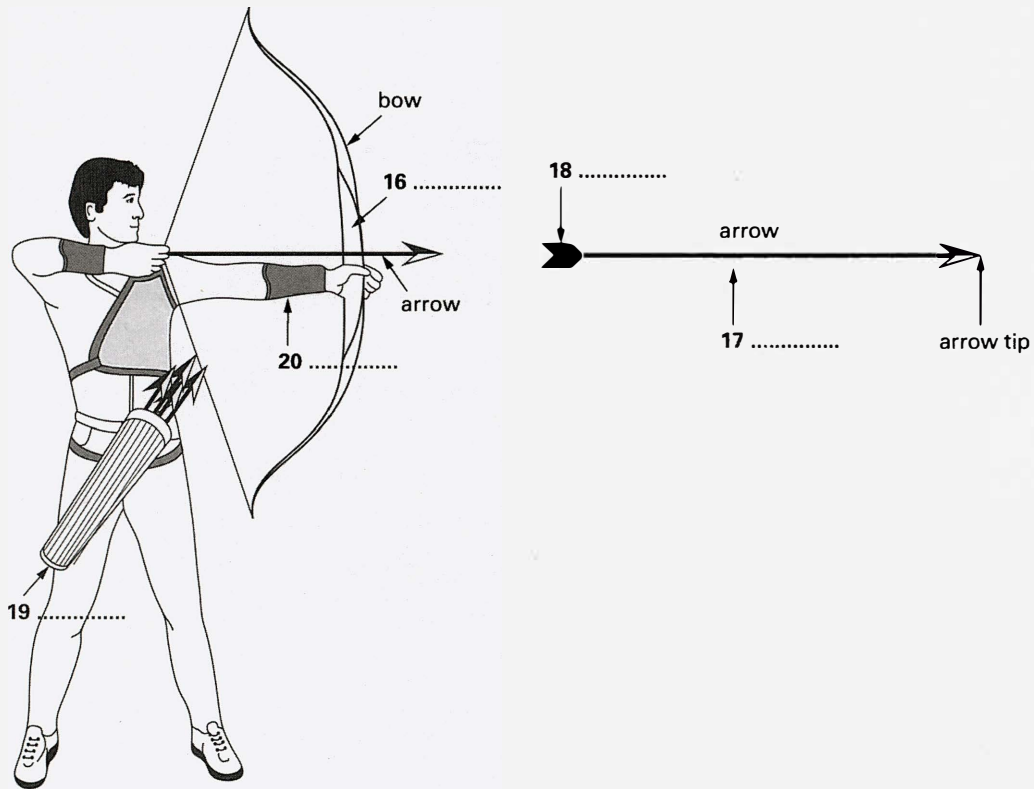
SAFETY PROCEDURES

All equipment must be used properly and safely. Archers must not think of the bows and arrows as
14 Nobody is allowed to enter the 15 until told to do so by the group supervisor.
Each participant must use their weapon only when instructed to do so.

Questions 16–20

Label the diagrams below.

Choose five answers from the box and write the letters A–J next to questions 16–20.



- A bracer
- B chest guard
- C drawstring
- D fibre glass
- E fletching
- F hand guard
- G quiver
- H shaft
- I sight
- J tension

SECTION 1

SECTION 2

SECTION 3

SECTION 4

▶ Questions 21–30

Questions 21–28

Complete the sentences below. Use **NO MORE THAN TWO WORDS** for each answer.

- 21 Leo is worried about not being able to when he revises.
- 22 The tutor says that students need to make studying productive.
- 23 The tutor suggests that subjects or topics should be studied after something less demanding.
- 24 The tutor tells Leo to weigh up his and those he feels less confident about.
- 25 The tutor suggests that an in one or two exams might be preferable to only just passing a higher number of exams.
- 26 Leo wonders if he should realistically expect to some of his exams.
- 27 The tutor says that applying a is essential when deciding what to revise.
- 28 Leo and the tutor agree that he prefers a style of learning.

Questions 29–30

Choose **TWO** letters A–F.

Which of the following does the tutor believe to be true about revising with peers?

- A Paying attention can become more difficult.
- B Study can be very well organised.
- C Students become too competitive.
- D Students can mark each other's work.
- E The right kind of criticism can be valuable.
- F It develops social skills.

► Questions 31–40

Questions 31–34

Answer the questions below.

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

31 Where was Sir Alfred Hitchcock from?

.....

32 At what age did Hitchcock move to Hollywood?

.....

33 What did the British movie *Blackmail* have that made it unique?

.....

34 What was the title of Hitchcock's first failed attempt at making a movie?

.....

Questions 35–40

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

35 Why did Hitchcock want the camera to move in a particular way?

- A It meant that scenes could be filmed more quickly.
- B It changed the way the viewer followed the action.
- C It was what viewers expected.

36 What does the lecturer say about the filming of the shower scene in *Psycho*?

- A Hitchcock was wasting valuable time.
- B Today's filmgoers are not interested in such detail.
- C Spending a week filming one scene would now be too expensive.

37 Which of the following statements about Hitchcock's movies is **NOT** true?

- A The viewer is left to imagine many of the actual murders.
- B The real aim is to expose his characters' inner thoughts.
- C It is easy to guess the ending of a Hitchcock film.

38 According to the lecturer, viewers of *Psycho* identify with the murderer because

- A the character they initially relate to is dead.
- B he is a likeable character.
- C the other characters are not very interesting.

39 The lecturer believes that before Hitchcock

- A directors always acted in their own films.
- B directors did not play such an important role in film-making.
- C people knew what the director looked like.

40 What is the main theme of the lecture?

- A the movie *Psycho*
- B a comparison of various Hitchcock movies
- C Hitchcock's contribution to cinema

You should spend about 20 minutes on Questions 1–12, which are based on Reading Passage 2 on pages 142 and 143.

The soul of Irish writers

The wind swept clouds into inky puddles across the sky. A few swollen drops of rain fell on the windshield of our rental car as my friend and I sat at a service station. A red-haired lad with a spattering of freckles across his face pumped our gas. He craned his head upward. 'Ah, the weather is desperate today,' he said.

Desperate. The word clung to me. How had he found the most poetic and perfect word to describe the weather that day? Although this trip was many years ago, I still recall that young man, as well as the cadence and lilt of the words that greeted us in the shops and pubs at which we stopped to ask directions. As a writer, I was inspired and intrigued by the Irish and their wonderful facility for language and poetic prose.

While Ireland is a small island – you can drive from the east coast to the west coast, or north to the south in little more than four hours – this green and fertile land has produced more writers per square inch than any other country. And it has done so for centuries, from James Joyce to Nobel-Prize winning poet Seamus Heaney. But how? What organic ingredients have created a recipe for such talent? Could it be the mythical landscape itself?

During that trip, I still remember how the green, undulating mountains that opened up to vistas of the ocean, cliffs and ruined castles seemed to be permeated with an ancient wisdom and

mysterious energy that seeped from the earth into my very spirit. Is it this that has made such prolific writers of the Irish and blessed them with their gift for the lyrical word?

Perhaps so, but I believe it is also about the Irish soul, which is so entwined with storytelling. Much like the primeval land that was carved over centuries, the Irish seem to allow for the flow of space and time. They are present to the rhythm of their lives and allow the creative process to speak to their souls. One of my favourite authors, the late John O'Donohue in his book *Anam Cara*, spoke of the power of simple presence which takes us ultimately where we need to be, as people and as creative writers.

'It is far more creative to work with the idea of mindfulness rather than with the idea of will. Too often people try to change their lives by using the will as a kind of hammer to beat their lives into shape. If you work with a different rhythm, you will come easily and naturally home to yourself. Your soul knows the geography of your destiny. Your soul alone has the map of your future, therefore, you can trust this indirect, oblique side of yourself. If you do, it will take you where you need to go.'

The Irish are also well-known storytellers. In fact the Seanachie (pronounced shawn-a-key) or storyteller is still an honoured profession in Ireland as it has been for centuries. Sean O Suilleabhain in *Storytelling in Irish Tradition*, writes:

'The good storyteller, who had a large repertoire stored in his memory, seated at his own fireside, in an honoured place in the house of a neighbour or at a wake, was assured of an attentive audience on winter nights. Nor was it only adults who wished to hear tales. My father described to me how himself and other children of eight years of age would spend hours, night after night, listening to an old woman storyteller in South Kerry, and an old man in the same area told me that, as a youth, he and his companions used to do all the household chores for an elderly neighbour each winter evening in order that he might be free to spend the night telling them long folktales ...'

The desire to tell stories, to weave narratives, is still central to the Irish people, as their works of literature demonstrate. James Joyce, W.B. Yeats, C.S. Lewis, Frank McCourt, Maeve Binchy, Niall Williams, and countless other

writers have not only given us moving stories but told them, often times, in words that resonate to the rhythm of our soul.

At the end of that trip, we found time to visit the site of Yeats' grave in County Sligo. The weather that day was more than desperate, as a biting wind whipped leaves around the Drumcliffe cemetery. I took a quick snapshot of his grave, and stood there, part of his poem *When You are Old and Gray* wafting through my thoughts.

I thanked him for sharing his gift of words with the world and asked him to help me do the same. Weeks later after we had returned home, I had the photos developed (there were no digital cameras back then) and was amazed at what I saw. There, above his grave, floated a form, a shape – a hazy gauze of white that I could not explain. I like to think his Irish soul was wishing me well as a writer.

Questions 1–6

Answer the questions. Use **NO MORE THAN THREE WORDS** for each answer.

Write your answers in boxes 1–6 on your answer sheet.

1 Which word did the gas pump attendant use that so impressed the writer?

.....

2 Which TWO words in the second paragraph mean the accent and rhythm of the Irish voices the writer heard on her trip?

.....

3 Which three physical features of the landscape of Ireland does the writer describe as having an unreal quality?

.....

4 According to the writer, which basic elements of life do the Irish appreciate and embrace better than people elsewhere?

.....

5 Which idea did the writer John O'Donohue believe to be preferable to determination and a desire to achieve?

.....

6 What is the Irish word for a person who entertains with stories?

.....

Questions 7–10

Complete the notes. Use **NO MORE THAN THREE WORDS** from the passage for each answer.

- tales were recalled from the storyteller's 7
- storytellers were 8 guests at social gatherings
- both 9 were attentive listeners
- storytellers sometimes exchanged stories for 10

Questions 11–12

Do the following statements agree with the information given in Reading Passage 1?

In boxes 11–12 on your answer sheet, 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. |

- 11 The weather on the day of the writer's trip to Yeats' grave was better than on the day she spoke at the gas station.
- 12 The writer would like to believe that Yeats responded to the request she made at his grave.

You should spend about 20 minutes on Questions 13–26, which are based on Reading Passage 2 on pages 146 and 147.

Marriage works – and it's the answer to the misery of loneliness

- A** This week the Office for National Statistics (ONS) confirmed that more of us than ever are living alone. This won't trouble the author Colm Tóibín, who once eulogised the freedom that living alone gives him, likening his solitary existence to that of 'a cloistered nun'. This is a terrifying image, surely, and not a metaphor for a life most of us would seek to inhabit. Certainly not my friend Helen: successful, well-off, homeowner; but tired of her single life, of the near-constant awareness that she's running out of time to have children, as fast as she's running out of the energy to embark on another round of futile first dates. Nor my friend Mark, divorced dad, active in his daughter's life – but who still, at the end of the weekend, returns the child to her mother, before driving back to his re-emptied house, where he spends the evenings with PlayStation and Sky Sports.
- B** In discussing solitary lives, we should ignore the Colm Tóibíns – financially independent people who realise that, for them, living alone brings more advantages than otherwise. Most people of my generation had such a stage in their lives – between university, and settling down – but we didn't want it to last forever. In any case, with property prices as they are, such self-selected solitude is not an option for much of the succeeding generation. Set aside, too, those figures pertaining to the very elderly; not because there aren't real problems faced by those (usually female) 'survivors', but because their existence is a function of the uneven impact of medical advances and lifestyle changes on the longevity of each of the genders.
- C** It's not the relatively young, or the very old, who are the main drivers of this demographic change. As the ONS makes clear, the largest increase in solitary living is down to the 45-64 age group. Almost two and a half million Britons in that age category have no one with whom to share their home, an increase of more than 800,000 households since the mid-Nineties. Even allowing for the increase in total population size, that's still a noticeable change, and they don't all enjoy the experience. I suspect there are more divorced parents, like my friend Mark, poking about their fridges for a pre-packed meal for one, than there are cloistered Irish novelists.
- D** This would all be fine, were this phenomenon merely to affect matters as concrete as housing. But evidence suggests a link between solitariness and poorer health outcomes (mirroring, bleakly, the evidence about the outcomes for children raised in single-parent households). One paper I read showed a significant increase in the prescription of antidepressants to the solitary, compared with cohabiting couples. Correlation doesn't prove a sociological theory, of course, but it's hard to ignore the link between living alone, and other detrimental life choices.
- E** The issue demands a political response: marriage is the most important institution to act as a bulwark against loneliness, and the British Government should promote it. Instead, the government is unwinding its insidious 'couples penalty': a financial punishment for initially setting up home with a

partner, and then after divorce, (probably the result of the stress brought on by all the expense), a further charge for a change to living conditions. The Centre for Social Justice discovered that the people most penalised for living together are – surprise – among the poorest. This must be fixed. What's more, couples who arrange to 'live apart together' shouldn't be demonised for rationally navigating the snares of the benefits system.

- F** But if we acknowledge that a financial penalty can cause the poorest to avoid marriage, why assume that monetary considerations don't affect the better-off? First, because politicians are scared to reward marriage in the tax system, and second, because our divorce laws so scar those who endure them that, I suspect, we've produced a generation with

the motto 'once bitten, twice shy'. The changes to child benefit for the well-off hardly help either.

- G** Not very long ago, the then Home Secretary, Michael Howard deployed a powerful phrase in defence of his criminal justice policy: 'prison works'. It's time we used a similar phrase, in defence of social justice: marriage 'works' too. It works for most people and definitely for civic society, yet we find it hard to say this, and shy away from its political implications. What started as a desire not to judge 'lifestyle choices' has bred a generation living in lonely, quiet despair. Loneliness is a much harder political issue to tackle than, say, house-building, but – if we believe in society at all – hardly one of lesser significance.

Questions 13–19

Reading passage 2 has *seven* paragraphs labelled A–G.

Choose the correct heading for each from the list of headings below.

Write the correct number *i–x* in boxes 13–19 on your answer sheet.

List of headings

- i** Middle age solitude is growing
- ii** The institution of marriage needs a motto that resonates
- iii** The young and the elderly are not relevant to the debate
- iv** The system is clearly unfair
- v** The real issue is a lack of affordable housing
- vi** For many, the benefits of a single life are exaggerated
- vii** The wealthy are affected by the same measures
- viii** Most men would rather be single
- ix** Loneliness has a range of consequences
- x** Couples must work harder to make relationships work

13 Paragraph A

14 Paragraph B

15 Paragraph C

16 Paragraph D

17 Paragraph E

18 Paragraph F

19 Paragraph G

Questions 20–26

Do the following statements agree with the views of the writer in the reading passage?

In boxes 20–26 on your answer sheet, write.

YES	<i>if the statement agrees with the views of the writer.</i>
NO	<i>if the statement contradicts the views of the writer.</i>
NOT GIVEN	<i>if it is impossible to say what the writer thinks about this.</i>

- 20 The Irish author Colm Tóibín has a lifestyle that most people would envy.
- 21 His friends Helen and Mark would like their lives to be different.
- 22 Most students accept that the benefits of being single are temporary.
- 23 Most elderly women have not chosen to live alone.
- 24 Divorced men do not usually enjoy cooking.
- 25 Couples who try to deceive the benefits system deserve to be punished.
- 26 People who go through a divorce are afraid of marrying again.

You should spend about 20 minutes on Questions 27–40, which are based on Reading Passage 3 on pages 150 and 151.

How human language could have evolved from birdsong

Linguistics and biology researchers propose a new theory on the deep roots of human speech.

'The sounds uttered by birds offer in several respects the nearest analogy to language,' Charles Darwin wrote in *The Descent of Man* (1871), while contemplating how humans learned to speak. Language, he speculated, might have had its origins in singing, which 'might have given rise to words expressive of various complex emotions.'

Now researchers from MIT, along with a scholar from the University of Tokyo, say that Darwin was on the right path. The balance of evidence, they believe, suggests that human language is a grafting of two communication forms found elsewhere in the animal kingdom: first, the elaborate songs of birds, and second, the more utilitarian, information bearing types of expression seen in a diversity of other animals. 'It's this adventitious combination that triggered human language,' says Shigeru Miyagawa, a professor of linguistics in MIT's Department of Linguistics and Philosophy, and co-author of a new paper published in the journal *Frontiers in Psychology*.

The idea builds upon Miyagawa's conclusion, detailed in his previous work, that there are two 'layers' in all human languages: an 'expression' layer, which involves the changeable organisation of sentences, and a 'lexical' layer, which relates to the core content of a sentence. His conclusion is based on earlier work by linguists including Noam Chomsky, Kenneth Hale and Samuel Jay Keyser. Based on an analysis of animal communication, and using Miyagawa's framework, the authors say that birdsong closely resembles the expression layer of human sentences, whereas the communicative waggles of bees or the short, audible messages of primates are more like the lexical layer. At some point, between 50,000 and 80,000 years ago, humans may have merged these two types

of expression into a uniquely sophisticated form of language.

'There were these two pre-existing systems,' Miyagawa says, 'like apples and oranges that just happened to be put together.' These kinds of adaptations of existing structures are common in natural history, notes Robert Berwick, a co-author of the paper, who is a professor of computational linguistics in MIT's Laboratory for Information and Decision Systems, in the Department of Electrical Engineering and Computer Science. 'When something new evolves, it is often built out of old parts,' he says. 'We see this over and over again in evolution. Old structures can change just a little bit, and acquire radically new functions.'

The new paper, '*The Emergence of Hierarchical Structure in Human Language*,' was co-written by Miyagawa, Berwick and Kazuo Okanoya, a bio-psychologist and expert on animal communication. To consider the difference between the expression layer and the lexical layer, take a simple sentence: 'Todd saw a condor.' We can easily create variations of this, such as, 'When did Todd see a condor?' This rearranging of elements takes place in the expression layer and allows us to add complexity and ask questions. But the lexical layer remains the same, since it involves the same core elements: the subject, 'Todd,' the verb, 'to see,' and the object, 'condor.'

Birdsong lacks a lexical structure. Instead, birds sing learned melodies with what Berwick calls a 'holistic' structure; the entire song has one meaning, whether about mating, territory or other things. The Bengalese finch, as the authors note, can loop back to parts of previous melodies, allowing for greater variation and communication of more things; a nightingale may be able to recite from 100 to 200 different melodies.

By contrast, other types of animals have bare-bones modes of expression without the same melodic capacity. Bees communicate visually, using precise waggles to indicate sources of foods to their peers; other primates can make a range of sounds, comprising warnings about predators and other messages.

Humans, according to Miyagawa, Berwick and Okanoya, fruitfully combined these systems. We can communicate essential information, like bees or primates, but like birds, we also have a melodic capacity and an ability to recombine parts of our uttered language. For this reason, our finite vocabularies can generate a seemingly infinite string of words. Indeed, the researchers suggest that humans first had the ability to sing, as Darwin conjectured, and then managed to integrate specific lexical elements into those songs. 'It's not a very long step to say that what got joined together was the ability to construct these complex patterns, like a song, but with words,' Berwick says.

As they note in the paper, some of the 'striking parallels' between language acquisition in birds and humans include the phase of life when each is best at picking up languages, and the part of the brain used for language. Another similarity as Berwick puts it is that 'all human languages have a finite number of stress patterns, a certain number of beat patterns. Well, in birdsong, there is also this limited number of beat patterns.'

Norbert Hornstein, a professor of linguistics at the University of Maryland, says the paper has been 'very well received' among linguists, and 'perhaps will be the standard go-to paper for language-birdsong comparison

for the next five years.' He adds that he would like to see further comparison of birdsong and sound production in human language, as well as more neuroscientific research, pertaining to both birds and humans, to see how brains are structured for making sounds.

The researchers acknowledge that further empirical studies on the subject would be desirable. 'It's just a hypothesis,' Berwick says. 'But it's a way to make explicit what Darwin was talking about very vaguely, because we know more about language now.' Miyagawa, for his part, asserts it is a viable idea in part because it could be subject to more scrutiny, as the communication patterns of other species are examined in further detail. 'If this is right, then human language has a precursor in nature, in evolution, that we can actually test today,' he says, adding that bees, birds and other primates could all be sources of further research insight.

MIT-based research in linguistics has largely been characterised by the search for universal aspects of all human languages. With this paper, Miyagawa, Berwick and Okanoya hope to spur others to think of the universality of language in evolutionary terms. It is not just a random cultural construct, they say, but based in part on capacities humans share with other species. At the same time, Miyagawa notes, human language is unique, in that two independent systems in nature merged, in our species, to allow us to generate unbounded linguistic possibilities, albeit within a constrained system. 'Human language is not just freeform, it's rule-based,' Miyagawa says. 'If we are right, human language has a very heavy constraint on what it can and cannot do, based on its antecedents in nature.'

Questions 27–29

Answer the questions. Use **NO MORE THAN TWO WORDS** for each answer.

Write your answers in boxes 27–29 on your answer sheet.

- 27 Who initially identified similarities between human language and birdsong?
- 28 What do most animals wish to convey through the sounds they make?
- 29 Which word in the second paragraph is used to emphasise that the development of human language probably happened by chance?

Questions 30–35

Complete each sentence with the correct ending **A–J** from the box below.

Write the correct letter **A–J** in boxes 27–34 on your answer sheet.

- 30 Birdsong
- 31 The waggle of bees
- 32 Human language
- 33 The expression layer of human language
- 34 The lexical layer of human language
- 35 Melody

- A is as complex as human language.
- B is characterised by form changes that express different meaning.
- C is principally used to indicate danger.
- D conveys simple but clear messages.
- E consists of relatively few components.
- F is an essential ingredient of birdsong.
- G conveys both emotional and practical concepts.
- H is relatively complex compared to language used by other animals.
- I existed before birdsong.
- J is less well understood than other forms of communication.

Questions 36–38

Complete the summary. Use **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 36–38 on your answer sheet.

Norbert Hornstein admits that 36 are complimentary about the paper but would like to see more investigation. He would especially like to know more about the formation of both bird and human 37 Miyagawa, Berwick and Okanoya agree that further research now needs to be 38 rather than theoretical.

Questions 39–40

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

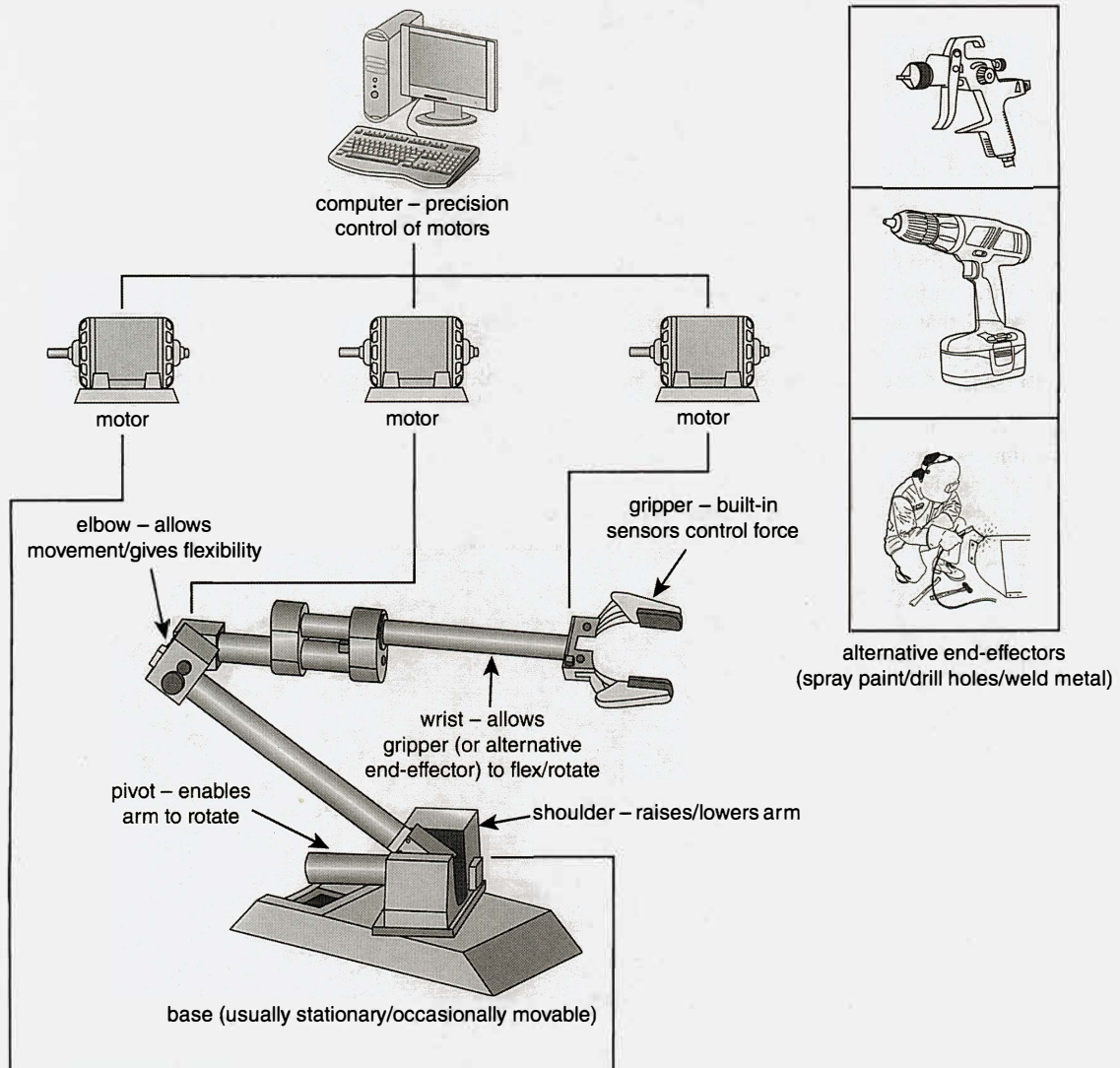
Write your answers in boxes 39–40 on your answer sheet.

- 39 Miyagawa, Berwick and Okanoya want their research to
- A give people the confidence to challenge theories of evolution.
 - B persuade people that early humans imitated birds.
 - C help people appreciate the achievements of mankind.
 - D encourage people to understand more about how language has evolved in humans and animals.
- 40 What is the conclusion that can be drawn from reading this passage?
- A Birdsong is more complex than most people would imagine.
 - B Humans probably sang before they talked.
 - C Human language is less sophisticated than we tend to believe.
 - D Insufficient research has been conducted into the origins of human language.

You should spend about 20 minutes on this task.

The diagram below shows how a mechanical arm works, and how the joints that make up the arm function in the same way as those in a human arm. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Describing a process

Task guide

- ▶ Tasks in Task 1 task may require you to describe a process shown on a flow chart or step diagram. Sometimes you will have to describe how a machine operates.
- ▶ The task assesses your ability to understand and describe a process. You need to give a well-organised, logical overview of the process and each of its stages.
- ▶ The information you need will be provided with the diagram. You will need to expand on the information provided, but you do not need to invent any of your description.
- ▶ Some diagrams will show technical processes and you might not be familiar with some key words. Don't worry – the diagram will make clear what very important words mean and you will often be able to use words without fully understanding their meaning.

- ▶ Frequently, tasks of this type demand that you use sequencing devices such as *to start with*, *after that*, *meanwhile*, *finally* and so on.
- ▶ This task will almost certainly require you to show that you understand how to use active and passive structures naturally.
- ▶ Make sure you write at least the minimum number of words specified in the instructions. Short answers will lose marks. On the other hand do not write too much. If you write a very long answer you may make mistakes and lose marks.

Because this type of Task 1 task can vary quite considerably, it is important that you practise as many different sample tasks as possible.

Remember that tasks in the Writing test will be marked according to the criteria described on page 134 – **content, organisation and use of language**.

Step-by-step guide

▶ Step 1 – Make sure you understand what the diagrams show

Use some of the 20 minutes you have looking carefully at the diagram and make sure you understand exactly what they show before you start writing.

1 Read the task instructions again carefully, as they explain clearly what the diagram shows.

Answer the questions.

- 1 Which key word in the instructions does not appear on the diagram?
- 2 What are the three examples of that word in the diagram?
- 3 Are each of the three words in question 2 found both in the mechanical arm and human arm?
- 4 Is the purpose and function of each part of the mechanical arm clear?
- 5 Is the purpose and function of the computer and each of the motors clear?
- 6 Are any of the verbs on the diagram unfamiliar? Can you work out more or less what they mean?

▶ Step 2 – Organise your description

For this type of Writing task, you should start by showing that you understand what the diagram shows. Write an introductory sentence that paraphrases the instructions and gives a little expansion.

- 1 Once you have written the introductory line, how should you start your description of the process?

A by saying that a mechanical arm can perform different functions when fitted with different end-effectors

B by saying that a computer controls three motors

C by saying that the mechanical arm is fitted to a base, which is usually stationary

- 2 Which order below would be the most logical order in which to describe the various stages of the process?

A each joint from shoulder to wrist / computer and motors / alternative end-effectors

B computer and motors / alternative end-effectors / each joint from shoulder to wrist

C alternative end-effectors / each joint from shoulder to wrist / computer and motors

▶ Step 3 – Use appropriate language

Write a sentence using the prompts below. Decide if the verb should be used actively or passively.

1 mechanical arm / fix / to a base

2 shoulder / functions / human shoulder

3 joints / mechanical arm / connected / separate motor

4 computer / control / motors

5 gripper / replace / various end-effectors

Now write your answer to Task 1.

There is a sample answer on page 211.

You should spend about 40 minutes on this task.

Write about the following topic:

Concern for the environment is growing rapidly and more and more people are choosing to be 'eco-tourists' – travelling in responsible, environmentally-friendly ways. As a result, the eco-tourism industry is expanding.

To what extent do you think this is a positive trend?

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

Write at least 250 words.

There is a sample answer on page 211.

Language Guide Box

Language Study: Articles

When you check your answer, make sure your use of articles is correct.

1 Read the introduction to Writing Task 2 and write *the, a(n) or –* in each gap.

1 eco-tourism is definitely becoming more popular. More and more people are interested in travelling in 2 responsible way in order to help protect both 3 geographical areas they visit and at 4 same time show respect to 5 local inhabitants who live in them. In my opinion, however, it is debatable whether this can be regarded as 6 wholly positive development.

2 Now match the underlined examples of articles in the conclusion for Writing Task 2 with their uses 1–9 opposite.

In conclusion, I think that the growth of eco-tourism is a positive trend but we need to make sure the term is fully understood by travel companies, local communities and, of course, the tourists themselves. Eco-tourism should minimise the negative effects of tourism and truly contribute to conservation efforts. This means co-operating with local people so that they can manage these natural areas.

Use of articles

The **indefinite article** a/an is used:

with singular countable nouns (when they are mentioned for the first time) 1

The **definite article** is used:

With previously mentioned nouns

With particular nouns when it is clear what we are referring to 2, 3, 4, 5

No article (the zero article) is used:

with uncountable, plural nouns used in their general sense,

6, 7, 8, 9

It is very important to proof read your answer carefully for errors after you finish writing.

3 There are FIVE errors in the use of articles in the paragraph below. Find them and correct them.

There are, however, some good examples of the eco-tourism. For example, staying in a homestay instead of large hotel means that the costs of your accommodation goes straight back into community. The homestay arrangements often include the meals so this means that local suppliers will benefit from your stay.

▶ **PART 1****Example questions**

- Do you get much free time?
- Tell me about what you most enjoying doing in your free time?
- Is it important for you to spend free time outside in the fresh air?
- Are you enthusiastic about outdoor activities?

(If yes – Tell me about the activities you enjoy doing outside?

If no – what is it about outdoor activities you don't like?)

▶ **PART 2****Example task**

Read the topic card below carefully.

You will have to talk about the topic for between a minute and two minutes.

You have one minute to think about and plan what you will say.

You can make notes if you wish to.

Describe a public or special event that you attended recently.

You should say:

- what the event was and where it took place
- who else attended the event
- what happened

and how you felt about your experience.

Follow-up questions (optional)

- What are some important events that take place each year in your country?
- Is there a local event that is important to your city, town or region?

▶ **PART 3****Example questions**

Let's talk some more about important events in people's lives.

- Is it important for people to have events that they can look forward to?
- Do you think people enjoy different kinds of events as they grow older?
- What are the most important events in people's lives? Why?
- What is the best way to remember a special event?

SECTION 1

SECTION 2

SECTION 3

SECTION 4

▶ Questions 1–10

Questions 1–2

Complete the notes below.

Write **NO MORE THAN ONE WORD** for each answer.

Advantages of mall walking:

- free exercise
- indoor activity – can avoid bad weather outside
- safe – no heavy 1 to worry about
- easy access to 2 and water

Questions 3–7

- 3 Anya found out about the mall walking programme
 - A on the mall website.
 - B from a friend.
 - C on a notice board.
- 4 Most mall walkers
 - A walk before starting work or college.
 - B start their walk at 9am.
 - C walk every weekday.
- 5 Mall walking groups meet at
 - A the entrance to the mall.
 - B the food court.
 - C the information kiosk.
- 6 The number of people who participate in each mall walk is usually
 - A fewer than 10.
 - B between 10 and 15.
 - C around 50.
- 7 Mall walks generally last
 - A half an hour.
 - B one hour.
 - C one and a half hours.

Questions 8–10

Complete the form below.

**Mall Walking Programme
Member Details**

First name: *Anya* Surname: **8**

Address: **9** 2 Burlington Street

Contact telephone number: **10**

Occupation: *Student* Start date: *4th February*

LISTENING MODULE

READING MODULE

WRITING MODULE

SPEAKING MODULE

SECTION 1

SECTION 2

SECTION 3

SECTION 4

► Questions 11–20

Questions 11–15

Answer the questions below.

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

11 Who works in the Beehive building?

.....

12 What nationality was the architect of the building?

.....

13 In which year did construction of the building start?

.....

14 How long did it take to construct?

.....

15 How tall is the building in metres?

.....

Questions 16 and 17

Which **TWO** facilities does the speaker mention?

16

17

Questions 18–20

What does the speaker say about the following features of the building?

Write the correct letter, **A, B** or **C** next to questions **18–20**.

- | | |
|---|--------|
| A | bronze |
| B | marble |
| C | steel |
| D | timber |

18 The staircase railings are made of

19 The floor of the banquet hall is made of

20 The floor of the entrance foyer is made of

- SECTION 1
- SECTION 2
- SECTION 3**
- SECTION 4

▶ Questions 21–30

Questions 21–24

Complete the summary below.

Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.

Advantages of Speed Reading

Many people read at an average rate of 21 words per minute. This means an average page in a book or document takes up to 22 minutes to read. Speed reading means that you can double the rate to 23..... words per minute so you can read the content in half the time. Another important advantage of speed reading is that you can better comprehend the overall 24 of an argument.

- SECTION 1
- SECTION 2
- SECTION 3
- SECTION 4**

Questions 25–30

Choose **THREE** letters A–G.

Which **THREE** things are discussed by the speakers?

25

26

27

- A ways to prepare for a speed reading test
- B making good use of the whole range of library services
- C using the internet as a resource to test your reading speed
- D what books and resources are available in the library
- E practical ways to improve reading speed
- F limitations of many speed reading techniques
- G the comparison between speed reading and sport

Which **THREE** types of text are mentioned by the speakers?

28

29

30

- A articles
- B assignments
- C books
- D dissertations
- E journals
- F reports
- G theses

Questions 31–40

Complete the notes below. Use **NO MORE THAN TWO WORDS** for each answer.

Eco-tourism

Aims:

To encourage tourists to travel in a responsible way

To reduce the 31 of tourism (for example, rubbish, 32 and criminal activity).

Alternative Tourism

Is different from traditional holidays (for example, beach and sightseeing holidays)

Examples:

33 and adventure trips

Sustainable Tourism

Shares the same 34 as eco-tourism

Travel is not restricted to 35 (can include travel to urban areas too)

Involves adhering to local 36 (for example, dress and language)

Voluntourism

Combines volunteering with tourism

Involves assisting with building work in local communities and participating in 37

Examples:

Tree planting in Costa Rica

Assistance with sustainable 38 in Cuba

Cleaning up local 39 in Jamaica

Animal conservation in 40 and Ecuador

You should spend about 20 minutes on Questions 1–13, which is based on Reading Passage 1 on pages 164 and 165.

The end of email?

More than 107 trillion emails are sent every year but its grip on your lives is loosening...

- A** For several years students of the internet have noticed that young people are abandoning email in favour of alternative electronic ways of staying in touch. A leading US internet research firm, ComScore, recently reported a 59% decline in the use of internet-based email services by 12 to 17 year-olds, an 18% decline among 25 to 35 year-olds, and an 8% fall among 35 to 44 year-olds. There are even signs that email is beginning to lose favour in the workplace too.
- B** Europe's largest IT company, Atos Origin, intends to scrap internal emails altogether. Its staff will still use email to correspond with clients and other businesses but to talk among themselves they will adopt a variety of newer services such as instant messaging services and older methods – namely talking face to face. The company's chairman prompted headlines around the world when he mentioned he had not sent an email in more than three years. But in fact a number of companies have been quietly moving away from using email as the primary way of communicating within the company. Intel, for example, has been experimenting with 'no-email Fridays' encouraging its engineers to solve problems by phone or face to face instead.
- C** The move, in part reflects the preferences of its workers, many of whom are under the age of 30. However, it is also happening because the volume of email is becoming unsustainable. Employees who usually get 200 emails a day, spend between five and 20 hours a week just clearing their inboxes. The distraction and time-wasting of email have been a regular part of office life for more than a decade. More than 107 trillion are now sent each year, of which half are spam. The rest are a mix of round robins, personal messages and badly written memos that pile up in archives and do little to boost productivity. Research shows that it takes 64 seconds to regain concentration after reading an email and when you consider that US office workers have been measured checking their emails and swapping windows on their computer screens an average of 37 times an hour, that adds up to major distraction.
- D** Employees will be expected to use collaboration and social media tools instead of email to communicate with co-workers. In English, that means newer types of electronic messaging services. One such service is instant messaging. Devised in the 1990s by people playing games on the net, instant messaging or IM is much simpler and more responsive than email. IM users can see when colleagues are online and then communicate in small, continuous trails of dialogues on their screens, much more like a phone call. These messages tend to be deleted as they go, thus avoiding clogged up email inboxes and archives. Less formal than email, they are also a far more efficient way of, for example, trying to arrange a meeting. IM or 'chat' facilities often form part of larger social networks, such as Facebook and Twitter.

- E** The immediacy of these synchronous messaging systems enable people to stay in touch and broadcast information to each other – their location, activities, plans and daily schedules – without the need for constant emailing. ‘Status updates’ in which users post a simple message that can be read by all their contacts, enable people to see and share information that might not be worth an email but can be useful nonetheless. All such ‘easy chat’ services were born of an engagement with the internet that just didn’t exist when email overtook the world of communication in the early 1990s.
- F** Until about a decade ago, most neuroscientists thought the brain stopped developing after childhood. But the constant distraction and torrent of information that we subject ourselves to – via email, surfing the web, TV, multi-tasking – is now thought to alter the way we think. The new technology is, in effect, rewiring our brains. Scientists have drawn parallels between the use of electronic communication and addiction to food stimulants that release small amounts of dopamine in the brain. We feel a buzz of excitement when a message arrives, which then fades, leaving us feeling flat and bored until the next one comes. But whether this makes us less productive is open to question. Research has found that people work better in bursts of concentration interrupted by breaks – even for pointless emails – than long sustained spells.
- G** There is still an estimated three billion email accounts in the world, a figure that dwarfs any other form of communication. Email also retains several distinguishing qualities. Unlike the galaxy of social networks and IM services on the internet – all requiring different accounts and often their own software – email systems are all fundamentally compatible. It doesn’t matter which programme you send it from. And even its annoyances contain advantages: email archives have proved to be hugely valuable, and because it is an asynchronous medium (the recipients choose when to open their messages) this means we can try and preserve some control over our time. This is not the end of email – it will remain a bedrock of businesses for some time to come. It’s simply the end of its monopoly.

Questions 1–6

The reading passage has seven paragraphs labelled **A–G**.

Which paragraph contains the following information?

Write the correct letter **A–G** in boxes 1–6 on your answer sheet.

NB You may use any letter more than once.

- 1 reasons for the appeal of social networking tools over email
- 2 a description of alternatives to email as a form of communication in the workplace
- 3 a reference to why one business plans to reduce its flow of internal email
- 4 a brief conclusion of findings on the effects technology has on our attention span
- 5 evidence of a decline in the popularity of email
- 6 a reference to some positive features of email as a form of communication

Questions 7–10

Write your answers in boxes 7–10 of your answer sheet.

List **FOUR** examples of information that can be communicated using the medium of Instant Messaging.

- 7
- 8
- 9
- 10

Questions 11–13

Complete the sentences below with words taken from the reading passage.

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

Write your answers in boxes 11–13 of your answer sheet.

- 11 Young people use social networking tools that provide the level of they want.
- 12 The advantage of social networking is that it puts people in control of the they see.
- 13 Email is an, so you don't know if someone has read your message.

You should spend about 20 minutes on **Questions 14–26**, which is based on Reading Passage 2 on pages 168 and 169.

Colour on the Brain

A scientific study reveals the different effects that colours have on the brain.

- A** Paint your room red if you want attention to detail and paint it blue to prompt creative thinking. This is the conclusion of a study into how colour is likely to affect the human mind. Scientists who monitored the performance of more than 600 people as they underwent a series of psychological tests found that red stimulated a person's attentiveness whereas blue stimulated the imagination and inspired more of a risk-taking attitude.
- B** The researchers found that the volunteers were unaware of the effect that colour had on their thinking and suggest that the findings could be used for anything from choosing the interior decoration of a school or university to the marketing of products and services. Previous research produced contradictory conclusions in terms of the benefit or otherwise of exposing people to a background colour of red or blue while asking them to carry out a thinking task, according to Juliet Zhu of the University of British Columbia in Vancouver, who carried out the study published in the journal *Science*. 'Prior research found conflicting results in terms of which colour – red or blue – leads to
- better performance', said Dr Zhu. 'We show that if the task requires detailed attention, red will help more, but if the task is creative in nature, blue will be more beneficial. It really depends on the nature of the task'.
- C** Humans, like other primates, have trichromatic, three colour vision, which evolutionists believe came about as a result of the need to distinguish easily between ripe and unripe fruit in a forest. But the influence of red and blue on our modern way of thinking is probably a learnt behaviour rather than being innate, Dr Zhu said. We think the difference between red and blue is due to learnt associations, she said. That's why I expect that if in another culture red is often associated with other meanings, we might not be able to replicate the results of this study. Thanks to stop signs, emergency vehicles and teacher's red pens, we associate red with danger, mistakes and caution. The avoidance motivation, or heightened state, that red activates makes us vigilant and so helps us to perform tasks where careful attention is required to produce a right or wrong answer.

- D** Blue meanwhile, is associated with a clear sky or an open ocean, and as such it is the colour that encourages us to think ‘outside the box’ and to be creative. It is also the colour of calmness and tranquillity. Dr Zhu explained, ‘Through associations with the sky, the ocean and water, most people associate blue with openness, peace and tranquillity. The benign cues make people feel safe without being creative and exploratory – not surprisingly, it is people’s favourite colour. Six different psychological tests were carried out on the volunteers. One involved a memory task; recalling 36 words within a two-minute period. People did better when the background colour on the computer screen was red, whereas blue led to more false recalls. Another challenged people to think of as many different uses for a pile of bricks as they could. Red or blue did not affect the total number of ideas, but blue did result in a significantly higher score in terms of the creative content of the idea.
- E** Several of the tests investigated how colour affects a person’s attitude to an advertising campaign. A red background stimulated a person’s attention to the detailed technological capabilities of a camera, whereas a blue background was more likely to stimulate ideas about what the camera could be used for. Similarly, an advertisement for a fictional brand of toothpaste was found to have a greater impact for a negative message, such as ‘cavity prevention,’ if red was used as the background colour. But blue had a greater impact for a positive message, such as ‘tooth whitening’. Dr Zhu said that the background colour used in advertisements could have subtly different effects on a potential consumer. When the background colour of ads was red, people formed more favourable evaluations of products featuring specific product details as opposed to evocative or creative messaging.
- F** However, blue produced the opposite effect. Dr Zhu said, ‘If we are setting up educational facilities that intend to enhance performance on detail-oriented tasks, such as memory and proofreading, or if we want people to remember important side-effects of medications, then the colour red should be more appropriate. However, if we want to set up a brain-storming session for a new product-development process or coming up with innovative ideas, then go with blue’. ‘Blue if you want to be creative, red if you want to be diligent’.

Questions 14–21

Complete the summary using the list of words, A–L, below.

Write the correct letter, A–L in boxes 14–21 on your answer sheet.

A recent study has found that the colour red can encourage people to produce **14** work and blue can make people **15** to take risks. Researchers conducted tests on volunteers to find out whether cognitive performance **16** when people saw red or blue. The volunteers performed a series of tasks with words or images displayed against red or blue backgrounds on computer screens. Red groups were **17** in tests of memory. They performed **18** on tests which required more creative responses, such as inventing different uses for a pile of bricks. Blue groups produced **19** ideas. The study also tested responses to advertising and found that advertisements which listed product details were **20** with the volunteers when displayed on red backgrounds. Advertisements which used imaginative designs were **21** than those displayed on blue backgrounds.

- A more successful
- B more detailed
- C less well
- D actually
- E increased
- F more effective
- G more appropriate
- H more popular
- I varied
- J more likely
- K more original
- L less appealing

Questions 22–26

Classify the following statements as referring to

- A red
- B blue

Write the correct letter **A** or **B** in boxes 22–26 on your answer sheet.

- 22 It may help people recall information more easily.
- 23 It may encourage people to experiment with ideas.
- 24 It may enable people to avoid dangerous situations.
- 25 It may make people less wary about taking risks.
- 26 It may enable people to concentrate more easily.

You should spend about 20 minutes on Questions 27–40, which is based on Reading Passage 3 on pages 172 and 173.

The Strange Sad Fate of the honey Bee

The world is losing the honey bee at an alarming rate – a trend that could have implications for us all...

- A** Thousands of American beehives were recently found to be almost empty and devoid of bees. They were thought to be victims of a malady called Colony Collapse Disorder (CCD). The problem has not been limited to America. Over the past few years, large numbers of colonies have been wiped out in Canada, South America, Asia and Europe.
- B** The malady occurs when most of the bees suddenly disappear from the hive leaving it with only queens, eggs or pupae ('the brood') and a few immature workers still remaining. The vanished bees – strangely never found – are thought to die singly far from home. The phenomenon is odd for various reasons. Firstly, bees never usually abandon a hive until the brood has hatched; their sophisticated in-built navigation system allows them to forage up to three miles from the hive and return safely. Secondly, when a colony dies, the honey left behind is usually raided by bees from other hives, yet these bees avoid the hives completely. And lastly, the incidence of the malady is very erratic. Some beekeepers report heavy losses while their neighbours maintain healthy hives.
- C** If honey bee populations continue to decline, it will, of course hit honey supplies. But far more disturbing is the effect it could have on flora. Most flowers rely on animals to pollinate them, and the honey bee is nature's premier pollinator, with a body perfectly designed to collect and spread pollen and a work ethic to match: one big colony containing up to 60,000 worker bees, can pollinate millions of flowers in a day. In a spiral of decline, as bee numbers drop, the remaining islands of wild flowers may not be pollinated and some could simply die out. Especially at risk are rare varieties and the insect and animal species that depend on them.
- D** Scientists remain puzzled by the decline in bee populations. However, they believe that there has been widespread damage to the bees' immune system. In America, bees are hauled around the country to pollinate crops. Their environment is altered to keep them working, by moving them to warmer spots in winter so that the queen keeps laying and producing more workers. One theory is that the bees' immune systems get damaged in the process. Another sees the cause in the disruptive effects of climate change, while others again trace it to one of two well-known bee diseases. When honey bees are kept as a business (for honey production or hired out to fruit farmers as pollinators) their colonies are kept close together. This allows disease to spread easily despite them being treated with antibiotics to keep them producing. In stressed conditions bees may more easily fall victim to viruses that normally would do them little harm. More fancifully, some even blame mobile phones, which are said to interfere with bees' navigation systems. The impact of all such factors (except the last) is exacerbated by the shrinking size of the gene pool – most beekeepers having filled their apiaries with just one type of bee from Italy, renowned for its honey and gentleness.
- E** Bees have also suffered from pesticides sprayed on crops and in open spaces such as parks. The pesticides attack the nervous system and disorientate them, interfering with the bees, vital communication skills – in particular the 'waggle dance' they use to tell other workers where nectar and pollen can be found. One such pesticide was banned in France following heavy winter bee deaths.

- F** The first recorded case of disappearing bees was in America 150 years ago, and, ever since, large numbers have vanished at regular intervals throughout North America, Europe and Australia. These losses have been given many different names: disappearing disease, spring dwindle, May disease or autumn collapse. In America, there were 5.9 million maintained colonies in 1947; today there are only 2.44 million. If bees keep disappearing at this rate, it is estimated that there will be none left in America by 2035.
- G** 'If the bee disappeared off the surface of the globe' the mathematician Albert Einstein is reputed to have said, 'then man would only have four years of life left'. This may be an exaggeration but scientists believe that if the honey bee did disappear, farming as we know it would collapse. More than 90 commercial crops – from apples, peaches and citrus fruits to

strawberries and blackberries, to nuts, carrots, broccoli and onions – are pollinated by bees. So is cotton and much livestock fodder, such as clover. A study by Cornell University found that bees helped produce around 60 billion dollars worth of food around the world – fifteen billion dollars in the US alone, where many commercial beekeepers take their hives on a five month tour of the country, pollinating California's lucrative almond trees, for instance, then Florida's citrus trees and Maine's blueberries. Without bees, wind-pollinated grasses would continue to grow, but flowers and vegetable beds would be devastated, and there would be far less food for birds and mammals to eat. It has been calculated that the 'service' that bees provide is essential for the production of one in three of our mouthfuls of food. In southern Sichuan in China, where honey bees have been wiped out, pear trees have to be pollinated by hand – an extremely labour intensive business.

Questions 27–33

The reading passage has seven paragraphs, A–G.

Which paragraph contains the following information?

Write the correct letter A–G in boxes 27–33 on your answer sheet.

NB You may use any letter more than once.

- 27 the contribution bees make to the survival of less common plant species
- 28 one unlikely explanation for the decline in bee numbers
- 29 a definition of the killer condition affecting bees
- 30 one example of an alternative way to pollinate crops
- 31 the damaging effects of chemicals on bees
- 32 several names previously used to refer to the fall in bee population
- 33 some puzzling features of Colony Collapse Disorder

Questions 34–36

Complete the sentence with **ONE WORD AND/OR A NUMBER** from the reading passage for each answer.

Write your answers in boxes 34–36 on your answer sheet.

- 34 There may be a link between the ability of bees to return to their hives and exposure to frequencies from
- 35 Many crops including fruit and vegetables rely on bees and these include food such as which cows eat.
- 36 In total, bees contribute approximately \$..... to global food production.

Questions 37–40

Which **FOUR** factors linked to the decrease in bee numbers are mentioned in the text?

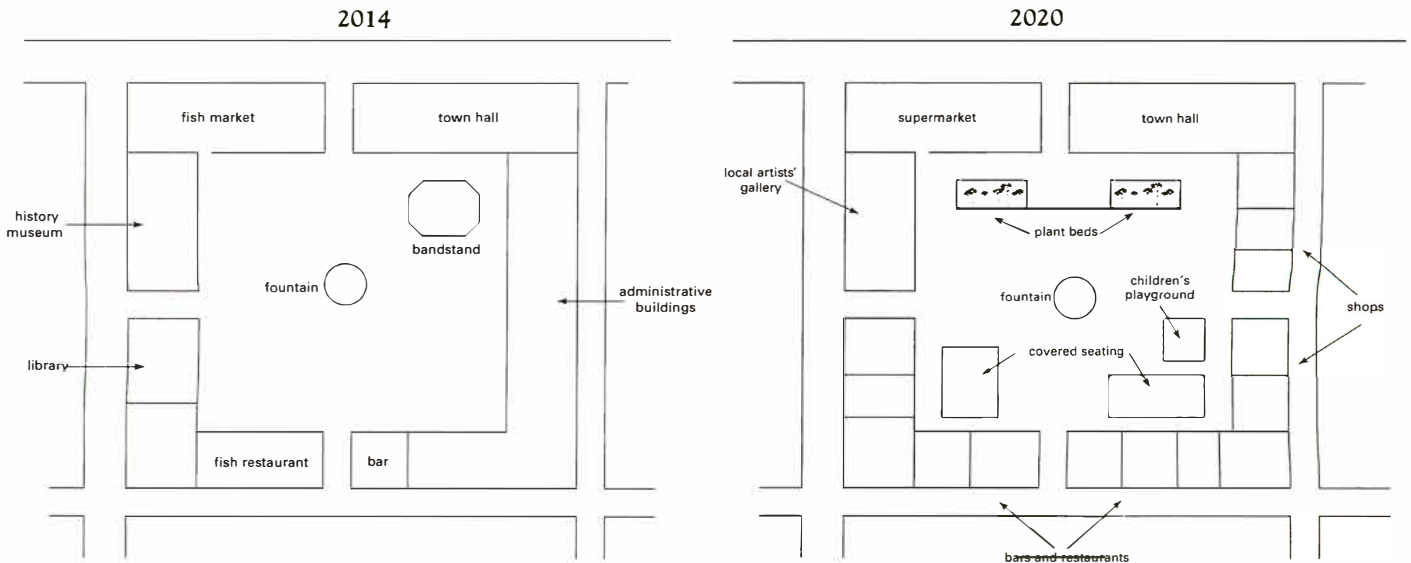
Choose **FOUR** letters A–G and write them in boxes 37–40 on your answer sheet.

- A climate change
- B genetically modified crops
- C hive invasion by insects
- D lack of genetic biodiversity
- E malnutrition
- F migratory beekeeping
- G pesticides

You should spend about 20 minutes on this task.

The diagram below shows a town square and surrounding area in 2014 and the plans for development of the area to be completed by 2020. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Describing changes to a map or plan

Task guide

- ▶ In Writing Task 1 you may have to describe changes illustrated on a diagram, map or plan.
- ▶ There will normally be two diagrams showing a past and present situation or in the first diagram how a place looks now while the second diagram shows a number of proposed changes.
- ▶ Occasionally, this task will require you to describe the development of a product design.
- ▶ Look carefully at the dates at the top of the diagram. If changes have already been made, you will need to use mainly the present perfect. If changes are planned in the future, you will need to use a range of future forms, including future perfect.
- ▶ These tasks are designed to give you the opportunity to show that you can use a range of structures. Vary the forms you use to show what you are capable of.
- ▶ As with reports describing figures, the aim is to give an overview of the information presented, then **select the most important information and summarise it**. Describe the most obvious changes that will clearly affect people the most.
- ▶ It will not be possible to describe everything the figure shows in 150 words. However, the diagrams will be designed to include a realistic amount of information and you must ensure you describe the major changes you can see.
- ▶ You do not need to give explanations or express an opinion about what the diagram shows.
- ▶ Remember that tasks in the Writing test will be marked according to the criteria described on page 134 – **content, organisation and use of language**.

Step-by-step guide

▶ **Step 1 – Make sure you understand what the diagrams show**

Use some of the 20 minutes you have looking carefully at the diagrams and make sure you understand exactly what they show before you start writing.

Answer the questions.

- 1 Do you have to describe changes that have been made or changes that will be made?
- 2 How could you divide the changes roughly into two separate groups?
- 3 Does access to the square change in any way? If so, how?

▶ **Step 2 – Identify salient information**

Answer the questions to help you identify some of the more salient information.

- 1 How does access to the square differ in the second diagram?
- 2 Which two features labelled on the first diagram are not affected by the changes?
- 3 How many of the buildings around the square labelled on the first diagram will be affected?
- 4 Which feature labelled in the square on the first diagram will go?
- 5 How many new features in the square itself are labelled in the second diagram?

▶ **Step 3 – Organise your description**

- 1 How should you start your description?
 - A by paraphrasing the instructions and showing that you understand what sort of changes are planned
 - B by identifying one main building or feature that will be replaced by another
 - C by stating which buildings and features will not be affected by the development

- 2 What would be the best way to order points in the description?
 - A to work around the diagram in a clockwise direction from the top left corner describing each building or feature in turn
 - B to describe changes to the buildings and then changes to the square itself (or vice versa)

▶ **Step 4 – Use appropriate language**

Choose the correct option in each sentence below about the development to the square and buildings.

- 1 By 2020, some significant changes will *have been made / be made* to both the town and ...
- 2 The town hall *will remain / remains* but all the administrative buildings will *replace / be replaced* by new shops.

Complete each sentence below.

- 3 Presently, it is possible
- 4 The plan is to make the square accessible from all four sides, which will mean
- 5 What is now the history museum
- 6 The bandstand will be pulled down. In its place

Now write your answer to Task 1.

There is a sample report on page 212.

You should spend about 40 minutes on this task.

Write about the following topic:

Concern for the environment is growing and more and more people are choosing to recycle. But some people suggest that recycling is not enough. They believe we need to consume less.

Discuss both these views and give your own opinion.

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

Write at least 250 words.

There is a sample answer on page 212.

Language Guide Box

Language Study: Pronouns and referencing

1 Read the introduction to the answer for Task 2.

Replace the underlined words with the pronouns below to make the text flow more easily. Note there are more pronouns than you need to use.

it its our them they these we us

More and more people are recycling. In fact, 1 people can see recycling bins everywhere – 2 recycling bins can be found on street corners and outside supermarkets – with different colour bins for different products from glass bottles to clothing. 3 People also have constant reminders to separate out our newspapers and tin cans by way of advertisements and leaflets. 4 Advertisements and leaflets explain why recycling is important and emphasise the many benefits associated with 5 recycling. But it is debatable whether 6 recycling is really worth the cost.

2 Complete the gaps with a correct pronoun.

Some people believe 1 need to focus more on the amount of waste 2 are producing in the first place. 3 think that advertisements promoting recycling should be replaced by those

encouraging 4 as consumers to buy no more than we need. Supermarkets should stop using promotions that tempt 5 to buy three cans of soup for the same price as two. 6 should also stop giving customers plastic bags free of charge.

3 Choose the correct answer.

Some people believe we all need to focus more on the amount of waste 1 we/they are producing in the first place. 2 They/We think that advertisements promoting recycling should be replaced by 3 them/those encouraging us as consumers to buy no more than we need. Supermarkets should stop using promotions that tempt 4 us/them from buying three cans of soup for the same price as two. They should also stop giving 5 their/our customers plastic bags free of charge. Introducing a small charge for each plastic bag will encourage us to reuse 6 their/our old ones.

There is a sample answer on page 212.

▶ PART 1

Example questions

- Do you like to travel around or stay in one place when you're on holiday?
- What has been your most interesting travel experience?
- Do you prefer to go on a long holiday or a short holiday? Why?
- What do you think people can learn from travelling to different countries?
- What do you think people find interesting about travelling around your country?

▶ PART 2

Example task

Read the topic card carefully.

You will have one minute to talk about the topic for one to two minutes.

You have one minute to think about what you are going to say.

You can make notes to help you if you want.

Talk about a time when you helped someone.

You should say:

- who you helped
- when you helped him/her
- what kind of help you provided

and explain why it was important for you.

▶ PART 3

Example questions

- How much satisfaction do you think people get from helping others?
- Do you think people who do jobs that involve helping others get paid enough? Why? Why not?
- What personal qualities do people need to do jobs that involve caring for others?
- Do you think that paying a lot of money always means that you get good service?
- Do you think that peoples' attitude to helping others is different now compared with in the past?
- Some people say that there is less consideration for others these days. What do you think?

GENERAL TRAINING MODULE

Tests A and B

▶ **Questions 1–14****Questions 1–7**

Read the extract from a webpage about the London Marathon on the following page.

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

In boxes 1–7 on your answer sheet, 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 A payment of £100 will secure a place in the NSPCC team.
- 2 There is a minimum amount that NSPCC team runners are expected to raise.
- 3 It is not too late for runners who have already been offered a London Marathon place to join the NSPCC team.
- 4 Runners who run with their own place will need more training than NSPCC team runners.
- 5 NSPCC runners can communicate with one another before the event.
- 6 NSPCC runners can count on encouragement from spectators.
- 7 NSPCC team runners will be given food and drink during the race.

VIRGIN LONDON MARATHON

Date of event: 21 April

Run for the NSPCC

Each year, thousands of people from across the UK come together to be part of the NSPCC's London Marathon running team, raising vital funds for vulnerable children in the UK.

Looking for an NSPCC charity place?

Complete our online enquiry form to express your interest in an NSPCC place in the next Virgin London Marathon.

A £100 registration fee will be payable on application (refundable if we're unable to offer you a place). Places are based on strength of application, so we will ask you to include as much detail as possible. Successful applicants must commit to raise at least £2,000.

Run for us with your own place

If you were successful in securing a place in the ballot or other Virgin London Marathon entry scheme, and would like to run for the NSPCC, we'd love to welcome you to the team!

Register as an own place runner and receive the same support as our charity place runners, we just ask that you raise as much as you can for vulnerable children.

Join the NSPCC team today

We'll support you every step of the way

As part of the NSPCC team, you will receive full support throughout your marathon journey, including:

- An exclusive training day with marathon training experts in January.
- Comprehensive training plans for all levels of experience.
- NSPCC runners Facebook page to chat to your team mates.
- A dedicated London Marathon team at the NSPCC, on hand with first class fundraising support.
- A huge team of NSPCC supporters cheering you on along the route.
- A well deserved massage and refreshments soon after you've crossed the finish line.

Enquire now

If you have any questions, please take a look at our Frequently Asked Questions.

You can also contact us by completing our online enquiry form, calling 020 7825 2621 or sending an email to running@nspcc.org.uk.

How your money helps

Every penny you raise by taking part in this fantastic event will go towards offering support and advice to vulnerable children across the UK who need our help.

We want to protect the most vulnerable children in society, as well as being there for every child who needs us through services like ChildLine and the NSPCC helpline.

NSPCC = National Society for the Prevention of Cruelty to Children

READING MODULE

WRITING MODULE

SECTION 1

SECTION 2

SECTION 3

Questions 8–14

Read the leaflet about food poisoning on the following page.

Complete the sentences below.

Choose **NO MORE THAN TWO WORDS** from the text for each answer.

Write your answers in boxes 8–14 on your answer sheet.

- 8 Different germs and chemicals produce different
- 9 Food might be even when it appears to be fine.
- 10 All contains germs, but particular care must be taken with meat and poultry.
- 11 It is preferable to frozen meat and poultry rather than cook it directly.
- 12 The food of should not come into contact with the food you eat.
- 13 Hiring is the best option if you want to provide food for a large number of people.
- 14 If you are suffering from food poisoning, clean your living space more rigorously. The of the washing machine is advisable for any clothes or bedding affected.

Advice sheet on food poisoning

What is it?

Food poisoning is an illness which occurs after eating or drinking anything that is contaminated by germs or sometimes chemicals.

What are the symptoms?

Symptoms depend on the type of germ or chemical, but diarrhoea, sickness, stomach pains and sometimes fever and headache are the most common. Illness may last for only a day or continue for one or two weeks.

How can I tell if food is contaminated?

You can't! Even food which looks and tastes fresh can cause food poisoning.

What can I do to avoid food poisoning?

Raw food, especially meat and poultry, contains germs which can cause food poisoning. To stop these germs getting onto food:

- Store raw and cooked food apart. Raw meat must always be kept on the bottom shelf of the fridge.
- Use separate utensils and chopping boards for raw and cooked foods.
- Wash your hands with soap in warm running water after handling raw food.
- Do not eat food while handling it.

To kill the germs before you eat food:

- Thaw frozen poultry and joints of meat completely before cooking. Meat should be thawed in the bottom of the refrigerator.
- Cook food thoroughly. Poultry should always be cooked until the juices run clear.
- If you want to keep food for later, cool it quickly and put it in the fridge as soon as possible or keep it hot in the oven. If food is stored at the right temperature, germs cannot grow.

To keep other germs off food:

- Do not eat foods made with raw eggs, e.g. homemade mayonnaise, some mousses and desserts.

- Do not drink unpasteurised milk and do not drink milk from bottles which birds have pecked.
- Keep pets and pet food away from food, work surfaces and utensils.
- Wash your hands after using the toilet, before and after preparing food, after handling pets and after emptying the waste bin.
- Keep food covered.
- Do not store food in open tins in the refrigerator.

Having a party?

- Follow the advice in this leaflet.
- Do not prepare food too far in advance.
- If you invite a lot of guests, use commercial caterers who have the equipment to prepare and store large amounts of food safely.

If I am suffering from food poisoning, is there anything I should do while I am ill?

- Wash hands with soap in warm running water and dry thoroughly, especially when preparing food and after using the toilet.
- Avoid close contact with other people until sickness and diarrhoea has stopped.
- Avoid preparing food for other people.
- Clean toilet seats, flush handles, door handles and taps frequently with hot soapy water and disinfectant.
- Soiled clothes and bedding should be washed separately in the washing machine on the hottest cycle.

Will I need to take time off work/school?

You must stay away from work or school until at least 48 hours after you begin to feel better. If your work involves handling food, nursing or working with the young, sick or elderly, you must tell your employer.

READING MODULE

WRITING MODULE

SECTION 1

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▶ **Questions 15–29****Questions 15–19**

Read the online information about student part-time jobs on the following page.

The reading passage has six sections, **A–F**. Which section contains the following information? Write the correct letter **A–F** on your answer sheet.

NB You may use any letter more than once.

- 15 a warning about the temptation of getting distracted for short-term financial gain
- 16 advice about remembering a fundamental objective
- 17 an explanation of rules that apply to some students and not others
- 18 a warning about the possibility of exhaustion
- 19 a suggestion that working while you are a student will improve your chances of employment in the future

Questions 20–22

Answer the questions below.

Write **NO MORE THAN FOUR WORDS OR A NUMBER ONLY** from the text for each answer.

Write your answers in boxes 20–22 on your answer sheet.

- 20 Which phrase in section B means *abilities that can be used in more than one situation*?
- 21 What is recommended as a reasonable amount of time to dedicate to a part-time job?
- 22 What name is given to the amount you must exceed before you start paying tax?

Part-time jobs: how to balance work and play

A Whether you're currently a student looking to take on a part-time job to cover your living costs or a graduate needing cash to tide you over while you get on the career ladder, getting part-time work can be essential to keeping your finances in order.

However, you mustn't burn yourself out and become ineffective. It's easy to take on too much and suddenly find there's no time for fun.

B And stretch...

We all need to stretch ourselves to reach our potential, and that includes funding our way through university and after university. This is also something that future employers wish to see. By getting a part-time job you're learning important transferable skills that you can make the most of later. You'll also earn yourself a bit of extra cash.

C ...But be realistic

While stretching to reach your full potential, make sure you're realistic about what you can physically manage and what other commitments you have. Remember that the National Association of Student Employment Services suggests a sensible work limit of no more than 15 hours per week.

If you're still at university, write a priorities list with how many hours you need to spend in lectures, how many you need to spend on coursework and how many you realistically need for yourself. Whatever's left over can be put to good use in a part-time job – it's certainly more productive than watching day-time TV.

If you're job hunting for your graduate career then you need to put time aside to actively look for work and this can be very time-consuming. Don't lose sight of your end goal and become so engrossed in your day-to-day part-time job that you forget what you're doing it all for!

D Money, money, money

Once you have a part-time job and your hours are set, it can be very easy to think only about the money if you're offered extra shifts. While a little more cash might be welcome – and good for your bank account – make sure you don't take on more than you can handle. The last thing you want is to spoil your work-life balance or miss out on a proper full-time graduate job because you couldn't say no to another £30.

E Paying tax

Taxes can get very complicated as a student or part-time worker and you need to stay on top of things to get the most out of your part-time job. If you're a student and working in your holidays, you won't need to pay tax – you just have to ask for a P38S Student Employees form from your employer to prove you're exempt. However, if you're working during term time or are a graduate trying to earn some extra cash while job-hunting, you will have to pay tax, but only if you earn more than your Personal Allowance.

Read our guide to taxes if you're unsure – being aware of the laws surrounding your own taxes could save you a lot of money.

F Time to relax

The most important thing about working part-time is to ensure there's still at least some relaxation. If you're studying or looking for work all day and then having to go straight into a long evening shift, you'll quickly resent the fact that you've got no free time.

If you're desperate for the cash, see if budgeting better can help to reduce overheads and free up some time. Remember those priorities!

READING MODULE

WRITING MODULE

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Questions 23–29

Read the article about top paying jobs on the following page.

Choose the correct job for each statement from the list of jobs below.

Write your answers in boxes 23–29 on your answer sheet.

- 23 People will ask questions about your past.
- 24 The work keeps you fit.
- 25 Not many people want such a dangerous job.
- 26 Some people feel the job is not respectable.
- 27 The profession was especially popular at a certain time.
- 28 People with low educational attainment get a second chance.
- 29 Quick promotion is a possibility.

List of jobs

- A estate agent
- B firefighter
- C air traffic controller
- D salesman
- E electrician

Top five best-paying jobs without a degree

While most people now aspire to go to university after high school, not everyone can. There are all sorts of reasons why young people choose to get into the job market sooner rather than later, and some of them are earning very healthy salaries. We've put together a list of the top five most popular careers that offer high income opportunities without you having to have letters after your name.

1. Estate agent

Annual salary – anything between £20,000 and £100,000

Being an estate agent requires a licence but anyone interested needs only a few formal qualifications. During the property boom of the late nineties, many people became licensed estate agents and the market became very competitive. If you're dedicated, however, you can make a very good living. The downside is that you'll be permanently on call, you'll work weekends, and you'll probably have to survive periods with little or no income.

2. Firefighter

Annual starting salary – £20,000 / annual salary for trained firefighter – £30,000

The attraction is the sense of reward and the fact that you'll be seen as a hero. You'll be out there saving lives and property and, what's more, you'll stay in great shape. Most firefighters have a reasonable set of exam results but a degree is not required. If you stay with a battalion, you can soon work through the ranks and take on a leadership role. However, bear in mind work can be physically draining and the risk factor is extremely high.

3. Air Traffic Controller

Annual salary – upwards of £80,000

You don't need a degree to apply, but, if initially accepted, you'll have to take classes and pass stringent tests. Both your medical history and social background will be rigorously checked. Pay can be very generous but being responsible for the safety of thousands of people every day is immensely stressful.

4. Salesperson

Annual salary – anyone's guess!

You don't need a post-school education to be a salesperson – just an iron will and a very thick skin. The appeal is that you earn what you're worth and there are no limits. The drawback is the lack of stability, together with constant rejection and occasional disapproval of what you do for a living.

5. Electrician

Annual salary: £20,000 – £36,000

The great thing about learning a trade is that even those who failed dismally at school get a second bite at the cherry. Of course, you need basic intelligence to learn complex, potentially dangerous skills but the process of becoming an electrician is fairly painless. Not surprisingly, the queue to work with high voltage isn't long so there's usually plenty of work around for those willing.

READING MODULE

WRITING MODULE

SECTION 1

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▶ **Questions 30–40****Questions 30–31**

Read the article about Neanderthals on page 191.

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

Write your answers in boxes 30–31 on your answer sheet.

- 30 What is it that scientists have until this research been unable to understand?
- A how Neanderthals communicated and grew food during the Stone Age
 - B why Homo sapiens had bigger brains than Neanderthals
 - C how Homo sapiens managed to outlast Neanderthals
 - D why Neanderthals had poor eyesight
- 31 What did the research team base their investigations on?
- A some Neanderthal skulls and some slightly older human skulls
 - B a larger number of human skulls than Neanderthal skulls
 - C measurements of the inside of a Neanderthal skull
 - D previous research which they knew was correct

Questions 32–34

Which of the following information about Neanderthals and Homo sapiens is provided in the passage?

Choose **THREE** letters **A–G**.

Write your answers in boxes 32–34 on your answer sheet.

- A Neanderthals' visual cortex was about the same size as their eye sockets.
- B Neanderthals probably spent more time in relative darkness than did Homo sapiens.
- C Neanderthals had heavier skeletons than Homo sapiens.
- D Neanderthals were less physically adept than Homo sapiens.
- E Neanderthals had significantly smaller brains than Homo sapiens.
- F Neanderthals were more socially adept than Homo sapiens.
- G Neanderthals may have suffered due to conducting an insufficient amount of trade.

READING MODULE

WRITING MODULE

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Question 35

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

Write your answer in box 35 on your answer sheet.

The research team's overall conclusion was that ...

- A Neanderthals' brains were too small to control their large bodies.
- B Homo sapiens survived longer than Neanderthals due to their superior intelligence.
- C Neanderthals were less intelligent than had previously been thought.
- D The brains of Neanderthals were geared in a way that did not ultimately benefit them.

Questions 36–40

Complete the summary. Use **NO MORE THAN THREE WORDS** from the passage for each answer.

Write your answers in boxes 36–40 on your answer sheet.

Previous studies and emerging evidence

Study of Neanderthal skulls and 36 images helped researchers conclude that although Neanderthals and Homo sapiens had 37, their mental development differed. Other evidence suggests that some Neanderthals and Homo sapiens may have shared 38 rather than fight over them. Modern humans may have Neanderthal 39 as a result of possible interbreeding. However, Neanderthals did not survive, and this may be largely due to their inability to build 40

Science shows why you're smarter than a Neanderthal

Neanderthals never invented written language, developed agriculture or progressed past the Stone Age. At the same time, they had brains just as big in volume as modern humans'. The question of why we *Homo sapiens* are significantly more intelligent than the similarly big-brained Neanderthals—and why we survived and proliferated while they went extinct—has puzzled scientists for some time.

A study by Oxford researchers provides evidence for a novel explanation. As they detail in a paper published today in the *Proceedings of the Royal Society B*, a greater percentage of the Neanderthal brain seems to have been devoted to vision and control of their larger bodies, leaving less mental real estate for higher thinking and social interactions.

The research team, led by Eiluned Pearce, came to the finding by comparing the skulls of 13 Neanderthals who lived 27,000 to 75,000 years ago to 32 human skulls from the same era. In contrast to previous studies, which merely measured the interior of Neanderthal skulls to arrive at a brain volume, the researchers attempted to come to a "corrected" volume, which would account for the fact that the Neanderthals' brains were in control of rather differently-proportioned bodies than our ancestors' brains were.

One of the easiest differences to quantify, they found, was the size of the visual cortex—the part of the brain responsible for interpreting visual information. In primates, the volume of this area is roughly proportional to the size of the animal's eyes, so by measuring the Neanderthals' eye sockets, they could get a decent approximation of the visual cortex as well. The Neanderthals, it turns out, had much larger eyes than ancient humans. The researchers speculate that this could be because they evolved exclusively in Europe, which is of higher latitude (and thus has poorer light conditions) than Africa, where *H. sapiens* evolved.

Along with eyes, Neanderthals had significantly larger bodies than humans, with wider shoulders, thicker bones and a more robust build overall. To account for this difference, the researchers drew upon previous research into the estimated body masses of the skeletons found with these skulls and of other Neanderthals. In primates, the amount of brain capacity devoted to body control is also proportionate to body size, so the scientists were able to calculate roughly how much of the Neanderthals' brains were assigned to this task.

After correcting for these differences, the research team found that the amount of brain volume left over for other tasks—in other words, the mental capacity not devoted to seeing the world or moving the body—was significantly smaller for Neanderthals than for ancient *H. sapiens*. Although the average raw brain volumes of the two groups studied were practically identical (1473.84 cubic centimetres for humans versus 1473.46 for Neanderthals), the average "corrected" Neanderthal brain volume was just 1133.98 cubic centimetres, compared to 1332.41 for the humans.

This divergence in mental capacity for higher cognition and social networking, the researchers argue, could have led to the wildly different fates of *H. sapiens* and Neanderthals. "Having less brain available to manage the social world has profound implications for the Neanderthals' ability to maintain extended trading networks," Robin Dunbar, one of the co-authors, said in a press statement. "[They] are likely also to have resulted in less well developed material culture—which, between them, may have left them more exposed than modern humans when facing the ecological challenges of the Ice Ages."

Previous studies have also suggested that the internal organisation of Neanderthal brains differed significantly from ours. For example, a 2010 project used computerised 3D modelling and Neanderthal skulls of varying ages to find that their brains developed at different rates over the course of an individual's adolescence as compared to human brains despite comparable brain volumes.

The overall explanation for why Neanderthals went extinct while we survived, of course, is more complicated. Emerging evidence points to the idea that Neanderthals were smarter than previously thought, though perhaps not smart enough to outmanoeuvre humans for resources. But not all of them had to—in another major 2010 discovery, a team of researchers compared human and Neanderthal genomes and found evidence that our ancestors in Eurasia may have interbred with Neanderthals, preserving a few of their *genes* amidst our present-day DNA.

Apart from the offspring of a small number of rare interbreeding events, though, the Neanderthals did die out. Their brains might have been just as big as ours, but ours might have been better at a few key tasks—those involved in developing social bonds in particular—allowing us to survive the most recent glacial period while the Neanderthals expired.

READING MODULE

WRITING MODULE

Task 1

Task 2

You should spend 20 minutes on this task.

You live in a house opposite some very inconsiderate neighbours. They are making life difficult for you and other people living in the street. You have spoken to them about their behaviour but nothing has changed. You want the council (local authority) to take some action.

Write a letter to the local council. In your letter

- *explain the problem.*
- *describe what these neighbours are doing.*
- *say what you (and other neighbours) want the council to do.*

Write at least 150 words.

You do **NOT** need to write your address.

Begin your letter as follows:

Dear Sir or Madam,

There is a sample answer on page 213.

You should spend 40 minutes on this task.

You have been asked to write about the following topic.

As greater numbers of people move to cities and as cities expand in size, city life loses its appeal.

To what extent do you agree or disagree?

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

Write at least 250 words.

There is a sample answer on page 213.

READING MODULE**WRITING MODULE****SECTION 1****SECTION 2****SECTION 3**▶ **Questions 1–17****Questions 1–9**

Read the information about Auckland Zoo on the following page.

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

In boxes 1–9 on your answer sheet, write

TRUE	<i>if the statement agrees with the information.</i>
FALSE	<i>if the statement contradicts the information.</i>
NOT GIVEN	<i>if there is no information on this.</i>

- 1 The tour takes place when the zoo is closed to the public.
- 2 Participants can assist in the feeding of different species during the tour.
- 3 Tour participants get a CD free of charge at the beginning of each tour.
- 4 Participants are welcome to bring their own camera on the tour.
- 5 Tours operate on a weekend basis only.
- 6 There is a free car park for visitors to the zoo.
- 7 A minimum of four people are permitted on each tour.
- 8 Latecomers are always refused entry to the tour.
- 9 Participants are required to attend a talk on keeping safe prior to the tour.

AUSSIE WALKABOUT EXPERIENCE

Go behind the scenes at Auckland Zoo and come eye to eye with some of our Australian neighbours. Come to the zoo before opening hours and experience the morning sights and sounds. Help the keepers feed the emus, wallabies and kangaroos in the Aussie Walkabout and take breakfast to the cheeky rainbow and musk lorikeets.

Tour features

- A small group fully escorted by an experienced guide.
- Your guide will photograph you immersed in your tour. The photos will be recorded onto a complimentary CD, which you will receive at the tour conclusion. A fantastic visual record of your unforgettable experience.

Price

Adult/Child – \$75 per person.

Tour dates and times

The Aussie Walkabout tour runs on Thursday, Friday and Saturdays – departing from the Information Centre at 8.00am. This tour is approximately an hour and a half in duration – finishing at 9.30.

Important things to know

- Group sizes vary from two to four people.
- The minimum age for this tour is six years and if you are under fifteen years of age you must be accompanied by a paying adult.
- Wear flat, enclosed shoes and appropriate clothing for the weather conditions.
- Please do not wear any loose jewellery or red clothing.

Arrival details

Participants must arrive at the zoo by 8.00am. If you arrive after this time there will be no opportunity to join the group, so please ensure you allow ample time for travelling and parking in the car park near the entrance. Your guide will give the group an initial personal safety briefing before the tour starts. Participants should note this is compulsory.

READING MODULE

WRITING MODULE

SECTION 1

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Questions 10–17

Read the information about volunteering on the following page.

The passage has seven paragraphs labelled **A–G**.

Which paragraph mentions the following?

Write the correct letter, **A–G**, in boxes 10–17 on your answer sheet.

NB You may use any letter more than once.

- 10 How frequently you can volunteer.
- 11 Why people decide to volunteer.
- 12 What kind of people choose to volunteer.
- 13 What specific duties volunteers can choose to undertake.
- 14 What training opportunities are open to volunteers.
- 15 What kind of duties are unavailable to volunteers.
- 16 What a volunteer is.
- 17 How long the volunteering program has been running.

Volunteering at Museum Victoria

A

A volunteer is someone who freely gives their time and skills to an organisation in order to help it further its goals. Volunteers are unpaid for their contribution to the organisation but are highly regarded for the assistance they give.

B

People choose to volunteer with Museum Victoria for a number of reasons including a desire to help preserve and promote Victoria's cultural and natural heritage. They may also wish to share their talents with museum staff and visitors or develop new skills.

C

Our volunteers come from diverse backgrounds and are aged between 17 and 90. They include students, retirees, full-time and part-time workers, parents and job seekers. For over a century the volunteer program has encouraged a wide range of participants in Museum Victoria activities. Everyone has something to offer.

D

Most 'Front of House' roles such as assisting visitors when they arrive are available every day that the museum is open. Behind the scenes or 'Back of House' roles such as providing assistance with administration tasks including cataloguing and photocopying are usually available on weekdays. There are no regular evening voluntary positions though some special events may occur in the evening.

E

Volunteers cannot undertake core business. There are no voluntary positions that involve the handling of money, such as ticketing, working in the museum shop or finance department, or which involve a duty of care for visitor or collection safety.

F

Most volunteers commit to a weekly or fortnightly rostered position but this is flexible. A shift can be between two and six hours long. Our guidelines are at least 24 hours per year or an average of two hours per month and no more than 832 hours per year or an average of 64 hours per month.

G

We have an extensive professional development program that volunteers can take advantage of. It is part of the volunteer agreement with Museum Victoria that development opportunities will be provided on an ongoing basis to support volunteer roles.

READING MODULE

WRITING MODULE

SECTION 1

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SECTION 3

▶ **Questions 18–33**

Questions 18–24

Read the information from a leaflet on the following page.

Complete the notes below.

Choose **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes 18–24 on your answer sheet.

Points to consider when a person stands all day at work:

Changes in working/standing position

- Use a 18 to rest your legs and move from one position to the another at regular intervals.

Footwear

- Select shoes with adequate support for the 19

Soft Flooring

- Select materials such as timber and 20
- Can decrease the risk of tiredness and accidents such as 21

Anti-fatigue mats

- Use 22 material on oily surfaces.

Anti-slip mats

- May cause a 23 sensation in the feet.
- The wearing of 24 may improve comfort.

Anti-fatigue mats

Anti-fatigue mats are designed to lessen tiredness caused by standing for long periods on hard surfaces. When considering their use, there are several factors that should be considered at the same time. Work should be organised so that the worker has some choice about his/her working position and an opportunity to change position frequently. A workplace that includes a footstool increases the variety of body positions and encourages frequent changes between them.

Footwear is a factor which may further reduce the harmful effects of prolonged standing. Shoes should provide cushioning for both the arch and heel while providing comfort to the wearer.

The type of flooring used in the workplace has an equally important influence on comfort, especially on tender feet. Hard, unyielding floors, like concrete, are the least comfortable surfaces to work on. Wood or cork – anything that provides some elasticity – is gentler on the feet. More than that, softer floor coverings reduce fatigue and improve safety by reducing slips and falls on slippery floors.

Anti-fatigue mats absorb the shock due to walking and this cushioning effect reduces foot fatigue. However, it is important to understand that for oily or greasy areas some mats are more suitable than others. Mats with smooth surfaces are suitable for dry areas. Mats with drainage holes are designed primarily for wet areas and mats made with rubber are the best option for areas where grease is present. The use of matting also requires caution because mats can lead to tripping and falling accidents when installed improperly.

Another type of floor covering, namely anti-slip matting, is useful in increasing foot comfort and safety. However, workers may experience a feeling of burning in the feet, because the non-slip properties of anti-slip matting causes their shoes to grab suddenly on the flooring, making their feet slide forward inside the shoes. Friction inside the shoes produces heat which creates soreness. Shock-absorbing insoles can minimise this discomfort.

READING MODULE

WRITING MODULE

SECTION 1

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Questions 25–28

Read the extract from a leaflet about hearing protectors.

Look at the following statements (questions 25–28) and the list of items below.

Write the correct letter, **A, B, C or D**, in boxes 25–28 on your answer sheet.

- A canal caps
- B ear muffs
- C ear plugs
- D both canal caps and ear muffs

- 25 They cost more than the other options.
- 26 They provide the user with the least amount of protection.
- 27 They are suitable for use if exposed to varying noise levels.
- 28 They can be specifically made for an individual user.

Questions 29–33

Complete the table below.

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

Write your answers in boxes 29–33 on your answer sheet.

Comparison of Hearing Protectors

Ear Plugs	Ear Muffs
<p>Advantages</p> <ul style="list-style-type: none"> • 29 and easy to carry • suitable for use in very warm environments 	<p>Advantages</p> <ul style="list-style-type: none"> • highly 31 so easy to supervise the use of • easy to obtain 32
<p>Disadvantages</p> <ul style="list-style-type: none"> • may provide inadequate protection at noise levels greater than 30 • require good hygiene practices in order to avoid 33 to the ear 	<p>Disadvantages</p> <ul style="list-style-type: none"> • can be expensive to purchase

HEARING Protectors

Hearing protectors are designed to reduce exposure to loud noise and there are three main types available. Ear plugs are inserted to block the ear canal and are sold as disposable products or reusable plugs. Custom moulded ear plugs are also available. Ear muffs consist of soft ear cushions that fit around the ear and hard outer cups. They are held together by a head band. Canal caps have flexible tips that act as caps which plug the ear canal. They do not extend into the ear canal, only close the ear opening. Therefore they do not offer as much protection as ear plugs or ear muffs.

The choice of hearing protectors depends on a number of factors including the level of noise, comfort and the suitability of the hearing protector for both the worker and his environment. Most importantly, the hearing protector should provide the desired noise reduction. Ear muffs are more desirable for intermittent noise, since the removal and reinsertion of earplugs may be inconvenient. Canal caps are also ideal for situations where hearing protection must be taken on and off frequently. They are not designed for continuous wear.

Ear plugs are lightweight and portable, less expensive than muffs and more comfortable in hot, humid work areas. However, they provide less protection than some muffs, and should not be used in areas where noise levels exceed 105 decibels. They are not as visible as muffs and a supervisor cannot readily check to see if workers are wearing them. They must be properly inserted to provide adequate protection.

Ear muffs can vary with respect to the material and depth of the dome, and the force of the headband. The deeper and heavier the dome, the greater the low-frequency attenuation provided by the protector. Ear muffs can usually provide greater protection than plugs, although this is not always true. They are easier to fit, generally more durable than plugs and they have replaceable parts. However, they are more expensive, and often less comfortable than plugs, especially in hot work areas.

The human aspects of hearing protection are particularly important. It is therefore a good idea for the employer to provide a number of different types of hearing protection from which workers can choose, keeping in mind any safety or hygienic reasons for not providing a particular kind of protector. For example, ear plugs which are used in a plant setting where people reuse them throughout the day, often reinserting them with dirty fingers, can introduce dirt and bacteria into the ears, causing ear infections.

READING MODULE

WRITING MODULE

SECTION 1

SECTION 2

SECTION 3

▶ **Questions 34–40****Questions 34–39**

Read the article about guided bus ways on page 204.

The passage has six paragraphs, A–F.

Which paragraph mentions the following?

Write the correct letter, A–F, in boxes 34–39 on your answer sheet.

NB You may use any letter more than once.

- 34 examples of the environmental benefits to a guided bus way
- 35 references to how guided bus systems differ from light rail or metro systems
- 36 a description of how guided buses work
- 37 the limitations of bus lanes and bus-only roads
- 38 reasons why guide buses are needed
- 39 what a guided bus way is

Question 40

The writer mentions a number of features of guided bus ways.

Which **FOUR** features are mentioned by the writer of the text?

Write the correct letters in box 40 on your answer sheet.

- A Complexity of the technology
- B Faster routes into city centres
- C Encouragement for greater use of public transport
- D More infrastructure required
- E Reduced costs of vehicles
- F Increased maintenance of guide way
- G Integration with other public transport
- H More emissions

Guided BUSway

- A** A guided bus way is a dedicated buses-only route with buses running on a purpose-built track. The bus is guided along the route so that steering is automatically controlled and, like a tram, the vehicle follows a set path. The bus driver controls the speed of the vehicle.
- B** Kerb-guided buses are normal, everyday buses with a driver at the wheel. What makes them different is small guide wheels attached to the front wheels of the bus that run along the vertical face of kerbs on a purpose-built track called a guide way. The guide wheels steer the bus whilst it is in the guide way. Guide ways can be used for part or all of a bus route. Guided buses can either be low-speed operations, introduced to relieve congestion in busy towns, or high-speed operations which provide 'light rapid transit' (LRT) over longer distances.
- C** Like a railway line, the guide way excludes all other traffic, giving the bus a clear road ahead, even in congested areas during rush hours. Therefore the service is fast and reliable: at peak periods, guided buses can arrive at frequent intervals. All these factors mean guided buses can deliver a high standard of public transport akin to a metro, light rail or tram system. Unlike a train or tram, though, the bus can leave the bus way at certain junctions and drive on normal roads, giving it the flexibility to provide on-road services too and allowing passengers to get on or off close to their homes or at any key location in the area.
- D** Bus lanes and bus-only roads are open to illegal use by other road users for queue jumping and parking. This abuse slows bus journeys and drains resources as breaches of bus lanes need to be monitored and fines have to be issued for misuse. With its kerbs and narrow width, a guided bus way is not accessible by most vehicles, virtually eliminating the abuse of the bus route. Guided bus ways can also be built in areas too narrow for standard bus lanes, including disused railway lines with embankments – land that could never be made into a road.
- E** Guided bus systems are less expensive than light rail or metro systems. Like light rail, a guided bus service can be high speed, reliable and comfortable. It also has the advantage of the transport not being fixed to the rail with the bus being able to leave the guide way and drive down any road as does a standard bus, enabling bus stops to be located within the community. Guided bus ways do not require the overhead electrification or signalling systems usually needed to operate light rail or metro systems.
- F** A guided bus way has a number of advantages over a traditional tarmac road. A guided bus way can offer better drainage than a solid tarmac road, as water can drain away between the guide way tracks. The guide way also takes up less space than a standard road lane. The route can be landscaped and planted alongside and between the tracks, making the bus way very green to the eye, absorbing engine noise and allowing the bio-diversity of an area to exist alongside the transport system. Such landscaping also makes the bus way look very different to a road, discouraging other road users from accidentally entering it.

You should spend about 20 minutes on this task.

You recently attended a short course at a college and left an electronic device behind in the classroom.

Write an email to the course administrator. In your letter

- *give details of the course you attended and explain what happened.*
- *describe the device and say where you left it.*
- *tell the course administrator what you would like him/her to do.*

Write at least 150 words.

You do **NOT** need to write your address.

Begin your letter as follows:

Dear Sir or Madam,

There is a sample answer on page 214.

READING MODULE

WRITING MODULE

TASK 1

TASK 2

You should spend about 40 minutes on this task.

Write about the following topic.

Some people think it is easy to learn a language without the help of a teacher.

Do you agree or disagree with this opinion? Which method of learning has more advantages, self-study or with the help of a teacher?

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

Write at least 250 words.

There is a sample answer on page 214.

WRITING MODULE

TEST 1

▶ Test 1

Task 1 (page 48)

The chart shows that the number of hours women spend on three primary activities – work, leisure and sports, and household activities – varies depending on age and level of education. Women between the ages of 25 and 54 with a higher level of education spend the most hours per week working (27) and they spend the fewest hours enjoying leisure activities and sports. Not surprisingly, women under 20 and over 64 spend far fewer hours working.

Women spend between 35 hours and 50 hours a week on leisure activities and sports with teenagers (36 hours) and women over 75 enjoying the most leisure time (50 hours) per week.

As women grow older, they spend more hours engaging in household activities. Young women spend an average of around 10 hours a week rising to 20 hours per week for women of working age. However, the number of hours spent on these household activities does not vary significantly depending on education level.

Task 2 (page 50)

There is strong evidence to suggest that obesity is a growing problem in many countries of the world. In fact, it would appear that the problem starts in childhood with many children becoming fatter because they are eating junk food, in other words diets containing too much salt, sugar and fat. These eating habits continue into adulthood. It is a very worrying trend indeed.

Many people, including doctors and teachers believe that junk food advertising should be banned because they encourage people to eat 'bad' food such as fizzy drinks and chocolate bars. They think that advertising to children is effective and influences what they choose to buy and eat. They believe that children should be encouraged to eat healthier foods such as fruit and vegetables and argue that there should be advertisements for healthier options on TV and on the internet.

However, other people say that junk food advertising does not contribute to the problem of obesity. They feel that the problem of obesity is caused in large part by the fact that people are less physically active now compared with the past. They think that people of all ages live a more sedentary lifestyle where it is rare for them to walk any distance. Moreover, they also believe that banning advertising of junk food would simply make such foods more desirable.

In my opinion, the idea of banning the advertising of junk food for children is well-meaning but it falls short of actually helping children and parents. Educating people young and old about how to build a balanced diet and enjoy a healthy, active lifestyle is the best way forward.

WRITING MODULE**TEST 2**▶ **Test 2****Task 1** (page 88)

The pie charts show that during the period 2000 and 2011, some EU countries exported more to India than to China and others exported more to China than to India. They also show that the exports of some EU countries to either India or China increased, while the exports of others decreased.

The UK exported more to India over this period but the difference was far greater in 2000. Then, the UK was the biggest EU exporter to India with a 29% share of the market. By 2011, that share had fallen to 13%. Germany had become the biggest EU exporter to India with a 25% share.

Germany also exported far more to China over the period with its share of the exports to China rising from 38% to 48%. By 2011, Germany was the biggest EU exporter to both China and India.

For other countries, the market was stable. Italy exported more or less the same amount to both countries in the period shown. Belgium, exported approximately five times the amount to India than to China, but its share of the market changed very little.

Task 2 (page 90)

In many countries boys and girls are educated together in mixed schools from primary through to secondary level. It is no doubt true that educating children in this way reflects the reality of the world outside the classroom. Co-educational schools give the two sexes the chance to mix and feel easy in each other's company and that is a good preparation and foundation for adulthood.

However, many people think that boys and girls can achieve more by being educated separately. They believe that single-sex schools offer children the opportunity to concentrate on their school work. They claim that in mixed schools, boys and girls spend too much time trying to attract each other instead of focussing attention on their subjects. As a result they have less opportunity to reach their full academic potential.

However, in my opinion there is just as much distraction in a single-sex school as in a mixed school. Students in single-sex schools will still wish to impress their peers but in their case it will be members of the same sex. It could also be argued that the choice of subjects open to students in a single-sex school may be more traditional, limited and restricted compared to those offered in a mixed environment. For example, it may be more difficult for boys to choose subjects such as dance or languages in a single-sex school where pressures against them from other boys would be stronger.

In conclusion, I believe that co-educational schools provide both girls and boys with equal opportunities. Both sexes therefore have chances to develop the academic and social skills they need to live and work alongside each other in adult life.

WRITING MODULE

TEST 3

▶ Test 3

Task 1 (page 112)

The graph shows past and projected future overweight rates in nine countries, but the information does not start in the same year for all countries. The graph shows that overweight rates have increased and are expected to continue increasing in all the countries shown, though more rapidly in some than in others.

The United States has the highest percentage of overweight people, and that percentage is rising more quickly than in almost all the other countries. By 2020, 75% of Americans are expected to be overweight.

The percentage of overweight people in Australia has risen even more quickly than in the United States, though the actual percentage is lower. There was a dramatic increase of 10% between the mid-nineties and 2000.

In England, Spain and France, there was a slight fall between 2000 and 2005. In Italy, the percentage remained constant at just under 40% for the decade. In each of those countries, however, the percentage has increased over the last six or seven years and is expected to keep increasing. England is projected to have an overweight population close to that of the United States by 2020.

Korea is the only Asian country shown. The percentage of overweight people is far lower than in the other countries, but it is rising almost as steadily. By 2020, 35% of Koreans will be overweight.

Task 2 (page 114)

Watching television is a normal part of everyday life for people of all ages. It enables us to relax and enjoy a variety of programmes in a comfortable and safe environment. It can also be argued that it brings families and friends together, providing a source of conversation. In my opinion, these are all good reasons to watch TV.

However, there is no doubt that there is a lot of violence portrayed on TV. Even children's cartoons such as Tom and Jerry can feature examples of violence. A child can watch Jerry close the lid of a piano on Tom's hands and see him in pain. However, I think that children can tell the difference between fantasy and reality. In this case they know that Tom will recover quickly because it is not real. Watching such a scene will have no influence at all on a child's behaviour.

It is understandable that parents worry about the amount of violent scenes that feature in dramas and films. And there can be no doubt that fights and shooting are often part of an average evening's entertainment. Many people believe that as a result, society has become more violent and that we have become more used to violence. However, parents can exert control over the amount of exposure their children have to the violent content and so any negative effects can be reduced.

In conclusion, I think that violence is a reality in our society these days and TV needs to reflect that reality. As long as people discuss the violence that is portrayed on TV with their children and keep an open mind about what they are viewing, violent behaviour will not result.

WRITING MODULE**TEST 4**▶ **Test 4****Task 1** (page 133)

This table shows how many victims were injured fatally, seriously and slightly as a result of assaults with guns and knives over a ten-year period in Britain.

The table shows that the total number of injuries increased by 342% over the period. The total increased steadily from 1998 to 2005 but then fell slightly in the final year. The number of slight injuries also rose dramatically by 405%. The number of serious injuries increased, but by a less dramatic 194%. The number of fatalities did not increase much, though the 18% increase does not tell the whole story. The number of fatalities fluctuated violently with a dramatic rise between 1998 and 2002 and an equally remarkable fall between 2005 and 2006.

The year 2001 to 2002 saw the number of deaths peak at 95 - a figure significantly higher than at the beginning and end of the period. In the same year, the numbers of serious and slight injuries were no higher than would be expected.

Overall, the figures demonstrate that non-fatal injuries from gun and knife crime rose steadily, while the number of deaths fluctuated quite wildly.

Task 2 (page 135)

Globalisation is shaping our world. Nations are moving closer and closer together both economically and culturally, and this is opening up opportunities for rapid contact between people around the world. Recent developments in transportation and information technology mean that the world is fast becoming one big village, inhabited by people who are developing increasingly similar lifestyles. In cities across the world, the same food and shopping chains are dominating the high streets, the same films are showing in cinemas and the same music is downloaded. Indeed, where in the world these days is it not possible to buy a can of the same soft drink?

There is no doubt that globalisation has brought with it many benefits, with increasing opportunities to travel and the ability to share information to name but a few. It has therefore increased the choices for many people in both work and life as a whole.

However, it is important to remember that there are negative aspects too. Globalisation has environmental implications such as air travel and pressures on eco-systems. In addition, because physical borders and boundaries are disappearing, globalisation risks depriving nations of what makes each one unique. For example, local customs and languages are slowly disappearing and small local businesses are being replaced by large multinational companies.

In conclusion, I think that globalisation has the potential to create wealth and improve living standards but it has to be handled in a sustainable way. In my view, multinational companies have a responsibility to make sure this happens by focussing less on profit and doing more to support local businesses and communities.

WRITING MODULE

TEST 5

▶ Test 5

Task 1 (page 154)

The diagram shows that a mechanical arm functions in a way that is very similar to the human arm. The mechanical arm has joints just like a human arm, each of which plays a similar role. To start with, the mechanical arm is fixed to a base at the shoulder. The base is usually stationary, but occasionally the arm is fixed to a movable base. A pivot between the shoulder and the base enables the whole arm to rotate.

The shoulder functions just like a human shoulder, raising and lowering the arm. The elbow in the middle of the arm allows further movement and gives the whole apparatus flexibility. In the same way that the human wrist allows the hand to move, the wrist on the mechanical arm allows the gripper, or any alternative end-effector, to both flex and rotate.

Each of the joints in the mechanical arm is connected to a separate motor, which is in turn connected to a computer. The computer controls the motors, ensuring perfect precision.

The gripper can be replaced with various end-effectors for specific applications. A mechanical arm may be fitted with an end-effector that sprays paint, drills holes or welds metal, for example. In-built pressure sensors control the force that the gripper or alternative end-effector applies.

Task 2 (page 156)

Eco-tourism is definitely becoming more popular. More and more people are interested in travelling in a responsible way in order to help protect both the geographical areas they visit and at the same time show respect to the local inhabitants who live there. In my opinion, however, it is debatable whether this can be regarded as a wholly positive development.

Because eco-tourism is so popular, many travel companies claim to be environmentally-friendly simply to attract business. For example, some hotels claim to be 'eco-lodges' simply because they have a good view. However, they may be making no effort to conserve resources and limit waste. Wildlife safari trips are often described as 'eco-tours' even if they give nothing back to the local ecology and, instead of contributing to conservation, they may in fact cause problems to an area's wildlife. For example, some animals and birds may be disturbed by tourists approaching them too closely. In my opinion, just because a holiday focuses on nature that doesn't make it eco-tourism.

There are, however, some good examples of eco-tourism. For example, staying in a homestay instead of a large hotel means that the costs of your accommodation goes straight back into the community. Most homestay arrangements include meals so this means that local suppliers will benefit from your stay.

In conclusion, I think that the growth of eco-tourism is a positive trend but we need to make sure the term is fully understood by the travel companies, the local communities and the tourists themselves. Eco-tourism should minimise the negative effects of tourism and truly contribute to conservation efforts. This means co-operating with local people so that they can manage these natural areas.

WRITING MODULE

TEST 6

▶ Test 6

Task 1 (page 175)

The diagram shows that by 2020, some significant changes will have been made to both the town square itself and the buildings that surround it.

Presently, it is possible to enter the square from three of the four streets surrounding it. The plan is to make it accessible from all four sides, which will mean knocking down the old administrative buildings to create a walkway through. The town hall will remain but all the administrative buildings will be replaced by new shops.

The bottom part of the square will undergo vast change too. The buildings currently there, including the library, will make way for a number of new bars and restaurants. Areas of covered seating for these establishments will be provided in the square itself.

At the top of the square, the fish market will be replaced by a new supermarket, and what is now the history museum will be a local artists' gallery.

The square itself will welcome some new features. The fountain will remain in its central position but the bandstand will be pulled down. In its place will be two large plant beds. A children's playground will be constructed close to the covered seating areas previously mentioned.

Task 2 (page 177)

More and more of us are recycling. In fact, we can see recycling bins everywhere – on street corners and outside supermarkets – with different coloured bins for different products from glass bottles to clothing. We also have constant reminders to separate our newspapers and tin cans by way of advertisements and leaflets reinforcing the message. But it is debatable whether the environmental benefits of recycling are really worth the cost.

The cost of recycling all our used goods is increasing. These costs include the cost of collecting, sorting and reprocessing all the materials. Some people say that these costs are justified because recycling helps reduce the amount of waste sent to landfill sites where rubbish is buried forever. However, it is important to remember that many landfill sites have few negative environmental impacts and there is no practical limit on the amount of waste that can be stored.

Some people believe we need to focus more on the amount of waste we are producing in the first place. They think that advertisements promoting recycling should be replaced by those encouraging us as consumers to buy no more than we need. Supermarkets should stop using promotions that tempt us into buying three cans of soup for the same price as two. They should also stop giving customers plastic bags free of charge.

In conclusion, I think that we should focus much more attention on the amount of waste we are producing than on the amount of waste we are recycling. The most important thing is for us to change the way we shop and what we consume in the first place.

WRITING MODULE

GENERAL TRAINING MODULE

▶ **General Training Module: Test A****Task 1** (page 192)

Dear Sir or Madam,

I am writing about some problems I have been having with neighbours who live opposite me. They are a family with three children and various aspects of their behaviour are totally unacceptable. They seem to have no respect for the people who live around them.

Firstly, we often hear arguing and shouting inside the house as well as outside in the street. As if that's not bad enough, the two older teenagers come home very late at night and make a lot of noise. They often play loud music well after midnight and refuse to turn it down when asked. Secondly, they leave their rubbish in the garden which is not only unpleasant but also a danger to health and safety. Finally, there is graffiti on the walls of the house and at the nearby bus stop which I and other neighbours feel sure these children are responsible for.

It is unfair that residents have to tolerate this every day. We all pay tax to the council and feel that it is the council's responsibility to take action. We believe that the family should be given a warning and that if nothing changes, you should consider evicting them from the property.

Yours sincerely

Mary Harding

Task 2 (page 193)

In many parts of the world, people are flooding into cities looking for work and what they think will be a better life. This is especially true in developing countries, and cities like Rio de Janeiro, Mexico City and Shanghai are expanding all the time.

As a result, cities become more congested and polluted, and various aspects of life are more stressful. Travelling from one side of the city to the other can take hours and buses, trains and roads are often very crowded. Accommodation is very expensive and ordinary people have no hope of ever buying their own house or apartment. There is often a higher level of crime in overcrowded cities and people feel less safe in the streets. Big cities can lack enough parks or other green open spaces where people can relax and you also have to put up with air and noise pollution, as well as dirt and litter making the environment unpleasant to live and work in.

Despite all these drawbacks, I'm not sure that city life has lost its appeal - not for the majority of people anyway. Most people who move to cities do so due to economic necessity. People can earn far more in cities than they can working on farms in the country. For these people, city life is still very appealing. I live in Berlin in Germany which has a vast range of attractions and entertainment to enjoy such as interesting shops, museums and other facilities that make life more exciting and stimulating. In many poorer countries, cities offer people a taste of life they have never experienced.

WRITING MODULE

GENERAL TRAINING MODULE

▶ General Training Module: Test B

Task 1 (page 205)

Dear Sir/Madam

I attended the two-day course at Oxford Business College on internet design last week, on Monday the 22nd and Tuesday the 23rd July. When I arrived home I realised my iPod was missing. It's dark blue and has a green leather cover.

I believe I left it in lecture theatre B on the ground floor of the Duncan building on the second and final day of the course. I was sitting in the third row in the middle in the morning and at the end of the first row of seats in the afternoon. I am confident that my iPod must be in one of these two locations as I can remember having it with me before then.

I would be very grateful indeed if you could check whether the iPod has been found and handed into lost property. If so, could you reply by email or call me on the number below to arrange for a time I could come and collect it?

I apologise for any inconvenience caused and look forward to hearing from you shortly.

Yours faithfully

Daniel Johnson

Task 2 (page 206)

In many ways, it has never been easier to improve your language skills on your own. If you have already learned the basics of English it is not difficult to make progress without a teacher. However, I think it depends on your personality because some people are very good at working alone whereas others need to be in a classroom environment with a teacher.

If you want to study by yourself, there are plenty of tests you can take on the internet which will give you an idea of your level and what your strengths and weaknesses are, such as grammar or vocabulary, and there is plenty of free advice online giving you strategies on how to improve. In addition, there are lots of self-study materials to buy or download. You can also read, listen to the radio and watch television, all of which help you learn a language and can be a lot more fun than going to formal lessons.

However, attending a class with an experienced teacher has obvious advantages. First of all, I think you are more motivated when studying with other people. The teacher gives you homework and will explain difficult concepts to you that you may not understand when learning alone. It is easier to see your progress when compared with fellow students and don't forget that the teacher has a lot of knowledge to help you.

In my personal experience, I am more likely to enjoy learning when I can practice with other students because I am not a very disciplined person and I need to learn in a structured way. I enjoy reading magazines and watching films to help my language learning but I think learning a language with a teacher has more advantages than studying alone.

SAMPLE


IELTS Listening and Reading Answer Sheet

Centre number:

Pencil must be used to complete this sheet.

Please write your **full name** in CAPITAL letters on the line below:

Then write your six digit Candidate number in the boxes and shade the number in the grid on the right.



0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

Test date (shade ONE box for the day, ONE box for the month and ONE box for the year):

Day: 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Month: 01 02 03 04 05 06 07 08 09 10 11 12 **Year (last 2 digits):** 13 14 15 16 17 18 19 20 21

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

Marker 2 Signature	Marker 1 Signature	Listening Total
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Please write your **full name** in CAPITAL letters on the line below

SAMPLE

Please write your Candidate number on the line below:

Please write your three digit language code in the boxes and shade the numbers in the grid on the right.



0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9



Are you: Female? Male?

Reading Reading Reading Reading Reading Reading

Module taken (shade one box):

Academic

General Training

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

Marker 2
Signature

Marker 1
Signature

Reading
Total

IELTS
TEST 1

LISTENING Section 1

▶ Questions 1–7

Step 1

- 1 A 2 A 3 A 4 B (zipcode) or D (postcode)
5 A or D 6 A 7 B

Step 2 (Test Questions 1–7)

It will be assumed that you know to use capital letters to begin names of people and places.

- 1 **Answer: Martin**
Note The first name is not spelt out as it is a reasonably common name. It is mentioned earlier in the conversation also.
- 2 **Answer: Hartley**
Note The guest's surname is spelt out because it is not common. It is also mentioned earlier in the conversation and the distinction between *t* and *d* is made clear.
- 3 **Answer: Carlisle Way**
Note The first part of the street name is spelt out, and repeated, because you would not be expected to know it. The receptionist helps you by asking for the spelling and the guest points out that the *S* is not pronounced. The second part of the street name is not spelt out as you should know it.
- 4 **Answer: LW4 6RU**
Note The post code is given clearly. In some recordings there may be a distracter for example someone gets a letter or number wrong and the speaker corrects him or her.
- 5 **Answer: hartleynitram**
Note Email addresses are long so you are only required to write part of the address. You must make sure you write only the characters that are missing from the notes. The name is repeated and explained, and you are told that it is all one word. Email addresses are usually written in lower case, but the speaker clarifies that to make sure you do not use capital letters.
- 6 **Answer: passport**
Note The term *ID type* is not actually heard but you can understand that the receptionist wants the passport for this purpose. Earlier in the conversation, the receptionist says that she will need a passport number as a form of ID.
- 7 **Answer: 16**
Note Short numbers like this will not usually be repeated. It is common to check that you can distinguish between numbers that sound very similar – 13 and 30, 14 and 40 and so on. The fact that the room is on the first floor might help you decide that it is 16 rather than 60 if you are in doubt.

▶ Questions 8–10

Step 3

C is correct because it is *just before* the museum if you come from the airport. D is *just after* the museum if you come from this direction.

Step 4 (Test Questions 8–10)

- 8 **Answer: C**
Note See answer to Step 3 above. The guest thinks that he passed the museum earlier but the receptionist corrects him and at the same time provides the answer for question 9.
- 9 **Answer: A**
Note The guest gives the location of the gallery: 'just after we went through that big square you mentioned' but you must listen carefully as he thinks that was the museum. The receptionist clarifies by saying: 'That's actually an art gallery'.
- 10 **Answer: G**
Note The guest makes clear that you are to start listening for the location of the conference centre. You hear the receptionist say: 'Just cross over the road and go straight down ...' so you know that you are to follow the directions and choose between F, G and H. You are looking at the map upside down and you need to recognise which way is left and which way is right. The receptionist says: '...you just have to go right ...' and option G is the only option on the right.

LISTENING Section 2

▶ Questions 11–14

Step 1

Allotment will almost certainly be an unfamiliar word, but it comes directly before *gardening* so you can deduce that it might be a type of gardening. The word is explained at the start of the recording.

Reading the notes will help you to understand that:

- allotment gardens are bigger than conventional gardens and people can grow more.
- allotments provide social interaction and exercise.
- people must pay to have an allotment.
- allotments have an environmental benefit.

All answers here will be nouns. Many gaps in a note completion task will require nouns but other parts of speech are possible.

Step 2 (Test Questions 11–14)

- 11 **Answer: social backgrounds**
Note See guidance given in Step 3
- 12 **Answer: gym**
Note See guidance given in Step 3
- 13 **Answer: green space**
Note The notes are worded more simply and concisely than you hear on the recording. Active language becomes passive in the notes. 'Urban areas' paraphrases 'clogged up towns and cities' and 'wildlife' paraphrases 'wild plants, birds, insects and occasionally bigger animals.'
- 14 **Answer: pollution**
Note The underlined part of the audio script below leads you towards the answer which is provided at the end of the sentence. 'What's more, locally grown food doesn't have to be transported long distances, and that helps to reduce road traffic and hence **pollution**.'

▶ Questions 15–17

Step 1

benefit / bonus / perk

Step 3 (Test Questions 15–17)

15 **Answer: superior flavour**

16 **Answer: range**

17 **Answer: organic**

Note Study the audio script below. Notice the words and phrases which paraphrase *advantage*. Notice how the underlined sentences lead you towards answers or reinforce answers.

'So, why is 'grow your own' so good? Well, to start with there's the superior flavour. Food you've grown yourself tastes infinitely better than anything bought in the supermarket because it will be super-fresh. Another point in its favour is the **range**. These days, gardeners are growing an amazing variety of vegetables on their allotments. *Finally* there's the bonus of knowing that the produce you've grown is organic. You know that what you're eating wasn't grown on an industrial scale farm or sprayed with large amounts of pesticides.

▶ Questions 18–20

Step 2

Yes – item G, a vegetable bed, is the answer to the first question.

Step 3 (Test Questions 18–20)

18 **Answer: G**

Note The speaker mentions both *flower beds* and *vegetable beds* but makes clear that there are two flower beds and that the vegetable bed (opposite) is larger.

19 **Answer: C**

Note There is a low glass house in the vegetable bed but you can ignore that as it is not given a letter. The speaker says that some allotments have a larger glass house and then provides the answer by saying: 'Here you can see one of those at the front near the gate'.

20 **Answer: A**

Note The compost bin is shaped like a pond and the speaker talks about ponds. You must be careful not to be led into thinking that A is a pond.

LISTENING Section 3

▶ Questions 21–24

Step 1

Course and *study* are key words that help you know something about the topic. *Be afraid of* in the final question suggests that the speakers will talk about plans or future events. Questions 21 and 23 require the names of courses. Question 22 requires the name of a city or town.

Step 2 (Test Questions 21–24)

21 **Answer: illustration**

Note See guidance given in Step 2. Note that *illustration* is a word that could easily be misspelled.

22 **Answer: Birmingham**

Note See guidance given in Step 2. Note that you will be expected to know the spelling of *major cities*.

23 **Answer: foundation**

Note See guidance given in Step 2.

24 **Answer: rejection**

Note See guidance given in Step 2.

Step 3

Question 24

- 1 *a fear of* and *scared of* paraphrase *be afraid of*.
- 2 *Being rejected* is not a correct answer because the instruction is to use only one word.

▶ Questions 25–30

Step 2

- 1 Tutor: 'For every artist making a living, there are twenty living on the breadline'.
- 2 Mark: 'Apart from the actual fees, there are all the living expenses. Students are running up at least a £30,000 debt ...'
- 3 Lily: 'this studio ... I take it that'll be free, then? If you're contemplating working in Paris or Prague, won't that cost practically the same over three years?'
- 4 No, he doesn't.

Step 3 (Test Questions 26–30)

25 **Answer: C**

Note See guidance given in Step 2.

26 **Answer: B**

Note See guidance given in Step 2.

27 **Answer: C**

Note The language in the question is paraphrased in three ways: 'Art schools put on end of year exhibitions and influential people are regularly coming in.... Your work is showcased in a way...'

28 **Answer: A**

Note Mark introduces the point he will make: 'I often feel almost guilty when I tell people I'm studying art' and then says the line that provides the answer: 'I see this look on their face, as though they think I should be doing something more useful.'

29 **Answer: C**

Note The tutor paraphrases the language in the question: '... being at art school exposes you to critical appraisal. Perhaps the most essential function of further education is the constant feedback and constructive criticism.'

30 **Answer: B**

Note Lily introduces the point she will make: 'Yes, we all know artists who paint as a hobby' and then says the line that provides the answer: 'They think they're experts and wonder why other people haven't recognised their talents.'

LISTENING Section 4

► Questions 31–35

Step 1

Laughter is the noun from the verb *laugh*. *Therapy* will probably be an unfamiliar word but *psychological* coming directly before it should help. Reading the summary will help you understand that *therapy* means something similar to *treatment* and that laughter is not usually associated with psychological therapy.

Step 3 (Test Questions 31–35)

31 Answer: serious

Note See guidance given in Step 2.

32 Answer: humour

Note The lecturer asks, '... how is it that laughter can be such a vital part of the therapy process?' and then provides the answer: 'It's normally identified with humour ...' The phrase 'identified with' paraphrases 'related to' in the summary.

33 Answer: healing process

Note The answer is given: 'Perhaps this is why so many people in the medical world feel that laughter's frequently misunderstood and undervalued as a cathartic healing process.' Active language rephrased as passive language and vice versa is very common in the listening test.

34 Answer: response

Note The answer is given: '... process that releases emotional pain, it follows that stress, anxiety and tension may prompt the same response.' 'Be triggered' in the summary paraphrases 'prompt' in the lecture. 'Negative feelings' in the summary condenses 'stress, anxiety and tension' in the lecture.

35 Answer: be shocked

Note See guidance given in Step 2.

► Questions 36–40

Step 1

Question 36

The lecturer mentions the options in this order.

1 B 2 C 3 A

Step 2

Question 36

Option A

- '... the body will keep discharging pain cathartically until there's no longer a need.'
- yes
- 3 something will go on for however long is necessary

Option B

- 'It's specific to the release of anger, fear and boredom.'
- yes
- yes

Option C

- 'The amount of pain the body releases during a single burst of laughter is immeasurable ...'
- yes
- immeasurable
- no

The correct option is B.

Step 3

Question 37

- 'during our early years'
- that it is something to avoid
- People have more respect for other people who do not express strong emotions.
- No – it means the opposite.
- 'prolongs'
- something else – it is NOT losing self-control that can make negative feelings last longer.

The correct option is A.

Step 4 (Test Questions 36–40)

36 Answer: B

Note See guidance given in Step 2.

37 Answer: A

Note See guidance given in Step 3.

38 Answer: C

Note The lecturer suggests A when she says that 'emotions are stored in the body rather than the mind'. She also suggest option B when she says that: 'Laughter is probably the least threatening cathartic process'. The correct answer is C because she says that laughing is 'a stepping stone to other forms of emotional release' NOT that laughing replaces them.

39 Answer: B

Note The answer is given: 'Traditionally, mental health practitioners have viewed laughter as a way of hiding painful emotion. In contrast, cathartic psychotherapy understands that laughter releases emotion.' The view described in the sentence challenges the view described in the first. A is incorrect – the lecturer doesn't say that the medical professions should encourage patients to understand the seriousness of their conditions. Option C is incorrect – the lecturer's overall message is that doctors should encourage patients to laugh.

40 Answer: C

Note The lecturer emphasises that laughter can change the way people see things; not their circumstances. The key line is: 'It enables them to take a different view, a view from which terrible misfortune can seem so much more bearable.' Later the line 'Life's most tragic events often have an essence of absurdity, and this can be the trigger point for laughter' reinforces the point. Be careful that you don't choose B as your answer because you hear *control* – the lecturer talk about what people cannot control; not what they can.

READING Passage 1

► Questions 1–4

Step 3 (Test Questions 1–4)

Question 1

- 1 The relevant information is in the first two paragraphs. There is information in the 3rd paragraph that reinforces what is stated previously.
- 2 No – see above
- 3 *birth rates, children and babies – to families divorce and marriage break-up – to unstable glamorous and fanciful – opposites of realistic*

Option A

- 1 fewer 2 decreasing

Option B

- 1 marriages breaking up 2 instability

Option C

- 1 starting poor but becoming rich 2 possible

Option D

- 1 no 2 fanciful The correct option is B

Test Questions 1–4

1 Answer: B

Note See step-by-step guide above

2 Answer: C

Note In the 4th paragraph we are told that 'telenovelas' plotlines have influenced the outcome of elections. Football matches are arranged so as not to coincide with popular telenovelas, but the text doesn't say that the telenovelas are more popular than football, so A is not the correct option. Telenovelas influence design and fashion but the programmes are not set in the fashion industry so B is not the correct option. The degree of influence that telenovelas have may startle the viewing public, not what happens in the programmes so D is not the correct option.

3 Answer: A

Note In the 5th paragraph we are told that the 'aspirational ethos' is the reason that people watch telenovelas and that 'viewers instantly took to that image' of the characters. Viewers are attracted to the soaps precisely because they don't reflect their own lives so B is not the correct answer. It has already been stated that storylines revolve around divorce and broken relationships so C is not the correct answer. The purpose of the telenovelas is to entertain, not to show people how to do anything so D is not the correct option.

4 Answer: D

Note The question tells you which paragraph to look at so it will only assess your understanding of this part of the passage. The paragraph focuses on the contrasting opinions of a TV Globo spokesman and one of the researchers. The text does not imply criticism nor state that storylines are irresponsible so A is not the correct option. The TV Globo spokesman admits that the programmes 'make people think', while the researcher firmly believes they have social impact so B is not the

correct option. The text says that people want to be like the characters and that some of their behaviour is influenced by soaps. However, it doesn't say that they are behaving just like the characters so C is not the correct option. The correct answer is D because more than one view is expressed.

► Questions 5–11

Step 1

The 7th paragraph states 'Other international studies have shown'. This is a signpost that information about the various categories that make up the task will be found in this paragraph and those that follow.

- A Information about Brazil is found throughout the passage. However, since the first four questions assess comprehension of the passage up to the end of the 6th paragraph, it is likely that questions 5–11 will assess comprehension of the remaining part. In fact, the information relating to Brazil for this task is provided in the final paragraph.
- B Information about India is in the 7th paragraph.
- C Information about Peru is in the 9th paragraph.
- D Information about Rwanda is in the 8th paragraph.

Step 3

Question 5

- 2 No (The information about the wedding is related to viewers buying presents for fictional characters.)
- 3 the 7th paragraph
- 4 custom / bridal dowry
- 5 Yes (It says there has been a renouncement of a custom.)

The correct answer is B (India)

Question 6

- 2 paragraph 8 3 doomed romance

The correct answer is D (Rwanda)

Test Questions 5–11

5 Answer: B

Note See step-by-step guide above

6 Answer: D

Note See step-by-step guide above

7 Answer: C

Note In India, telenovelas have encouraged education among females, but there is no specific reference to reading in the paragraph about India. The text states clearly that in Peru 'increased enrolment in literacy classes coincided with the storyline'.

8 Answer: D

Note The paragraph about Rwanda makes it clear that the social impact of the soap opera is very important. It states: 'the backdrop is very evidently the period just before the horrendous events of 1994'. Before that it states 'The project has the high hope of mending ethnic tension and encouraging reconciliation.'

9 Answer: B

Note The example of domestic violence is a man beating his wife. The paragraph states that people were more likely to refute the view that it was justified.

10 Answer: A

Note The answer is found in the final paragraph: 'The increased presence of slender blondes (slim blonde women) is credited with driving a shift away from what was once a nationwide preference for guitar-shaped brunettes' (dark-haired women with fuller figures).

11 Answer: C

Note In Peru, viewers attended a fictional wedding and bought presents for a fictional couple.

12 Answer: B

Note The text states that there are various benefits of people watching soaps in several countries. The text does not imply that soap operas will have a growing or ever more dramatic influence on people's lives – A is not the correct option. The text does not criticise any of the storylines or suggest that storylines should be more responsible – C is not the correct answer. It may be true that family size will continue to fall in those countries, but the text does not actually state or even suggest that – D is not the correct option.

READING passage 2

▶ Questions 13–18

Step 1

- 14 Planning approval 15 *no actual words*
16 children 17 prune 18 small decks

Step 3

Question 13

Yes – it is necessary to use all three words

Answer: local planning authorities

Test Questions 14–18

14 Answer: permanent dwelling

Note In this sentence, 'is not usually necessary' paraphrases 'will not need' in the passage and 'a *small treehouse*' paraphrases 'a structure below a certain size'.

15 Answer: safety harness

Note The relevant part of the passage is introduced by the line 'Safety is vital' (essential). The passage says 'firmly tie it' (the safety harness) 'to a strong branch', while the sentence refers to a safety harness 'held securely in place'.

16 Answer: an adult hideaway

Note The passage says 'keep a treehouse for children close to the ground'.

17 Answer: special protection orders

Note The passage refers to 'special protection orders that may affect pruning'. The sentence explains that this means that what you are allowed to do to the tree might be restricted.

18 Answer: the sun

Note The passage mentions 'the various positions of the sun', while the sentence refers to 'different times of the day'.

▶ Questions 19–23

Step 1

Answers will be found in the sections headed *Building a platform* and *Windows and doors*.

Step 3

Question 19

diagonal bracing

Question 20

rope lashing

Test Questions 21–23

21 Answer: floor

Note This will be the easiest of the five labels. You might be able to label the diagram simply from the line: 'Once the platform is secure, you need to add the floor'. The additional information about plywood sheets and floorboards helps.

22 Answer: roofing felt

Note You will probably know the word 'roof' but it is not a suitable answer. The passage says that 'the roof should be covered and protected with roofing felt'.

23 Answer: Perspex or Plexiglas

Note The diagram shows a window. The label stipulates materials (plural) so you must write both materials as your answer. Perspex or Plexiglas are names of products and, strictly speaking, should be capitalised, though you would probably not be penalised for using lower case letters.

▶ Questions 24–27

Question 24

Step 1

An outside deck is first mentioned in the first sentence of the section headed *Decks and railings*.

Step 3

- 1 Points **a** and **b** could relate loosely to option A. Point **c** relates to option F.
- 2 **a** not
b They can be very imaginative.
c yes – it should be surrounded by railings
- 3 **F**

Test Questions 25–27

25 Answer: E

Note The relevant line says that 'a simple wooden or rope ladder is fine if the house is not far from the ground'. It then goes on to say that more sophisticated steps and stairs are better for higher constrictions.

26 Answer: C

Note The line that gives the answer is ... 'it is possible to build a bridge or rope walkway from an adjacent tree'.

27 Answer: B

Note The final line of the relevant section says: 'a rope pulley ... is indispensable for hoisting' (pulling upwards) 'up provisions'. You put items in the basket and pull

them up. A is not the correct answer. The text says that outside decks can be separate and on different levels but not that they should be. D is not a correct answer. No part of the text says that convention is preferable – the section about outside decks suggests that using your imagination is preferable. G is not a correct answer. More sophisticated stairs can be designed to wind around a trunk. H is not a correct answer. The text says that a construction should not be too big but there is nothing about size relating to any of the sentence stems.

READING Passage 3

▶ Questions 28–35

Question 28

Step 1

1 A 2 C

Step 2

Answer: C

Question 29

Step 1

1 C 2 B

Step 2

1 sheep 2 other sheep and human faces

Answer: E

Test Questions 28–35

28 Answer: C

Note The section poses several questions. The questions all ask how intelligent animals might be and how aware they are of themselves and other animals.

29 Answer: E

Note The section introduces sheep and *more distant mammal relatives*, implying that they are not expected to be as intelligent as apes. It states that the scientist *astonished the world*, once more implying that a sheep is not known for its intelligence. The sheep's achievement was to *recognise* and *tell the difference*, which means that it has a good memory.

30 Answer: D

Note The section states that chimpanzees deal with food in different ways, can place numerals in order, relate to one in a sophisticated way and understand that certain leaves have a medicinal value.

31 Answer: A

Note The introductory section mentions a number of different living creatures, including humans, and compares how they experience various emotions.

32 Answer: G

Note The section introduces the crow as *not a mammal at all* and later states that birds are the cousins of dinosaurs, suggesting that a crow is a simple creature. The section describes in detail the elaborate process (clever trick) of using a hook to lift food.

33 Answer: C

Note The final part of the section says that dogs can probably guess human intentions because they have spent so much time with humans over many years. It is an inherited ability. It draws the conclusion that dogs 'are unlikely to make ideal test subjects' since an inherited ability should not be seen as a measure of intelligence.

34 Answer: B

Note The section describes 'a human startled by a strange shape' and the reaction to that. It goes on to mention 'fear', 'danger' and 'a menacing figure'.

35 Answer: F

Note The section is an account of how one pig could 'guess what the other was thinking and outsmart it'.

▶ Questions 36–40

Question 36

Step 1

- 1 lions / the first paragraph
- 2 devoured

Step 2

a wildebeest

Question 37

Step 1

the 2nd paragraph

Step 2

- 1 football hooligans
- 2 yes
- 3 yes – he says that 'if football hooligans can feel those emotions, then so too do deer, foxes and dogs'. He is suggesting that football hooligans are no more intelligent than other creatures.

Test Questions 36–40

36 Answer: a wildebeest

Note See Step 1 and 2 above.

37 Answer: football hooligans

Note See Step 1 and 2 above.

38 Answer: flight or fight

Note You know the answer is in section B. You know that that section is a description of a frightening experience and a person's reaction to it. The second part of the section explains what the flight or fight reaction is.

39 Answer: chimpanzees and monkeys

Note You have already read the passage to complete the first task and will remember which section describes animals completing numerical tasks. A chimpanzee (the plural form appears later in the section) placed Arabic numerals in ascending order, and monkeys distinguished groups of numbered objects. *Primates and chimpanzees* or *primates and monkeys* are not correct answers as both chimpanzees and monkeys are primates.

40 Answer: a hook

Note Betty 'repeatedly picks up a straight piece of wire, bends it into a hook and ...'. Using an article with 'hook' to

answer the question is logical and natural here, though you will probably not be penalised for writing only 'hook' as your answer.

WRITING Task 1

There is a sample answer on page 207.

Step 1

1 three 2 the top part/the bottom part 3 eight 4 four

Step 2

C

Step 3

- 1 women with less than a high school diploma level
- 2 increase
- 3 when they are older – over 65 and especially over 75
- 4 no

Step 4

There are no correct answers – below is a rough guide.

- 1 This is probably too obvious to include (as is the very low number of women between 15 and 19 that do not work).
- 2 Including this is fairly essential.
- 3 This is not salient information. It describes only one of many possible similar comparisons that could be made, and reporting it serves no purpose.
- 4 Including this is fairly essential.
- 5 Saying that women start working more hours per week once they are over 20 is a possibility, though saying that women under 20 do not work many hours is obvious (see 1 above).
- 6 This may be rather obvious but does stand out.

Step 5

1 C 2 A

Step 6

1 the same 2 As 3 more / than 4 the most / the fewest 5 while 6 however 7 far / while

Notes The answer should include an overall view of the data, which is that women between 25 and 54 who have a higher level of education spend more hours working than do younger and older women with lower levels of education. There should be specific reference to the chart to illustrate this. There should be relevant comparisons made between women in different age groups and women with varying levels of education.

Organisation

The point summarising the general message comes at the beginning of the report here but could also be a concluding sentence. Related points in the two sections of the graph are described together in paragraphs within the report. Describing the two sections of the graph (or two graphs) independently would be easy but not allow any comparisons to be made nor conclusions to be drawn. It would be dull to read and would not have an overall purpose.

Use of language

Linking devices help the language to flow and facilitate following the message.

Complex **grammatical structures** for comparison are required. It is important that expression is varied and that exactly the same simple structures are not repeated. Passive structures are combined naturally with active structures.

Vocabulary usage here is also related to comparison. Note that this description does not require the use of verbs in the way a report of a line graph or bar chart that shows change over time would do.

WRITING Task 2

There is a sample answer on page 207.

IELTS TEST 2

LISTENING Section 1

► Questions 1–10

1 **Answer: ten/10**

2 **Answer: Royal Parade**

Note You must write the full name of the location and this is not spelt out for you. It is important to know the spelling of common location words such as 'street' and 'avenue'.

3 **Answer: Biomedical/bio-medical**

Note You need to listen carefully in order to avoid writing 'medical' instead of 'bio-medical'. The key word is repeated. Both spellings of the key word are acceptable.

4 **Answer: three hundred and sixty/360**

Note Part of the address is given in the table and so you should only write the missing number.

5 **Answer: six/6**

Note Two possible times are given – 5pm and 6pm. However, one of the speakers confirms the correct time of closing: 'but it closes at 6 o'clock'.

6 **Answer: Bookit**

Note You hear: 'first of all, you need to log on to bookit'. Be careful: the rubric tells you to write no more than one word and the context tells you that Bookit is a name.

7 **Answer: password**

Note The key word is given: 'Now it's asking me for my student ID and my password'. Be careful not to write 'ID' as an answer. The words 'student number' are given in the flow chart and so this would not be correct.

8 **Answer: location**

Note 'Select' in the flow chart paraphrases 'click on' in the recording.

9 **Answer: view**

Note You hear the word 'option' and it is used in the flow chart.

10 **Answer: schedule**

Note You hear the word 'booking' and it is used in the flow chart.

LISTENING Section 2

▶ Questions 11–20

11 **Answer: A, C**

Note A is a correct answer because 'takes place every year' paraphrases 'annual'. C is a correct answer because 'there is absolutely no charge' paraphrases 'is a free event'.

12 **Answer: A, C**

Note A is a correct answer because you hear: 'Yes, it's Doors Open day here in Edinburgh ...' Option C is a correct answer because you hear: 'The observatory has been involved in this event for more than 20 years ...'

13 **Answer: C, D**

Note C and D are correct because you hear that the shows 'will run four times both today and tomorrow – Sunday'.

14 **Answer: A, C**

Note A is a correct answer because you hear 'we are operating a booking system for these shows'. This means they have to be booked in advance. C is a correct answer: '... will be available on a first-come first served basis here – at the information point'.

15 **Answer: roof**

Note Grammatically the key word to fit the space is a noun. You hear: 'Visitors will even have the opportunity to get onto the roof'.

16 **Answer: shoes**

Note Grammatically the key word to fit the space is a noun. You hear: 'I hope that those of you who are interested are wearing your most comfortable shoes ...'

17 **Answer: library**

Note Grammatically the key word to fit the space is a noun. You hear: 'The Crawford collection is an astronomical library'.

18 **Answer: visitor centre**

Note You hear: 'Now we have a craft workshop for children here in the visitor centre'.

19 **Answer: telescope**

Note You hear '...they can make their very own model of a telescope'. The key must be a singular noun form as the word 'a' appears before the gap.

20 **Answer: planet**

Note Grammatically the key word to fit the space is a noun. You hear: 'Now, we have a craft workshop for children here in the visitor centre where they can make their very own model of a telescope and colour their very own planet'!

LISTENING Section 3

▶ Questions 21–23

Answer: D, E, F

▶ Questions 24–26

24 **Answer: A**

Note You hear: '29% is from America and then 28% is from China'.

25 **Answer: E**

Note United States is given in the task but you hear 'America'.

26 **Answer: D**

Note You hear: 'Over a third – 37% to be exact – comes from Russia'.

▶ Questions 27–30

27 **Answer: B**

28 **Answer: C**

Note You hear: 'It fell into the Indian Ocean and the deserts of Western Australia'. D is also incorrect because it refers to 'Eastern Australia'.

29 **Answer: G**

Note You hear: '... that particular space junk weighed 100 tonnes!'

30 **Answer: H**

Note You hear: 'It plunged straight into the South Pacific'. Notice 'fell into' in the table paraphrases 'plunged' in the recording.

LISTENING Section 4

▶ Questions 31–35

Step 1 (Test Question 31)

The missing information is an adjective, to qualify 'zone'.

Step 2

1 dead

2 the article 'the' is already provided in the table.

31 **Answer: dead**

Note The phrase 'sometimes called' in the table paraphrases 'often referred to' in the recording.

32 **Answer: stock**

Note The phrase 'free of' in the table paraphrases 'clear of' in the recording. You hear: 'Yes, it's pretty much clear of stock altogether!'

33 **Answer: adjust**

Note The missing information is a verb form. You hear: 'This is where they adjust. For example, the place where they might put their keys in their pockets ...'

34 **Answer: dwell**

Note You hear: 'So, near the front door, you might also find what we call the dwell zone'. The key word is repeated in the next sentence.

35 **Answer: offers**

Note You hear: '... this is the area of the supermarket where the strongest offers are displayed'.

▶ Questions 36–40

36 **Answer: D**

37 **Answer: A**

Note You hear: 'Yes, fruit and vegetables are always at the front because they give the supermarket a healthy image'. B is not a correct answer as although reference is made to bread and milk they are not located at the front of the supermarket.

- 38 Answer: B**
Note You hear: '... they want us to walk through the whole store to get them in the hope we will buy other things on the way. That's why items like these are often called 'destination goods'.
- 39 Answer: C**
Note You hear: 'It's often quite hard to spot items like cheap tinned food. Why is that? Well, they're normally placed very low on the shelves'. Notice that 'below eye level' in the task paraphrases 'very low'.
- 40 Answer: E**
Note You hear: 'So if the sun comes out, the check-out is an ideal place to display sunglasses and if it rains, umbrellas can be placed there instead'.

READING Passage 1

▶ Questions 1–13

- 1 Answer: evolutionary**
Note The key is found in the first sentence of the 2nd paragraph: 'However, there is more to the project than merely uncovering the camel's unexpected evolutionary history.'
- 2 Answer: protein**
Note The key is in the 3rd paragraph which describes what properties are found in bone. 'Collagen is a protein that forms the connective tissue that holds bones together in an animal's skeleton ...'
- 3 Answer: match**
Note The key is in the 4th paragraph: 'The results show an almost identical match to the modern-day one-humped camel, the dromedary'. The phrase 'almost identical' used in the text is described as 'near perfect' in the summary.
- 4 Answer: similarities**
Note The key is in the 4th paragraph: 'A comparison of the chemical makeup of the collagen with the tissue from Ice Age Yukon camels revealed more than similarities – they were found to be closely related'. The phrase 'share a number of...' used in the summary is described as 'closely related' in the text.
- 5 Answer: anatomical**
Note The key is in the 4th paragraph. 'In addition, **anatomical** data suggest the leg bone found on Ellesmere was one third larger than the same bone in a modern camel'. The word 'information' used in the summary is described as 'data' in the text.
- 6 Answer: larger**
Note The key is in the 4th paragraph. 'In addition, anatomical data suggest the leg bone found on Ellesmere was one third larger than the same bone in a modern camel'. The phrase 'three times' used in the summary is described as 'a third' in the text. The phrase 'than the same bone ...' used in the text is described as 'compared to' in the summary.
- 7 Answer: mineralisation**
Note The key is in the 4th paragraph: 'The findings suggest that **mineralisation** worked along with

cold temperatures to help preserve the proteins in the bones'. The word 'preserve' used in the text is described as 'seal' in the summary.

- 8 Answer: preservation**
Note The key is in the 4th paragraph. 'This specimen is spectacular and provides important clues about how such exceptional **preservation** may occur'. The word 'preserve' is also mentioned in the same paragraph but is incorrect because it does not fit grammatically.
- 9 Answer: 3.5 metres**
Note The key is in the 4th paragraph. '... this giant creature would have stood about 3.5 metres tall at the hump.' The phrase 'measured in height' used in the notes is described as 'stood about ... tall' in the text.
- 10 Answer: fat store**
Note The key is in the 5th paragraph where the function of the hump is described. 'Traits found in modern camels, such as their humps which serve as a **fat store**, would have benefitted their ancestors during the deep winters when food was scarce'. The phrase 'used as ...' describes the purpose of the hump and is described as 'serve as' in the text.
- 11 Answer: low light**
Note The key is in the 5th paragraph where the characteristics of the eyes are mentioned. 'Their large eyes would also have helped them peer through **low light** and forage for food during the long, Arctic winter'.
- 12 Answer: soft**
Note The key is in the 5th paragraph where the terrain is described. '... which support the animal on **soft ground** such as loose sand in the same way that a snowshoe helps a person walk on snow'. The word 'terrain' used in the notes is described as 'ground' in the text.
- 13 Answer: loose sand**
Note The answer is in the 5th paragraph. The same sentence which provides the answer to question 12 (soft ground) gives 'loose sand' as an example of this.

READING Passage 2

▶ Questions 14–26

- 14 Answer: iv**
Note Paragraph A charts the idea and concept of the self-driving car from the early to mid-twentieth century and refers to the 'vision of the future'. It also describes examples of the first automated cars such as 'radio-controlled automobiles'.
- 15 Answer: x**
Note Paragraph B provides specific examples of early and later successful journeys made by automated cars in Europe and America.
- 16 Answer: ix**
Note Paragraph C describes features that self-driving cars have in common. These include the 'velodyne laser system', 'radars on the bumpers' and a 'rear-view camera'. It also refers to the fact that they share the characteristic of being 'model drivers'.

- 17 **Answer: viii**
Note Paragraph D focuses on the rationale behind the concept of the self-driving car. It details how reliable and safe automated cars are compared with cars with human drivers.
- 18 **Answer: ii**
Note Paragraph E focuses on the drawbacks of the self-driving car. These include how it can cope with unpredictable situations such as bad weather.
- 19 **Answer: i**
Note Paragraph F focuses on the legal implications of the self-driving car and speculates as to who should take responsibility in the event of an accident – the car manufacturer, the software developer or the human driver?
- 20 **Answer: iii**
Note Paragraph G focuses on the fact that self-driving cars are here to stay – that there is a partial acceptance that they will be a reality in future. It refers to the ‘gradual automation’ of cars over time and describes the software being developed by car manufacturers.
- 21 **Answer: faster**
- 22 **Answer: substantially increase**
- 23 **Answer: closer**
- 24 **Answer: a lot less likely**
- 25 **Answer: less**
- 26 **Answer: more reliable**

READING passage 3

► Questions 27–40

- 27 **Answer: Yes**
Note The key is in paragraph A. Freerunning is ‘described as jogging meets gymnastics, as urban-steeplechase aerobics and as acrobatic performance art’.
- 28 **Answer: Yes**
Note The key is in paragraph B. It refers to the different ways in which the activity has been described and how these may not be entirely accurate. Some people think of it as a ‘sport and leisure activity’ whereas others view it as a ‘mental and spiritual’ activity.
- 29 **Answer: No**
Note The key is in paragraph B. It gives us the origins of the activity, where and when it started: ‘in the suburbs of Paris in the 1980s ...’
- 30 **Answer: Not Given**
Note There are many references to people who are described as ‘freerunners’ and ‘traceurs’ but no reference is made to whether men are more interested in the activity than women.
- 31 **Answer: No**
Note The key is in paragraph C where the movements of skateboarders and freerunners are compared. ‘They (freerunners) have respect for their surroundings and disapprove of anything, such as the grinding and waxing done by skateboarders, which damages them’.
- 32 **Answer: No**
Note The key is in paragraph E where the cost of freerunning is mentioned. ‘...the financial *outlay is negligible*’. The word ‘negligible’ means ‘very little’.
- 33 **Answer: No**
Note The key is in paragraph F. ‘A British documentary showed the founders running over the rooftops of famous London landmarks, which encouraged many to start to practise themselves’. This means that people were encouraged to take up the activity as a result of a documentary, not an advertisement.
- 34 **Answer: Yes**
Note The key is in paragraph H. ‘While the original traceurs might argue that true Parkour should not involve competition, there are forces pushing it in that direction’. This means that the original view of freerunning has changed over time.
- 35 **Answer: B**
Note In paragraph H, reference is made to the activity evolving from the principles that it should not involve competition. ‘While the original traceurs might argue that true Parkour should not involve competition, there are forces pushing it in that direction’. A is not correct as the activity focuses on the development of both mental and physical strength. In paragraph B, it states that freerunning ‘...is not concerned solely with the acquisition of physical skills but also the improvement of one’s mental and spiritual wellbeing’.
- 36 **Answer: C**
Note Participants in freerunning have the freedom to choose how they move. This is referred to in paragraph C. ‘Why walk when you could run, leap, vault and somersault?’ D is not correct. According to information given in paragraph C, ‘... they have respect for their surroundings ...’. So you should not choose D as an answer.
- 37 **Answer: E**
Note The answer is given in paragraph C, ‘Why use steps when there are handrails and sheer drops?’ F is incorrect because the activity is not limited to freerun parks. The activity takes place in a variety of settings. So you should not choose F as an answer.
- 38 **Answer: A**
Note The movement of flipping is referred to in paragraph H.
- 39 **Answer: C**
Note The movement of jumping is referred to in paragraph C; ‘... why walk when you could run, leap, vault and somersault?’ The words, leap and vault are synonymous for the word ‘jump’ and so C is a correct answer. The movement of ‘walking’ is referred to in the same sentence but is not a movement associated with freerunning and so you should not choose F as an answer.
- 40 **Answer: D**
Note The movement of rolling is referred to in paragraph C. The word ‘somersault’ in the text is synonymous with the word ‘rolling’ used in the question.

WRITING Task 1

There is a sample answer on page 208.

Step 1

- 1 eleven / yes 2 China and India 3 simply whether they increased or decreased

Step 2

A

Step 3

- 1 Germany 2 the United Kingdom 3 Belgium

Step 4

There are no correct answers – below is a rough guide.

- 1 Including this is more or less essential.
- 2 Sweden's share of this market did decrease dramatically but it does not really stand out as salient information. There is information that is more important to include.
- 3 It is essential that this general observation is made.
- 4 Including this is essential.
- 5 This is just one of many simple comparisons that could be made. Reporting it serves no purpose.
- 6 The difference is noticeable and this is probably best reported.

Step 5

- 1 B 2 B

Step 6

a rose from 38% **b** was very stable **1** more to India **2** to China **3** far greater **4** more or less the same amount **5** four or five times **c** changed very little **d** had fallen **6** the biggest

Notes The answer should include an overall view of the data, which is that the amount of export to both China and India did not change very much over the period for most of the EU countries shown. Ideally, at least one of the countries should be given as a specific example of this. There should be clear description of how the market share changed for those countries that do stand out – Germany, the United Kingdom and Belgium. There should be some comparison between the market shares of selected countries shown and a clear description of which country had the biggest market share – Germany.

Organisation

It is important that the introductory paragraph clearly explains that the figures show two areas of information – the market share of various EU countries and how that share changed between 2000 and 2011.

It makes sense to then describe the countries that stand out both as having a larger than average share of the market and whose share of the market has changed. An alternative would be to describe the two pie charts showing exports to India and then the two charts showing exports to China, but this would be less logical in terms of painting an overall picture.

Use of language

Linking devices – *and, also, while, in fact*, etc., help the language to flow and facilitate following the message. Appropriate punctuation is an important feature.

Fairly complex **grammatical structures** for comparison are required. It is important that expression is varied and that the same simple structures are not repeated. The past simple is most frequently used, but as the period shown ended before now, the past perfect is used with *by* – *by 2011, Germany had become ...*

Grammatical structure and **vocabulary** usage is closely linked. The report combines typical language of comparison with typical language used to describe trend (see the exercise for Step 6).

WRITING Task 2

There is a model answer on page 208.

Step 1

C tells you what you must write.

A is a general statement.

B expresses an opinion.

Step 2

1

- Paragraph 1 C
Paragraph 2 D
Paragraph 3 A
Paragraph 4 B

2

- 1 c)
2 a)
3 d)
4 b)

3

- a) co-educational school
b) mix
c) foundation
d) focus
e) restricted
f) chances

IELTS TEST 3

LISTENING Section 1

Questions 1–5 (Answers can be in any order)

1 **Answer: B**

Note Kate says 'Things are really hectic for Greg at work all of a sudden'. *Hectic* means very busy.

2 **Answer: E**

Note Kate makes it clear that they are both very busy. Then she says 'We're basically both trying to juggle too much', which tells you that they cannot cope.

3 **Answer: F**

Note Jill suggests that Kate wants a cleaner because her neighbours have a cleaner. Kate admits this is partly true: 'I guess there is a bit of that. I feel like the poor relation when I tell them I do all the cleaning myself.' *The poor relation* is somebody who is less well-off than other people in the family.

Note

A is not correct as Kate states that she could do the job perfectly well herself.

C is not correct. Kate says the house 'looks like such a mess' which means it is *very untidy*.

D is incorrect as Kate makes it clear that she and her husband usually share housework.

G is incorrect – Kate says she thought it was more expensive NOT that the price has come down.

▶ **Questions 4–10****4 Answer: Dusters**

Note The name of the cleaning company is not spelt for you but it is repeated and Jill says 'as in people who dust'. *Dust* is a verb you should know. *Dusters* is spelt as it is pronounced. So even if you don't know the word, you can guess the spelling.

5 Answer: Abby

Note The name is fairly easy but is spelt for you.

6 Answer: 650918

Note The number is repeated but is said quickly both times. 0 is pronounced *oh* but could also be said as *zero*. 1 in this number could be difficult to catch as it merges with the 0 that follows.

7 Answer: ironing

Note The answer clearly completes a list of three services, two of which are given. *Garden care* paraphrases 'look after your garden' in the recording. *Ironing* is a tricky word to spell – the *r* is silent but is a word that you should know.

8 Answer: 9.50

Note The answer is repeated. You should know that speakers don't usually say pounds when the figure includes both pounds and pence: *it's nine pounds* but it's *nine fifty*.

9 Answer: 45

Note The answer is not repeated.

10 Answer: organic products

Note You hear: 'They can use organic products if you want them to' which means they are available.

LISTENING Section 2▶ **Questions 11–14****11 Answer: the playground**

Note You hear 'a few of you are worried that there'll be hardly any playground left.' This sets the context of the talk. You need to add the article 'the' as it is not included in the sentence.

12 Answer: feedback

Note The speaker says 'The school governors and the developers want to hear your feedback ...' and then later 'Your feedback's very important.' It is useful to know the collocation *give feedback*.

13 Answer: update

Note The information is reordered in the question sentence and *each week* paraphrases *weekly*. The word *An* is given before the space which means that the answer must begin with a vowel. This should help you choose the word you need.

14 Answer: extra space

Note The language in the written question is very different from what you actually hear but the answer clearly comes after 'we had to have' which means the same as *the need for ...* You know the purpose of building the new classrooms is to provide extra space so the answer is not difficult to pick out.

▶ **Questions 15–20**

The starting point is made clear: 'Let's start at the Balfour Road entrance, since that's where most of you come and go from.'

15 Answer: C

Note The speaker explains what the two new classrooms will be used for: 'this one on the left of the two rooms will be the new Year 6 classroom'. Further clarification about the location is then given: 'there's no direct entrance from the playground'.

16 Answer: G

Note You know where the new entrance area now is and the speaker says that there will be an additional entrance to the hall from that area. She clarifies by saying: 'children will be able to get to the hall from two different directions – from inside the main building and from the new entrance area.'

17 Answer: I

Note You hear the speaker say that the second classroom's 'principal use will be for the pre-school and after school clubs' which means the same as an *Extra school facility*.

18 Answer: E

Note The speaker moves on to the issue of the nursery school and then talks about the whole area on the other side of the main school building. The only option here is the nursery.

19 Answer: D

Note See note for answer 20 below.

20 Answer: B

Note The speaker introduces the part of her talk that will deal with the remaining items by saying 'down here on the other side of the top playground'. You need to listen to the information relating to both the bicycle bay and children's toilets to distinguish between them, though it is unlikely that a bicycle bay will have an interior entrance. She says the staff toilets are not marked on the plan so F is not a correct answer.

The remaining A is not a correct answer. The speaker states clearly that there will not be a snack bar.

LISTENING Section 3▶ **Questions 21–25****21 Answer: C**

Note Matt says that he hadn't considered taking a gap year before reading the article and when Tara says that he is planning to put off going to university, he corrects her. It is clearly not a firm plan yet (A is not correct). He says 'I hadn't really considered it as an option, but reading this has got me thinking.' So he certainly does not think it would be waste of time (B is not correct).

22 Answer: B

Note Sandy says, 'I wouldn't want to just go travelling for a year'. A is not correct. You learn that her primary purpose is not to make money when she says: 'but more importantly to grow up and come back knowing more about the world than I do now'.

23 Answer: A

Note Tara says 'I bet your mum and dad aren't quite as enthusiastic as you are about all this.' You know that you will hear the answer to this question now. Sandy says: 'On the contrary', which means *No – the opposite is true*. This suggests that the answer is A. Sandy then confirms this by saying: 'They're really supportive. They can see all the pluses.' You need to be careful not to choose C as your answer just because you hear the word regret in the conversation.

24 and 25 Answers: A and C

Note This question is introduced by Sandy's line: 'a lot of universities encourage students to take a gap year'. A is a correct answer. You hear: 'They see a year away growing up and maturing as an asset. Students arrive in higher education with an extra year of life experience'. Tara says that travelled students may have an informed opinion but not that they are experts. B is not a correct answer. C is a correct answer. You hear Sandy say: 'students who come back from a year away ... have a stronger sense of direction and a clearer idea of what they hope to achieve'. Sandy adds: 'They probably speak at least a few words of another language too.' But she does not say they would be fluent speakers. D is not a correct answer. Matt does not say that gap year students have a sense of spirit and adventure. He actually says that older students (who have done a gap year) may be a calming influence. E is not a correct answer. Sandra talks about starting her course ready to meet the next challenge but she does not mention higher academic success.

▶ Questions 26–30

26 Answer: outdoor

Note You do not actually hear the phrase *outdoor lifestyle*. You hear the line: 'enjoying outdoor activities' between the two attractions given in that section of the table.

27 Answer: (the) cost

Note You hear 'the cost of getting there' rather than *the cost of the journey*. Most table completion tasks require notes rather than full sentences so it is not essential here to use *the* in your answer.

28 Answer: practical skills

Note You do not actually hear the phrase *acquisition of practical skills*. You hear the line: 'pick up some real practical skills too' after the two attractions given in that section of the table.

29 Answer: (the) simplicity

Note You hear: 'the simplicity of daily existence' rather than *the simplicity of life*. You hear the phrase after reference to the attraction given in the same section of the table. The idea of simplicity is consolidated by the lines 'spend a year without your computer and all the rest of it. It's all about going back to basics'. It is not essential here to use *the* in your answer. You must spell *simplicity* correctly.

30 Answer: (the) food

Note You do not actually hear the phrase *quality of the food*. Sandy says: 'I imagine the food's not great either.' Matt consolidates the answer by saying 'one of the things volunteers miss is good food choices.' It is not essential here to use *the* in your answer.

LISTENING Section 4

Note that this section is about animal behaviour but you do not need any specialist knowledge of zoology or science to get the correct answers. All the information is provided in the lecture.

▶ Questions 31–34

31 Answer: smaller animal

Note The lecturer says: 'I was going to say that **smaller animal** but it's not always the case.' He then gives an example of an animal hunting a bigger animal.

32 Answer: avoiding predation

Note The phrase *avoiding predation* is used twice in this part of the lecture, and is defined as 'not being caught and eaten.' You hear: 'For many small animals, not being caught and eaten is pretty much a full-time job.' However, *not being caught and eaten* is too many words to be an answer.

33 Answer: the food chain

Note Animals find themselves in two different places on the food chain because they can be both predators and prey.

34 Answer: Extinction

Note The line 'species that have not adapted – that is developed some sort of defence mechanism' prepares you to hear the key word at the end of the sentence.

35 Answer: A

Note The lecturer talks about speed and animals running away before he goes on to talk about the ability to fly as an even greater advantage.

36 Answer: B

Note The lecturer says that the patterns on a butterfly *warn off* predators and then says: 'butterflies have patterns that look like huge eyes and a would-be predator is scared off.'

37 Answer: I

Note The lecturer contrasts a solitary zebra and a zebra in a herd (group): 'A zebra stands out when alone and stationary but when zebras move rapidly in a herd, their stripes create motion dazzle.'

38 Answer: F

Note The lecturer talks about: 'sharp *spines that deter a predator*' and then provides examples of how spines might cause injury: 'a spine gouges an eye or gets lodged in its throat.'

39 Answer: E

Note The lecturer says that both skunks and molluscs emit a substance, but a skunk does not hide in the substance emitted. He says that the ink emitted by a mollusc (octopus, for example) conceals it from a predatory fish.

40 Answer: D

Note The lecturer introduces the idea of an extreme defence mechanism by saying 'there are frogs that go

one step further.' This means do something more than would normally be expected. He then explains that a predator that eats some frogs will 'keel over (fall to the ground) and drop dead.'

READING Passage 1

► Questions 1–6

1 Answer: C

Note 'Mechanical vibrations' occurs in the first paragraph. The paragraph asks how 'mechanical vibrations,' or sound in other words, can have such, 'a moving effect.'

2 Answer: G

Note Philip Ball told the writer that 'listening to much current pop music was as demanding as listening to Bach or Beethoven.' *Challenging* in the question paraphrases *demanding* in the text.

3 Answer: A

Note The 3rd paragraph tells us about *pattern detection*. The phrase in the question 'simplify complex musical combinations' summarises what the rest of that paragraph explains. The 4th paragraph tells us 'We come equipped with all sorts of rules' ... i.e. it is *innate*.

4 Answer: F

Note The 5th paragraph explains the roles played by various parts of the brain. It states that we use 'hippocampus to recover musical memories.' Note here that the role of the *temporal lobe* is also explained but that none of the sentence beginnings applies to its role so D is not a correct answer to any of the questions.

5 Answer: I

Note The 5th paragraph tells us 'the brain gives out the same signal of confusion when it encounters sentences that do not make sense as it does when the syntax of music sounds wrong and when chords do not complement one another.' The whole of the second part of the sentence is summarised in the phrase 'listening to discordant music.'

6 Answer: E

Note The final line of the 5th paragraph says 'there is something special about a pitch that is double the frequency of another; the interval better known as an octave.'

B and H do not relate to any information given in the passage.

► Questions 7–13

7 Answer: False

Note Steven Pinker says the opposite – that 'sounds accidentally generate pleasure.' His use of the term *auditory cheesecake* emphasises that he does not think the ability to enjoy sounds was an important development. The final line of the 6th paragraph 'The ability to hear them in the first place evolved to respond to other kinds of stimuli' reinforces the point.

8 Answer: False

Note The 7th paragraph introduces the notion of the 'national character' of music and then explains how English and French compositions are actually very different.

9 Answer: True

Note The 7th paragraph tells us 'Elgar is considered by some to be the most 'English' of all composers.' It then says that his music is 'frequently the background to important national pageants.' You don't need to be told explicitly that Elgar was from England.

10 Answer: Not Given

Note The 8th paragraph says 'the older generation struggle with modern music' and that for them it is 'difficult to listen to.' However, we do not know that necessarily means popular music rather than modern classical music. The text does not actually tell us what older people listen to. Even if you believe the statement to be true yourself, you should not choose True as your answer.

11 Answer: True

Note The 8th paragraph mentions the particular note – 'the augmented fourth' and then tells us that it is popularly used in heavy metal because it is known to be unsettling.

12 Answer: False

Note The writer tells us that he expected Philip Ball to stress the benefits of children listening to classical music. In fact, Ball says quite the opposite – that listening to rock music is more beneficial.

13 Answer: Not Given

Note The final paragraph says that very few people are not at all musical. The reference to karaoke is humorous – the writer suggests that when he participates in karaoke he feels that he is totally unmusical. The text does not say anything about the type of people who enjoy karaoke. It is important here that you don't select False as your answer because you believe yourself that people who enjoy karaoke are musical – the text does not provide the information.

READING Passage 2

► Questions 14–21

14 Answer: D

Note The relevant section describes the day of a rag-picker. Phrases 'He or she will begin work as early as 4am' and 'By late afternoon' ... help to locate the section quickly.

15 Answer: E

Note The relevant section lists examples of exploitation and cruelty: 'the police regularly beat them or burn their bags / municipal workers charge rag-pickers to be allowed to forage in a bin / municipal worker makes them do additional work / the police to pick up rag-pickers and force them to clean the police station.'

16 Answer: G

Note The relevant section states: 'The state's attitude ... is schizophrenic. On the one hand, ... the sector is praised and rag-pickers complemented. ... On the other hand, the sector is ignored by planners and policy makers'.

17 Answer: B

Note The relevant section describes 'a table-top pyramid' and explains the role of each person within it.

18 **Answer: D**

Note The relevant section states 'If the privileged had done this themselves, the poor would suffer less' and goes on to list the results of their negligence.

19 **Answer: F**

Note The relevant section states 'this whole process (the hard work of the poor) subsidises the consumption of various materials by the city's wealthier citizens' (the rich).

20 **Answer: A**

Note The relevant section describes how recycling (the business) has been transformed. Time markers such as *Long before*, *As a 13-year-old* and *Now*, help to locate the section quickly.

21 **Answer: C**

Note The relevant section claims 'This informal labour force saves the three Delhi Municipalities a minimum of Rs. 6 lakhs (approx. 12,000 USD) every day.'

▶ **Questions 22–26**

The summary applies to the first two sections of the passage. The first line of the summary 'The notion of recycling in India has changed hugely' tells you where to start looking to locate answers.

22 **Answer: reused**

Note *Everything from newspapers to household containers* summarises the list of items in the passage. Though *recycling* appears in the passage, the past verb *recycled* does not and so cannot be the answer. Using *cycled* as the answer would be wrong as it means something quite different.

23 **Answer: advent of**

Note 'Disposable' in the summary paraphrases 'non-recyclable' and 'non-reusable' in the passage. 'Plastic packaging' appears in both the passage and the summary and should help locate the key words.

24 **Answer: a rainy day**

Note The passage says 'instead of being stored away for a rainy day.' The summary says 'instead of putting them aside for a rainy day.'

25 **Answer: informal sector**

Note The passage says 'All recycling ... is undertaken by and via the informal sector.' The summary paraphrases this with 'The informal sector takes care of the whole recycling process.'

26 **Answer: pyramid**

Note The passage describes 'a table-top pyramid with rag-pickers at the base, forming the backbone of waste collection.' The summary says 'Rag-pickers are at the bottom (base) of a pyramid.'

READING passage 3

▶ **Questions 27–29**

The first paragraph contains the information required to answer the first three questions. The fact that you are required to label a diagram will help you locate the part of the text that describes the various items.

27 **Answer: steel roller mill**

Note The text says 'it is a mark of sophistication to bemoan the steel roller mill and sliced (mass-produced) white bread.'

28 **Answer: brick oven**

Note The text says 'yearning for stone-ground flour (to make traditional natural bread) and a brick oven.'

29 **Answer: flavouring**

Note The text says 'what these Luddites abhor is commercial sauces and any other synthetic aid to flavouring.' *Enhance* has a similar meaning to *aid* used as a verb.

▶ **Questions 30–34**

30 **Answer: rural**

Note The writer begins the relevant part of the text 'I cannot accept the notion that ... the sunny rural days of yesterday is in such contrast the grey industrial present.' The writer then says 'I refute the philosophy that ...' and there is a list of the various ways in which the two philosophies (rural and industrialised) can be contrasted.

31 **Answer: tasted bad**

Note The 3rd paragraph says 'For our ancestors, what was natural frequently tasted bad' and then gives examples. The paragraph continues 'Natural was unreliable,' paraphrasing 'and could not be relied on' in the question sentence.

32 **Answer: grains**

Note The 3rd paragraph ends by saying that grains 'supplied 50 to 90% of the calories in most societies' and that grains had to 'be threshed, ground and cooked' (a great deal of preparation) 'to be fit for consumption' (be made edible).

33 **Answer: original form**

Note The 4th paragraph starts by listing the many processes through which food was made edible. It then says that in the end 'naturally occurring plants and animals were nothing at all like their original form'. The paragraph continues with further examples of processes which changed the original form of food.

34 **Answer: storehouse**

Note The 5th paragraph tells us that for the ancient Greeks 'Happiness was not a verdant garden abounding in fresh fruits, but a securely locked storehouse jammed with preserved, processed foods.'

▶ **Questions 35–40**

35 **Answer: C**

Note The 6th paragraph tells us about peasants. The line that provides the answer is: 'were burdened with heavy taxes and rent, often paid directly by the food they produced.' The writer says 'the idea that country people eat better than city dwellers is preposterous' – A is not correct. The paragraph tells us that 'Very few of our ancestors working the land were independent' – B is not correct. The paragraph tells us that peasants subsisted on leftovers – 'watery soup and gritty flatbread'. These were not imaginative dishes – D is not correct.

36 **Answer: B**

Note The 7th paragraph mentions lasagna as one of a number of dishes that 'were invented for the urban, or at least urbane, aristocrats ...' The paragraph begins by talking about 'dishes we call ethnic and assume to be of peasant origin', though this assumption is in fact wrong – A is not correct. Lasagne was invented in northern

Italy but is given as an example of a dish that is known everywhere – C is not correct. Lasagne is compared to dishes from other countries but not because it tastes like them – D is not correct.

37 Answer: A

Note The relevant part of the text mentions ‘picking up the phone for a pizza’ but says that this was not an option at the time. The text does not tell us about the development of take-away food – A is the correct answer. The main focus of both paragraphs is how much hard work was involved in food preparation. The 9th paragraph lists the benefits of modern food production in various parts of the world. The 9th paragraph lists the various advantages of industrialised food – it was ‘processed, preservable, industrial, novel, and fast, the food of the elite at a price everyone could afford’.

38 Answer: D

Note The second part of the paragraph focuses on the consequences of ‘not understanding that most people had no choice but to devote their lives to growing and cooking food’ and that by demanding that ‘the farmer stay at his olive press and the housewife remain at her stove’ we are exploiting them as did aristocrats in earlier times. The writer admits that there are disadvantages of modern food production but it is not the main point – A is not correct. The writer admits that ‘Perhaps we should eat more fresh, natural, locally-sourced, slow food’ but this is not the same as a ‘balanced diet’ and it is not the main point – B is not correct. The writer says that modern food production rather than the range of food options ‘allows us unparalleled choices’ – C is not correct.

39 Answer: A

Note The 11th paragraph is the relevant part of the text. The writer says that chocolate produced at a grindstone cannot be the equal of commercially produced chocolate and that the popularity of Italian food owes much to factory produced pasta and canned tomatoes – i.e. the dishes could not be produced with more natural versions. The writer says modern chocolate is sophisticated – not the basic product or either of the other two products – B is not correct. The writer is in favour of this commercialisation so nothing has *suffered* – C is not correct. The writer does not mention these products as being especially popular among the many commercially produced products available – D is not correct.

40 Answer: C

Note The main point of the article is that criticism of modern food production is now very common but is not reasonable and is based a lot of ignorance. The writer implies that people should know more about what they eat but learning the history of food is not the main message – A is not correct. The writer defends modern industrial food but he doesn’t say it is superior to natural food – B is not correct. The writer implies that people should be grateful, but more for the endeavours of their ancestors than for the range of food now available. Though a lack of gratitude is implied, it is not the main point the writer makes – D is not correct.

WRITING Task 1

There is a sample answer on page 209.

Step 1

- 1 countries / nine
- 2 ten year periods OR decades
- 3 no
- 4 the percentages of overweight people

Step 2

The percentage of overweight people in all countries shown has risen and will continue to rise.

Step 3

- 1 the United States
- 2 yes (but not all)
- 3 Australia
- 4 Canada
- 5 England, Australia, France and Korea
- 6 England, Spain, Austria and France

Step 4

There is no correct answer here but questions 1, 3 and 6 are addressed in the model report.

Step 5

- 1 A – You need to start by showing that you understand what the graph shows.
- 2 C

Step 6

Suggested answers

- 1 increased steadily
- 2 is expected to be / is projected to reach
- 3 decreased slightly / fell temporarily
- 4 has not increased by a huge amount / has risen only slightly
- 5 rose sharply / increased noticeably
- 6 remained almost constant / showed no signs of an increase
- 7 has increased more rapidly than anywhere else
- 8 increased dramatically / rose very sharply
- 9 fluctuated
- 10 has risen noticeably and is expected to keep rising

Notes

The answer should include an overall view of the data, which is that the percentage of overweight people in all countries has risen and is projected to continue rising. There should be relevant comparisons made between different countries shown and a detailed description of a selected number of stand-out points.

Organisation

It is probably necessary to point out that the information does not start at the same point for all countries shown – this will not typically be the case when describing a figure. In this case, the report could be organised in a variety of ways. Here, the option is to describe the country (the United States) that has the highest percentage of overweight people and then compare other countries to it. The country that has the lowest percentage of overweight people (Korea) is described last.

Use of language

Linking devices: *and, though, in fact, etc.*, help the language to flow and facilitate following the message. Appropriate punctuation is an important feature.

Fairly complex **grammatical structures** for comparison are required. It is important that expression is varied and that the same simple structures are not repeated. The present perfect is used to describe change up until now, the past simple to describe specific data at points in the past and future forms (particularly verb + infinitive – expected to / projected to, etc. – to describe time after now.

Various verbs that describe trend are used – *increase, rise, fall, etc.*, and are combined with adverbs – *quickly, rapidly, steadily, etc.* There is variation of verb and noun usage *increased / an increase, etc.* – nouns are combined with adjectives – *a dramatic increase, a slight fall, etc.*

WRITING Task 2

There is a sample answer on page 209.

- 1
a True b False c True d True

2

A	B
It is no doubt true that...	It is undeniable that...
It is regrettable that...	It is unfortunate that...
It is frequently asserted that...	It is often assumed that...
It is natural that...	It is understandable that...
It is generally accepted that...	It is generally understood that...

IELTS TEST 4

LISTENING Section 1

- 1 **Answer: B**
Note You hear: 'No, it's on the 6th – Saturday the 6th'. C is mentioned by the information assistant but Lubna corrects her so this choice would be incorrect.
- 2 **Answer: C**
Note The words 'maximum number' paraphrases 'limited to' in the recording. You hear: '... this workshop is limited to fifteen participants'. B is also mentioned but this refers to the number of people who have booked already so is not correct.
- 3 **Answer: B**
Note You hear: 'I'm really glad it lasts for a full hour – I don't think I would be able to come up with any kind of floral arrangement in less time than that – and certainly not in 30 minutes!'
- 4 **Answer: B**
Note You hear: 'The workshop itself is free but we're asking participants to pay £5 each – just to cover the cost of floral supplies'.
- 5 and 6 **Answers: B and F**
Note You hear B mentioned: '...please remember to bring scissors or cutters to the workshop ...' and you hear F mentioned: 'and you'll also need to bring your own container'. E (a penknife) is mentioned but only as an item that is not appropriate for use at the workshop.

C is also mentioned but is an incorrect answer because floral supplies are supplied to participants as part of the workshop fee. A is mentioned but is unsuitable.

- 7 **Answer: Lubna**
Note The name is spelt out: 'L-U-B-N-A'
- 8 **Answer: Awan**
Note The receptionist mistakes the last letter for an 'm'.
- 9 **Answer: 0759 830 5321**
Note The phone number is given.
- 10 **Answer: lawan25**
Note You have to listen for the first part of the email address so you need to be prepared to write it quickly. Note that we say *dot* when giving email addresses.

LISTENING Section 2

▶ Questions 11–20

- 11 **Answer: foam rubber**
Note You hear: 'Now the one I'm holding in my hand is made of foam rubber'.
- 12 **Answer: gel**
Note You hear: 'this one is another type – filled with gel'. The material 'hard plastic' is mentioned but is an incorrect answer as it is not a suitable material for wrist rests. The word 'suitable' in the task paraphrases 'recommended' in the recording.
- 13 **Answer: sharp edges**
Note You hear: 'And there are no **sharp edges** – look – it's really nice and smooth'.
- 14 **Answer: straight**
Note You hear: '... can help in a number of ways. First of all, it helps you keep your wrist straight when you're using your computer'. The word 'maintain' in the notes paraphrases 'keep' in the recording. The word 'bent' is mentioned in the recording but this would not be a correct answer because this does not describe a 'neutral position' as given in the notes.
- 15 **Answer: dropping off**
Note You hear: 'Another advantage of a wrist rest is that it stops your hands from dropping off the edge of the keyboard'. The word 'prevents' used in the notes paraphrase 'stops' in the recording.
- 16 **Answer: neck**
Note You hear: 'A wrist rest can also relieve tension and soreness in your **neck** and shoulders'. The words 'reduce pain' used in the notes paraphrases 'relieve tension' in the recording.
- 17 **Answer: undersides**
Note You hear: 'Leaning your wrists on a wrist rest for long periods can put a lot of pressure on the **undersides** of your wrists'.
- 18 **Answer: one and a half inches / 1½ inches**
Note You hear: 'First of all, make sure you place your wrist rest approximately 1½ inches away from your keyboard'.
- 19 **Answer: palm and ball/ball and palm**
Note You hear: '... place the palm or ball of your hand on the rest'. The word 'wrists' would be an incorrect answer because the speaker says 'Never ever place your wrists directly on the wrist rest'.

20 Answer: (during) break periods

Note You hear: '... your hands should be on the wrist rests during break periods – so between your typing sessions'. The word 'typing' would be an incorrect answer as the speaker says '...don't use the wrist rests all the time – **particularly** when you're typing'.

LISTENING Section 3

▶ Questions 21–30

21 Answer: A

Note All three options are mentioned by the speakers but you hear: 'Well, actually I decided to go with household waste in the end and focus on food'. The word 'household' is paraphrased as 'domestic' in the question.

22 Answer: C

Note You hear: 'Now, maybe this won't come as a surprise to you but I was really **amazed** at just how much food we throw away in the UK'. The word 'amazed' is paraphrased as 'shocked' in the question. C – 'surprised' – is mentioned but refers to people in general.

23 Answer: B

Note You hear the answer clearly: 'We're wasting **one third** of the food we buy'.

24 Answer: 1.3/one point three

Note You hear: 'Let's start with yoghurts – now **1.3 million** of them go straight in the bin'.

25 Answer: chickens

Note You hear: '... and 5,000 whole chickens.'

26 Answer: 7/seven

Note You hear: 'Oh, and I've got another example – bread – an amazing **7 million** slices of bread are completely wasted too'.

27 Answer: eggs

Note You hear: 'And on the subject of **eggs** ... we throw away 0.7 million of them every single day and the same amount of packets of biscuits!'

28 Answer: 0.7 million

Note You hear '... and the **same amount** of packets of biscuits!' This refers to the number quoted for eggs.

29 Answer: potatoes

Note You hear: 'And just to give you some ideas of quantities – we're throwing out 5.1 million whole **potatoes** ...'

30 Answer: tomatoes

Note You hear: '...and 2.8 million whole **tomatoes** on a daily basis'.

LISTENING Section 4

▶ Questions 31–40

Note that in the table the answers are ascending from the bottom of the table to the top as it is described as a 'hierarchy of needs' which is like a pyramid.

31 Answer: shelter

Note A noun is required to fill the gap. You hear: 'These are the needs that motivate us to survive and have food and **shelter**. So, we're motivated to work in return for money so that we can actually eat and keep warm'. The word 'warm' would be incorrect because it does not fit grammatically.

32 Answer: lockers

Note A noun is required to fill the gap. You hear: 'Well, these facilities could be a staff restaurant to have our lunch in or a **locker** to put our personal belongings in'. Note that the word 'canteen' in the table paraphrases 'restaurant' in the recording.

33 Answer: security

Note A noun is required to fill the gap. You hear: 'And here on the second tier we can see **security** needs.' The key word is paraphrased in the next sentence: 'We're motivated to work hard when we feel **safe and secure**.'

34 Answer: pension

Note A noun is required to fill the gap. The key is given in the following part of the recording 'And what about a **pension** when we're old and no longer able to work?' Note that the phrase 'in old age' in the table paraphrases 'no longer able to work' in the recording.

35 Answer: team work

Note A noun is required to fill the gap. You hear: 'Now social needs refer to the need that people have to belong or to be part of a group. **Team work's** a very important motivator'. Note that 'social interaction' in the table paraphrases 'encouraging workers to get together' in the recording.

36 Answer: pay increases

Note A noun or noun phrase is required to fill the gap. You hear: 'Well, it might mean encouraging workers to get together to discuss various issues within the organisation – for example, **pay increases**.'

37 Answer: self-esteem

Note A noun phrase is required to fill the gap. You hear: 'Then we move on to the next tier – the fourth one here – **self-esteem**'. The key word is paraphrased in the next sentence: 'This means the kind of motivation that encourages us to experience a real sense of achievement.'

38 Answer: gym membership

Note A noun or noun phrase is required to fill the gap. You hear: 'What kind of rewards are we talking about? Well, examples of these include free **gym membership** or gifts such as contract-free phones'. Note that 'complimentary' in the table paraphrases 'free' in the recording.

39 Answer: self-fulfilment

Note A noun or noun phrase is required to fill the gap. You hear: 'On the final tier we've got self-fulfilment.' The key word is paraphrased in the next sentence: 'Now this is the motivation that inspires us to be creative'.

40 Answer: development plans

Note A noun or noun phrase is required to fill the gap. You hear: 'Personal **development plans** can help workers make progress and achieve higher goals'. The word 'individual' in the table paraphrases 'personal' in the recording.

IELTS
TEST 4

READING Passage 1

▶ Questions 1–6

1 Answer: footing

Note The key is in paragraph A. 'The analogous effect in the toes could have helped our ancestors get a better **footing** in the rain'.

2 **Answer: tools**

Note The key is in paragraph B which discusses the possible benefit to early humans of wrinkles on wet fingers. 'It might have helped handling tools in wet conditions.'

3 **Answer: swelling up**

Note The key is in paragraph C. 'Rather than **swelling up**, fingertips shrink when they wrinkle because the blood vessels inside them contract'. 'It is popularly believed that ...' in the text paraphrases 'For a long time it was believed' in the question.

4 **Answer: network drainage**

Note The key is in paragraph D where direct reference to Changizi is made. 'His (Changizi's) report in the journal *Brain, Behaviour and Evolution* suggested that wrinkles on fingers resemble car treads and the **network drainage** systems seen on mountains'. The phrase 'works in a similar way' used in the question paraphrases 'resemble' in the text.

5 **Answer: no difference**

Note The key is in paragraph F. 'Wrinkles made **no difference** to the time it took to do the task with dry objects, according to the study reported in *Biology Letters*'. The word 'difference' would not be correct as it does not fit grammatically.

6 **Answer: species/primates**

Note The key is in paragraph G which focuses on the comparison between humans and other animals. 'The findings raise the question of how, and from which **species**, humans inherited their wrinkling skin'.

► **Questions 7–13**

7 **Answer: treads**

Note The key is in paragraph F where it is explained that the grip on car treads can be compared to that of wrinkly fingers. 'It could be working like **treads** on your car tyres which give you a better grip'.

8 **Answer: blood vessels**

Note The key is in paragraph C where the reason why wrinkly skin happens is explained. 'Fingertips shrink when they wrinkle because the **blood vessels** inside them contract'. The word 'contract' in the text paraphrases 'constrict' in the summary.

9 **Answer: fingertips**

Note The key is in paragraph C. It is not stated explicitly but inferred that water is moved away from the fingertips by the 'tiny folds' of wrinkles on the skin.

10 **Answer: damaged**

Note The key is in paragraph C where it is explained that wrinkling did not occur in fingers that were damaged. 'This was proved to be incorrect by studies that showed the effect disappeared when the nerves in the fingers were **damaged**'.

11 **Answer: nervous system**

Note The key is in paragraph C where the way in which wrinkling mechanism is controlled is explained. 'The effect is controlled by the automatic **nervous system**, which also governs breathing and heart rate'.

12 **Answer: evolutionary**

Note The key is in paragraph A which mentions how wrinkling may have developed over time. '... it may be an **evolutionary** development. Going back in time, this wrinkling could have helped with gathering food from wet vegetation or streams'.

13 **Answer: sensitivity**

Note The key is in paragraph H where an explanation is given as to why our fingers are not wrinkled all of the time. 'The answer may be that wrinkling comes at a cost: the loss of **sensitivity**'.

READING Passage 2

► **Questions 14–21**

14 **Answer: more serious**

Note The key is in paragraph E where the experiment involving clipboards is described in detail. 'When the CVs were given to the volunteers on heavy clipboards, they were rated as far **more serious** than when the identical CVs were attached to flimsy, lightweight clipboards'. The word 'serious' would be incorrect as it does not fit grammatically.

15 **Answer: texture**

Note The key is in paragraph C where an experiment which focuses on the texture of objects and how different textures affect behaviour. 'The researchers carried out a series of experiments on volunteers to test how objects' weight, **texture** and hardness unconsciously shape judgements about other people'.

16 **Answer: jigsaw/jigsaw puzzle**

Note The key is in paragraph D: 'In a third experiment, a similar scenario was given to volunteers after they had completed a five piece jigsaw'. We can say either 'jigsaw' or 'jigsaw puzzle'.

17 **Answer: smooth**

Note The key is in paragraph D where the jigsaw experiment is described. 'Those who were given the rough object rated the relationship between the characters as harsher and more adversarial than those given the **smooth** jigsaw'.

18 **Answer: workplace**

Note The key is in paragraph D where the location of an experiment involving story-telling is mentioned. 'Another study asked 49 volunteers to examine a piece of soft blanket or hard block of wood before looking at a scenario set in a **workplace** describing a meeting between a boss and an employee'.

19 **Answer: hard block**

Note The key is in paragraph D. 'Volunteers who were given the **hard block** of wood to handle judged the employee to be more rigid and stricter than those who had been given a blanket to hold'. The phrase 'more likely to view the worker as strict' used in the table is referred to as 'more rigid and stricter' in the text.

20 **Answer: negotiations/haggling**

Note The key is in paragraph C where the experiment involving buying a car is discussed. 'Those in hard chairs were less flexible in their **haggling** skills and were far less willing to drop their prices during the **negotiations**, the researchers found'. The words 'haggle' and 'negotiate' are mentioned in the text too but are not correct as they do not fit grammatically in the table.

21 **Answer: soft seats**

Note The key is in paragraph C. 'Those in hard chairs were less flexible in their haggling skills ...' The phrase 'showed more movement' in the table paraphrases 'more flexible' in the text.

► Questions 22–25

22 **Answer: H**

Note The key is given in the paragraph A where reference is made to 'the texture of objects all around us'. This means the same as 'surroundings'.

23 **Answer: D**

Note Reference to soft materials and textures is made in paragraphs C and D and the way in which they encourage positive feelings such as generosity and a willingness to show more flexibility during interactions with others.

24 **Answer: A**

Note Reference to the link between hard materials and aggression is made in paragraph D. References include 'more rigid' and 'stricter', 'harsher' and 'more adversarial'.

25 **Answer: C**

Note The key is given in paragraph E. 'Not only is touch an important sense for exploring the world, but it also shapes our understanding of it, reflected in the use of everyday phrases such as 'taking the rough with the smooth' or 'have a soft spot for someone' or 'a prickly situation'. The word 'everyday' used in the text paraphrases 'common' in the question and the word 'phrases' is the same as 'expressions'.

26 **Answer: D**

Note The key is spread across the entire text. Hard textures encourage 'hard' feelings, emotions and responses compared with softer textures such as comfortable chairs as referred to in option C.

READING Passage 3

► Questions 27–34

27 **Answer: B**

Note The key is given in the first paragraph: '... the animals rotate their overly large heads **by up to 270 degrees**'. This corresponds to the phrase 'as much as' in the question.

28 **Answer: A**

Note The key is given in the 2nd paragraph which describes the flexibility and movement. 'The study found that the birds' unique bone structures and vascular systems let them move with increased flexibility'.

29 **Answer: K**

Note The key is given in the 5th paragraph which describes the ways in which the vascular network enables rotation to happen.

30 **Answer: D**

Note The key is given in the 5th paragraph which mentions the location of the carotid arteries in the spine. 'They showed that the big carotid arteries, instead of being on the side of the neck as in humans, are carried close to the centre of rotation, just in front of the spine'.

31 **Answer: G**

Note The key is given in the 5th paragraph which describes the degree of strain endured by the owl. 'As a consequence, these arteries experience much less twisting and turning'.

32 **Answer: C**

Note The key is given in the 5th paragraph which describes what happens to the blood vessels in the head during the rotation process. 'They found that when they turned their heads, the blood vessels below the jaw bone expanded as more dye entered ...' The phrase 'below the jaw bone' referred to in the text has the same meaning as 'at the base of the head'.

33 **Answer: L**

Note The key is given in the final paragraph which describes the size of the cavities in the neck. 'In humans, the vertebral artery really hugs the hollow cavities in the neck. But this is not the case in owls, whose structures are specially adapted to allow for greater arterial flexibility and movement'.

34 **Answer: M**

Note The key is given in the summary itself – the sentence before the gap reads, 'the eyes can't move' – this means that they can only look in one direction – their line of vision is straight ahead'.

► Questions 35–40

35 **Answer: B**

Note The key is given in the first paragraph: 'Scientists have discovered four major adaptations in owls designed to prevent injury when the animals rotate their overly large heads by up to 270 degrees'.

36 **Answer: D**

Note The key is given in the 5th paragraph: 'This contrasted starkly with human anatomical ability where arteries generally tend to get smaller and smaller'.

37 **Answer: F**

Note The key is given in the 5th paragraph which explains why scientists injected dye into the blood vessels of the owls. 'The most striking finding came after researchers injected dye into the owls' arteries, mimicking blood flow, and manually turned the animals' heads'.

38 **Answer: C**

Note The key is given in the 6th paragraph which focuses on the dangers of sudden head movements in humans. 'Extreme manipulations of the human head are really dangerous because we lack to many of the vessel-protecting features seen in owls'.

39 **Answer: G**

Note The key is given in the 6th paragraph: 'Researchers say these contractile blood reservoirs act as a trade-off, allowing birds to pool blood to meet the energy needs of their large brains and eyes, while they rotate their heads'.

40 **Answer: H**

Note The key is given in the final paragraph: 'There are lots of advantages to being able to look over your shoulder and see something coming – if you're trying to avoid predators or detect prey'.

WRITING Task 1

There is a sample answer on page 210.

Step 1

- 1 The columns show numbers for different degrees of injury. The rows show the years that the period covers.

- There are three degrees of injury. The final column shows the total number of injuries (numbers for the three degrees of injury added together).
- The percentage increase for each degree of injury over the period covered.

Step 2

C

The answer should include an overall view of the data, which is that the number of both serious and slight injuries increased over the period, but the number of fatal injuries did not. The fact that numbers of fatal injuries fluctuated over the period must be described. There should be a clear description of a limited number of individual figures that stand out and how they relate to figures round them.

Step 3

- 2001-2002
- 1998-1999 and 2005-2006
- 2005-2006
- No
- 2004-2005
- Yes

Step 4

There is no correct answer here but questions 1 and 2 should be addressed in the report. Questions 5 and 6 (the large increase of slight injuries between 2003-04 to 2004-05) would be included in many reports, though is not included in the model report.

Step 5

C

Though a detailed report of each injury in turn would be inappropriate and rather dull, it makes sense to use the three degrees of injury (the columns) as a means of organising the composition. Once that has been done, figures for specific years can be singled out and described in more detail.

Step 6

- the total number of injuries
- the number of slight injuries
- the number of serious injuries
- the number of fatal injuries
- the number of fatal injuries

Fatalities has been used in place of *fatal injuries* in places, and other key words – *victims, assaults, non-fatal*, etc. show command of the language.

Various verbs that describe trend are used – *increased, rose, fell, fluctuated*, etc., and are combined with adverbs – *dramatically, steadily, wildly*, etc. There is variation of verb and noun usage *increased / an increase*, etc. – nouns are combined with a adjectives – *a remarkable fall*, etc.

As the figure shows past time, the past simple is mainly used. Active and passive forms are combined appropriately. Complex comparative structures are used rather than simple structures – note the use of a conditional structure in the line *the numbers of serious and slight injuries were no higher than would be expected*.

Linking devices such as *and, but, also, while, in fact*, etc., help the language to flow and facilitate following the message. Appropriate punctuation is an important feature.

WRITING Task 2

There is a sample answer on page 210.

Step 1

Paragraph 1 – C
Paragraph 2 – D
Paragraph 3 – A
Paragraph 4 – B

Step 2

a – Paragraph 2 b – Paragraph 1 c – Paragraph 4
d – Paragraph 3

Step 3

Student's own answers

Notes

Content points

The answer should deal with everything mentioned in the task. It should discuss the spread of globalisation and gives examples of this – the increase in international travel and developments in communication and the positive aspects of these. It should also discuss the negative aspects and ends with a conclusion that answers the question asked.

Organisation

The answer flows well, with a clear progression. Each aspect of the task is dealt with in a logical order. Ideas and views follow each other logically and are linked well. Each of the positive and negative aspects of globalisation includes supporting examples. The answer is also appropriately divided into paragraphs.

Use of language

Linking: Phrases such as '*First of all*' and '*In conclusion*' are used to introduce parts of an argument. '*On the whole*' is used to introduce a general conclusion. '*As a result*' is used to introduce an effect or result of something. '*Although*' is used for linking contrasting facts and ideas.

Grammatical structures: The present perfect form '*have been moving closer together*' is used to describe change that continues up to the present. Reflexives are also used appropriately '*see for themselves*'.

Vocabulary: Some good adjective/noun collocations are used – these include '*rapid communication*' and '*increasing opportunities*'. There are also some good examples of verb/noun collocations – these include '*open up opportunities*', '*dominate the high street*', '*increase choices*', '*create wealth*', '*have a responsibility*' and '*focus on profit*'.

IELTS TEST 5

LISTENING Section 1

Questions 1–4

- 1 **Answer: 520016**

Note You hear a both *zero* and *oh* used for 0.

- 2 **Answer: Fiat**

Note You will be expected to know a common brand name like this.

3 Answer: City Street

Note The advisor says the booking was for *City Street*. The caller initially questions that and suggests that it was Baker Street. You must listen to decide which the correct answer is.

4 Answer: 10.30

Note The advisor initially provides the booking time. The caller repeats the time later in the conversation.

5 Answer: A

Note The caller says that car was not in the parking bay and then that she saw it on the other side of the street. She says that she thought somebody else had the car but that was clearly not the case – B is not the correct answer. She says she was about to phone the Car Pool when she saw the car – C is not the correct answer.

6 Answer: B

Note The advisor says he thinks the previous user left the car where the caller found it because the bay was occupied. He says that he will call the previous user but does not say he thinks he / she did anything wrong – A is not the correct answer. The advisor does not say or imply that he thinks the previous driver was acting selfishly – C is not the correct answer.

7 Answer: B

Note The caller says she hoots (makes a loud noise with the car horn) to alert the driver whose car is in the parking bay. She may feel angry, but she does not say anything about communicating verbally with the other driver – A is not the correct answer. The line 'show a little more patience' could lead you to think C is correct, but the speaker is referring to other people not about herself.

8 Answer: A

Note The caller says the car was 'filthy' and that inside and out it was muddy. She also mentions dog hair. She does not say there was damage or that anything was left in the car that should not have been. B and C are not correct answers.

9 Answer: C

Note The caller says the fuel (petrol) gauge was low and that it is the driver's responsibility to fill up (put petrol in the tank). She says sarcastically that she expected the keys to be difficult to find but not that she couldn't find them – B is not the correct answer. She says 'I finally started up the engine' but the use of *finally* refers to everything that had happened previously, not to any difficulty starting the car – A is not the correct answer.

10 Answer: B

Note The advisor says he that he will offer complimentary hours so he will credit the caller's account. He says that he could 'scrap the payment' (not charge for it) but that he would rather not so A is not the correct answer. They discuss going online to make a booking but nothing about reporting the incident – C is not the correct answer.

LISTENING Section 2

▶ Questions 11–13

11 Answer: not in use

Note The speaker introduces the idea of straight and curved bows so you are prepared to listen for the answer.

'String removed' in the text paraphrases 'unstrung' and 'string was taken off' which you hear in the recording.

12 Answer: Native Americans

Note The speaker lists a number of cultures but says 'We've all seen Native Americans with bows and arrows in the movies'. You must use a capital letter to begin both words in the answer.

13 Answer: firearms

Note You hear: 'The use of bows and arrows died out with the invention of **firearms**'. The sentence is paraphrased by 'a decline' and 'Advent of' in the notes. As the correct form of many compound words is ambiguous, writing *fire arms* as two separate words would probably be acceptable.

▶ Questions 14–15

The heading of the summary and the speaker's introductory line 'Right – the practical side. First of all safety ...' will help you focus on the relevant part of the talk and listen for the answers.

14 Answer: toys

Note You hear: 'Now you might have played with bows and arrows when you were kids but these bows and arrows aren't **toys**'. He adds 'They're not dangerous if used properly and safely', which comes before the gap in the summary.

15 Answer: target area

Note You only hear the answer phrase once here, though the speaker does say 'Nobody walks towards the targets'. You hear: 'go into the target area' which is paraphrased by 'enter the target area' in the summary.

▶ Questions 16–20

16 Answer: I

Note The bow is labelled and you will know what the bow is from earlier in the talk. The speaker says that the 'sight' is just above the middle of the bow and describes its purpose. You can see that the 'sight' is at eye level on the diagram. You will also know the more usual meaning of *sight* and be able to logically apply it to this new usage.

17 Answer: H

Note The speaker indicates that he will talk about the arrows specifically. He says the shafts are made of wood or fibre glass and he talks about the tip end.

18 Answer: E

Note The speaker explains where the fletching is by saying that it is at the opposite end to the tip, which is labelled on the diagram. He says that the fletching is traditionally made of feathers. You will probably know which part of an arrow is made with feathers and this will help answer the question.

19 Answer: G

Note The speaker says that there are arrows in the quiver and that the quiver should be tied around the waist.

20 Answer: A

Note The speaker introduces the idea of protection and you will know that you are listening to label three possible options on the diagram. The speaker then explains where the *bracer* is worn and what it is for. The speaker talks about the string early in the talk and you should know what he is referring to. Later he talks

about the drawstring. *Drawstring* is an option in the box but is not labelled on the diagram so is not an answer. The speaker also mentions the tension of the string. *Tension* is one of the options but is not a tangible object and not one of the correct answers. The speaker says that the arrow shaft can be made of fibre glass (a material) as well as of wood – fibre glass is not a correct answer. You can see both a chest guard and hand guard on the diagram but neither requires a label and so is not a correct answer.

LISTENING Section 3

▶ Questions 21–28

21 Answer: concentrate

Note Leo says that he 'can't concentrate'. He reinforces the idea by saying 'I just switch off'.

22 Answer: energy

Note The tutor asks Leo if he is studying too late at night when he's 'got no energy left'. She reinforces the idea by saying 'It's hard to achieve anything when you're exhausted'.

23 Answer: challenging

Note Ideas in the sentence and in the conversation are reversed. The tutor says that studying something enjoyable (less demanding) will get Leo 'into the swing of things' (help him to start positively). She says he can 'go on to more challenging things'.

24 Answer: strong subjects/stronger subjects

Note You hear the tutor ask: 'Is the objective to do as well as you possibly can in your strong subjects or to bring your weaker subjects up to an acceptable level?' She goes on to say 'revising a stronger subject might mean ...'. She balances (weighs up) the pros and cons of two possible objectives.

25 Answer: A grade

Note The tutor says that getting an A grade might be 'more rewarding and beneficial' and then says that Leo might 'feel a greater sense of pride in getting a couple of A grades than ... scraping through (only just passing) three or four other subjects.' As the gap is preceded by *an*, *A grade* is the correct answer. The former is what you actually hear on the recording also.

26 Answer: fail

Note Leo asks if he should accept (realistically expect) that there are one or two subjects he will fail.

27 Answer: time limit

Note The tutor says 'My advice would be to set a time limit on how long you'll spend on each subject.'

28 Answer: visual

Note You do not actually hear the phrase 'visual learning style' on the recording. You hear Leo and his tutor agree that he is a visual learner, and you hear the key phrase repeated. The tutor goes on to explain what having a visual learning style means.

▶ Questions 29–30 (Answers can be in either order)

29 Answer: B

Note The tutor says that students 'usually work out some sort of structured procedure.'

30 Answer: E

Note The tutor talks about students commenting on each other's work and then says that 'Both positive and critical comments coming from a peer can be very helpful.'

Note A is not correct – Leo suggests this but the tutor disagrees. C is not correct – Leo says (and the tutor agrees) that students could 'test each other' but does not suggest that means being competitive. D is incorrect – commenting on each other's work does not mean marking it. F is incorrect – the tutor talks about the benefits of having company but says nothing about developing social skills.

LISTENING Section 4

▶ Questions 31–40

31 Answer: London

Note The lecturer says 'people assume that Hitchcock was from America' and then mentions Hollywood. He then provides the answer ... 'he was in fact born in London.' Even if you know that Hitchcock was British, *Britain* or *England* is not a correct answer as neither is mentioned in the lecture.

32 Answer: 40/forty

Note The question asks when he moved to Hollywood. The lecturer states that: 'He didn't actually emigrate until he was 40 years old.' *Emigrate* means, 'move to another country'. You can write numbers in either figures or words.

33 Answer: sound

Note The lecturer says that *Blackmail*, was the first movie with sound made in Britain.

34 Answer: Number 13/Number thirteen

Note The phrase *failed attempt* is not actually used in the lecture. You are prepared to start listening for the answer when the lecturer says ended in disaster. He then goes on to explain why the film was unsuccessful.

35 Answer: B

Note You hear: 'One of his innovations was to use a camera the way a person watching would. This gave filmgoers the sense that they were voyeurs rather than just viewers.' Here, the lecturer says nothing about filming more quickly and goes on to stress that Hitchcock's films were filmed very slowly – A is not the correct answer. Throughout his talk, the lecturer stresses that Hitchcock surprised viewers – C is not the correct answer.

36 Answer: C

Note You hear: 'A week filming one scene would blow the budget!' meaning it would be too expensive. *The* lecturer's view of Hitchcock's perfection is positive and he does not suggest wasting time – A is not the correct answer. There is no mention of viewers' reaction to the process – C is not a correct answer.

37 Answer: C

Note You hear: 'The viewer knows that something terrible is going to happen – they don't need to actually see it.' so A is true. The lecturer also says 'the real strength of his work is the complex examination of his characters. His movies borrow many themes from psychoanalysis ...' so B is also true. The lecturer talks about Hitchcock surprising viewers and specifically explains *the twist ending*. C is not true so is the correct answer.

38 Answer: A

Note You hear: 'No longer able to identify with Marion, the viewer begins to empathise with the new principal character.' Before that he explains who Marion is and why the viewer relates to her especially. The new principal character is a murderer and the lecturer makes no mention of him being likeable – B is not the correct answer. He says nothing about other characters not being interesting – C is not the correct answer. Note that answer C might be an answer you would guess at if you didn't understand this part of the lecture well.

39 Answer: B

Note The lecturer says 'Some might even say that before Hitchcock, the director was a far less significant individual in the film-making process.' The lecturer previously explained that Hitchcock was the first director that the public recognised but not that previously they recognised any other directors, so C is not the correct answer. He does not say anything about other directors starring in their films, only that Hitchcock did – A is not the correct answer.

40 Answer: C

Note This is a question that checks your overall comprehension and so comes as the final question. The lecturer stresses on a number of occasions Hitchcock's importance and influence. He mentions *Psycho* several times but the film is not the subject of his talk – A is not a correct answer. He mentions several film titles early in the lecture but he does not compare any of them – B is not the correct answer.

READING Passage 1

▶ **Questions 1–6**

1 Answer: desperate

Note In the first paragraph, the writer tells us what the attendant said: 'He craned his head upward. 'Ah, the weather is desperate today,' he said.' Then she explains why she was so impressed: 'The word clung to me. How had he found the most poetic and perfect word to describe the weather that day?'

2 Answer: cadence/lilt

Note Both words must be correct to get one mark. The key line is 'the cadence and lilt of the words that greeted us in the shops and pubs at which we stopped to ask directions.'

3 Answer: mountains, ocean, cliffs

Note The writer describes the landscape as *mythical*. The question provides *unreal* as a synonym of *mythical*. In the 4th paragraph, she describes 'the green, undulating mountains that opened up to vistas of the ocean, cliffs and ruined castles seemed as to be permeated with ... a mysterious energy.' Mountains, the ocean and cliffs are physical features of *landscape*. Using the article is unnecessary.

4 Answer: space and time

Note The relevant paragraph says 'the Irish seem to allow for the flow space and time.' The positive line in the question sentence *appreciate and embrace* paraphrases 'they are present to the rhythm of their lives and allow the creative process to speak to their souls' in the passage.

5 Answer: mindfulness

Note The key line is 'It is far more creative to work with the idea of mindfulness rather than with the idea of will.' The next part of the paragraph expands and explains the point.

6 Answer: seanachie

Note The short 7th paragraph tells us 'The Irish are also well-known storytellers. In fact the Seanachie (pronounced shawn-a-key) or storyteller is still an honoured profession in Ireland.'

▶ **Questions 7–10**

The heading of the notes task makes clear that the relevant information will all be located in the paragraph that follows the previous question.

7 Answer: memory

Note The notes paraphrase the idea of *stored in his memory* with *recalled from*.

8 Answer: honoured

Note The passage puts the storyteller *in an honoured place in the house of a neighbour or at a wake*. The storyteller was a special guest at social gatherings.

9 Answer: adults and children

Note The complete answer phrase does not appear in the passage but each separate word does. The key line is 'Nor was it only adults who wished to hear tales. My father described to me how himself and other children would spend hours, night after night, listening.'

10 Answer: household chores

Note The relevant part of the paragraph tells us 'he and his companions used to do all the household chores for an elderly neighbour each winter evening in order that he might ... spend the night telling them long folk tales' (stories).

11 Answer: F

Note The writer says that 'The weather that day was more than desperate' so worse than the day described at the beginning of the passage.

12 Answer: T

Note The final paragraph begins 'I thanked him (Yeats) for sharing his gift of words with the world and asked him to help me do the same (the request)'. The final line of the paragraph describes an image in the photo the writer believes might have been Yeats' ghost. She then says 'I like to think his Irish soul was wishing me well as a writer' (he had responded).

READING Passage 2

▶ **Questions 13–19**

13 Answer: vi

Note In the first part of the paragraph, the writer talks about an author who stresses the benefits of living alone. In the second part, the writer lists a number of his friends who do not benefit from living alone and explains why they would not agree with the author.

14 Answer: iii

Note The topic sentence of paragraph C more or less paraphrases the question. However, that sentence is a link between paragraphs B and C and is not a summary of the content of paragraph C. Paragraph B is the

paragraph that explains why old and young people (students at university) are not relevant to the issue.

15 **Answer: i**

Note The paragraph explains that the number of people living alone in *the 45–64 age group* is increasing.

16 **Answer: ix**

Note The paragraph mentions *outcomes* and then lists poor health, depression and other detrimental life choices as consequences of loneliness.

17 **Answer: iv**

Note In paragraph E, the writer claims that the Government is *insidious* and explains why couples are *punished* and *penalised*, especially couples who are poor.

18 **Answer: vii**

Note The paragraph explains why *the better-off* are also affected by Government policy.

19 **Answer: ii**

Note The final paragraph states that marriage needs a phrase (motto) similar to one used in another area of political life – criminal justice policy – that people will hear and take notice of. The writer compares the issue of supporting marriage with the issue of house-building. No paragraph focuses on the issue of house-building – v is not a correct answer. The passage focuses mainly on the disadvantages of solitude and gives just one example of a man who enjoys living alone – viii is not a correct answer. The writer probably does support couples who make every effort to stay together but no part of the passage focuses on this – x is not a correct answer.

▶ **Questions 20–26**

20 **Answer: No**

Note Although the writer understands why Colm Tóibín enjoys his solitary lifestyle, he states clearly that most other people would not. The second part of the first paragraph describes his lifestyle as *a terrifying image* and *not a metaphor for a life most of us would seek to inhabit*.

21 **Answer: Yes**

Note The writer clearly focuses on the less positive side of his two friends' lives.

22 **Answer: Yes**

Note The key sentence that provides the answer is 'Most people of my generation had such a stage in their lives – between university, and settling down – but we didn't want it to last forever.'

23 **Answer: Yes**

Note The writer says that older women live alone due to 'the uneven impact of medical advances and lifestyle changes on the longevity of each of the genders' – meaning that they have outlived their husbands.

24 **Answer: Not Given**

Note The writer describes divorced men 'poking about their fridges for a pre-packed meal for one'. This suggests divorced men eat a lot of convenience food but does not say that they don't enjoy cooking.

25 **Answer: No**

Note At the end of paragraph E, the writer suggests that he understands why some people deceive the benefits system by claiming not to live together. He says that these couples 'shouldn't be demonised for rationally navigating the snares of the benefits system'.

26 **Answer: Yes**

Note The writer suggests that '*divorce laws so scar those who endure them*' and that 'we've produced a generation with the motto "once bitten, twice shy"' – meaning that once you have been bitten, you are less likely to go and try something again.

READING passage 3

▶ **Questions 27–29**

27 **Answer: Charles Darwin**

Note The first paragraph tells us about Darwin as an introduction. He is also mentioned later in the passage. A key line is 'Language, he speculated, might have had its origins in singing.' Simply *Darwin* would probably be accepted as a correct answer.

28 **Answer: information**

Note The 2nd paragraph tells us about the *elaborate* sounds that birds make and then about 'the more utilitarian, information bearing types of expression seen in a diversity of other animals.'

29 **Answer: adventitious**

Note The answer is a word that many native speakers would be unfamiliar with (though you may know the noun *advent*). You must work out what the word means from the surrounding language and clues you are given.

▶ **Questions 30–35**

30 **Answer: H**

Note The passage describes birdsong as *elaborate* and other animal communication *utilitarian*. Various parts of the passage equate birdsong with human language. The 6th paragraph describes the complex nature of the songs that two specific birds are able to use.

31 **Answer: D**

Note The 3rd paragraph tells us the waggle of bees is 'more like the lexical layer' (of human language). The 7th paragraph tells us that bees 'communicate visually, using precise waggles to indicate sources of foods to their peers.'

32 **Answer: G**

Note The passage overall explains that human language combines aspects of birdsong (emotional) and the language used by other creatures (practical).

33 **Answer: B**

Note The 3rd paragraph tells us that 'an 'expression' layer, which involves the changeable organisation of sentences.'

The 5th paragraph goes into more depth and says that 'This rearranging of elements takes place in the expression layer.'

34 **Answer: E**

Note The 5th paragraph tells us 'the lexical layer remains the same, since it involves the same core elements' (relatively few components). An example of those core elements are then given.

35 **Answer: F**

Note The 6th paragraph tells us that 'The Bengalese finch (a bird) ... can loop back to parts of previous melodies' and that the 'nightingale (another bird) may be able to recite from 100 to 200 different melodies.' The 7th

paragraph says that other types of animals lack the *melodic capacity*.

A is not correct – birdsong may be complex but not as complex as human language.

C is not correct – primates may communicate to warn of danger but that does not relate to any of the sentence stems.

I is not correct – the passage says nothing about what existed before birdsong.

J is not correct – there is nothing in the passage comparing what is understood about various methods of communication.

► Questions 36–38

All the answers required to complete the summary are found in the 10th and 11th paragraphs. The name *Norbert Hornstein* tells you where to start reading.

36 Answer: linguists

Note *Linguists are complimentary about the paper* in the summary paraphrases 'the paper has been 'very well received' among linguists' in the passage.

37 Answer: brains

Note 'Research, pertaining to both birds and humans, to see how brains are structured' in the passage is paraphrased by ... *know more about the formation of both bird and human brains* in the summary.

38 Answer: empirical

Note The relevant line says 'The researchers acknowledge (agree) that further empirical studies on the subject would be desirable. 'It's just a hypothesis' (theoretical study).

► Questions 39–40

39 Answer: D

Note The final paragraph tells us about the desired outcome of the research. The line that provides the answer is 'spur (encourage) others to think of the universality of language in evolutionary terms.' The paragraph (not any other part the text) mentions challenging theories – A is not the correct option. Human language and birdsong have similarities but the passage does not say that humans imitated birds – B is not correct. The paragraph does not talk about language development as an achievement – C is not correct.

40 Answer: B

Note The main point of the article is that human language combined elements of both birdsong and the language of other animals. A conclusion to be drawn is that humans sang initially. The 8th paragraph expressly says 'the researchers suggest that humans first had the ability to sing, as Darwin conjectured.' It might be true that birdsong is more complex than most people think but that is not stated in the passage and it is certainly not the main message – A is not the correct answer. Assuming that because human language is related to birdsong it is therefore less sophisticated would be the wrong conclusion to draw – C is not correct. The final part of the text suggests that more research is needed but not say that research is insufficient. It would certainly not be the principle message of the passage – D is not correct.

WRITING Task 1

There is a sample answer on page 211.

Step 1

- 1 joints
- 2 shoulder / elbow / wrist
- 3 yes
- 4 yes
- 5 yes
- 6 Student's own answer

Step 2

- 1 C 2 A

Step 3

Actual sentences are not provided as answers. You should check by reading the model description once you have attempted the writing task yourself.

- 1 passive 2 active 3 passive 4 active 5 passive

Notes

The answer should include an overall description of the mechanical arm and a comparison between it and the human arm. It should include a description of the function of each of the individually labelled parts of the apparatus.

Organisation

The first sentence should be an introductory sentence that shows you understand what the machine is and how it functions like a human arm – this should paraphrase but not repeat information given in the instructions. Here, it is logical to see the process as starting at the base and ending at the end-effectors – the words *base* and *end* imply this. This gives the description flow and makes it easy to follow.

Use of language

Grammatical structures: Passive and active structures are combined naturally and effectively. Both simple and more complex passive structures (modal verb + passive infinitive) occur. Present participle clauses used to explain or clarify are common in the type of description – *The shoulder functions just like a human shoulder, raising and lowering the arm* – *The computer controls the motors, ensuring perfect precision*. Effect verbs (enable/allow, etc.) + object + infinitive is an important pattern to learn.

Vocabulary Sequencing devices – *to start with* – frequently clarify in this type of description. Use of effect verbs (*allow, enable, permit, encourage*) are common.

WRITING Task 2

There is a sample answer on page 211.

Language study – articles

- 1
1 – 2 a 3 the 4 the 5 the 6 a

- 2
1 a positive trend 6 eco-tourism
2 the growth 7 conservation efforts
3 the term 8 local people
4 the tourists 9 travel companies
5 the negative effects

- 3 There are, however, some good examples of eco-tourism. For example, staying in a homestay instead of a large hotel means that the costs of your accommodation goes straight back into the community. The homestay arrangements often include the meals so this means that local suppliers will benefit from your stay.

Notes

Content points

The answer should address all the points mentioned in the task. It should discuss the increasing popularity of eco-tourism as well as both the positive and negative aspects of this kind of travel and provides examples of each point. The conclusion should answers the question asked.

Organisation

The answer flows well with a clear progression of ideas. Each aspect of the task is dealt with in a logical order. Ideas and views follow each other logically and are linked well. Each of the positive and negative aspects of eco-tourism mentioned includes supporting examples. The answer is also appropriately divided into paragraphs.

Use of language

Linking: Phrases such as 'However' and 'In conclusion' are used to introduce parts of an argument. 'On the whole' is used to introduce a general conclusion. 'Even if' is used for linking contrasting facts and ideas. The phrase 'at the same time' is used to indicate an additional point is going to be made.

Grammatical structures: Noun phrases such as 'staying in a homestay' are used. Reflexives are also used appropriately 'the tourists themselves'. Modal verbs are used throughout to express possibility and likelihood, e.g. 'may in fact cause problems to an area's wildlife'.

Vocabulary: Some good adjective/noun collocations are used which are relevant to the topic – these include 'good view', 'responsible way' and 'positive development'. There are also some good examples of verb/noun collocations – these include 'conserve resources', 'limit waste' and 'cause problems'.

IELTS TEST 6

LISTENING Section 1

► Questions 1–10

1 **Answer: traffic**

It is important to read the notes you are required to complete carefully. The recording mentions the first two advantages so you have to listen for the others. You hear: 'We won't have to worry about the traffic'.

2 **Answer: rest rooms**

Note The phrase 'you're always close to rest rooms ... and water ...' in the recording matches the phrase 'easy access to' in the notes.

3 **Answer: C**

Note You hear: 'on the notice board on the first floor'. A and B are mentioned by the information assistant and not by Anya so both of these are incorrect.

4 **Answer: A**

Note The speakers discuss the time that the walks start. You hear: 'Actually, most members go straight on to

work or college after their walk ...' B is mentioned but refers to the starting time of lectures so is incorrect. C refers to the days people mall walk, not what most walkers do, so is incorrect.

5 **Answer: B**

Note You hear: '... just over there at the food court' and repeated. A and C are mentioned but they do not refer to the meeting place.

6 **Answer: B**

Note You hear: 'Normally about 10 to 15 people show up for each walk'. The phrase 'show up' matches the words 'participate in' in the question. C is mentioned but does not refer to the number of participants.

7 **Answer: B**

Note You hear: 'You can expect to walk for one hour but some groups do less.' A and C are mentioned but do not refer to the length of time in general.

8 **Answer: Karchevskaya**

Note It is important to listen carefully to the spelling given in the recording. The key is given as follows: 'Yes, K-A-R-C-H-E-V-S-K-A-Y-A'. Sometimes the speaker will repeat the spelling but this does not always happen.

9 **Answer: Apartment 12**

Note The information given in the notes indicates that you need to listen for a number. You hear: 'Apartment 12, 2 Burlington Street'.

10 **Answer: 0757 6345003**

Note The notes require you to listen for a telephone number. The key is given in the following part of the recording and then repeated. 'I'll just read that back – 0757 6345003'.

LISTENING Section 2

► Questions 11–20

11 **Answer: Prime Minister/cabinet**

Note You need to listen for the name of a person or people. The key is given in the following part of the recording 'This is where ... the Prime Minister and the cabinet meet'. Because there are only two words allowed, omit the article 'the'.

12 **Answer: Scottish**

Note You need to listen for a nationality. Remember to use a capital letter when writing your answer. The key is given in the following part of the recording: 'It may come as a surprise for you to learn that the architect wasn't a New Zealander. No! In fact, it was designed by a Scottish architect – Sir Basil Spence'. Two nationalities are given in the recording so you have to listen carefully in order to write the correct one.

13 **Answer: 1969**

Note You need to write a date and the key is given in the following part of the recording, 'Construction began on building the underground car park ... at the end of the nineteen sixties – in 1969'. Another date is mentioned earlier – 1964 – but this would be an incorrect answer as it refers to a visit the architect made to New Zealand years before construction started.

- 14 Answer: 10 years/one decade**
Note You need to write a period of time and the key is given in the following part of the recording, 'and over the next decade the remaining floors were constructed. Yes, one decade later, in 1979, the first parliamentary offices moved in'.
- 15 Answer: 72/seventy two**
Note You need to write a number and the key is given in the following part of the recording: 'Now, as you can see the Beehive is pretty high. In fact it's 72 metres tall'.
- 16 and 17 Answer: (a small) theatre/(a) TV studio**
Note You need to write two facilities mentioned by the speaker. You hear: 'That means there's plenty of space for the many facilities available to members of parliament and ministers to use – these include a small theatre and a television studio'.
- 18 Answer: A**
Note It is important to read the options very carefully as you listen as the information you need is likely to be presented quickly and not repeated. You hear: 'Now let's make our way up this beautiful staircase to the Banquet Hall on the first floor – and we can admire these beautiful bronze railings on the way!'
- 19 Answer: B**
Note You hear: 'And if you look at the floor we're standing on, you'll see it's made of **marble**'. Note that C is mentioned but refers to the wall panels and not the floor and so would be an incorrect answer.
- 20 Answer: D**
Note The key is given in the end section of the recording which describes the banquet hall: 'And the floor we're standing on is made of **wood** – it's a native New Zealand timber called tawa'. The word 'timber' is mentioned in the task but referred to as 'wood' in the recording.

LISTENING Section 3

► Questions 21–30

- 21 250/two hundred and fifty**
Note You have to listen for a number. You hear: 'Well, the majority of people read at an average rate of 250 words a minute'. The word 'per' is given in the summary but the word 'a' is used in the recording.
- 22 Answer: 1–2/one to two**
Note You have to listen for a number. You hear: 'So, that means that an average page in a book or document would take you around one to two minutes to read'. The key is repeated in the following way, 'So up to two minutes a page?'
- 23 Answer: 500/five hundred**
Note You need to listen for a number. You hear: 'Imagine if you could double that rate to 500 words a minute. You could zip through all the articles and books in half the time'.
- 24 Answer: structure**
Note You need to listen for a noun form. You hear: 'Another thing is that it can help you understand the basic structure of an idea or an argument much better'. The word 'comprehend' is used in the summary but referred to as 'understand' in the recording. The word 'overall' is used in the summary but referred to as 'basic' in the recording.

- 25 Answer: C/E/G**
Note It is important to read the options very carefully as you listen to the recording. C is one of the answers. You hear: 'There are lots of online speed reading tests. You just enter the words 'reading speed test' into google and loads will come up'.
- 26 Answer: C/E/G**
Note E is an answer because a number of practical ways to improve reading speed are discussed by the speakers – these include 'timing yourself', 'getting rid of distractions', 'setting yourself targets' and 'getting out of the habit of regression'.
- 27 Answer: C/E/G**
Note G is an answer and referred to by both speakers in the following part of the recording: 'Speed reading is a bit like playing sport – I like to think it's similar to running'. 'Just think about what it takes to be a fast runner'.
- 28 Answer: A, B, C**
Note A is an answer and referred to in the following part of the recording: 'I've still got so many articles to get through'.
- 29 Answer: A, B, C**
Note B is an answer and referred to in the following part of the recording: 'Hi, Milena! How's your research for your assignment going?'
- 30 Answer: A, B, C**
Note C is an answer and referred to in the following part of the recording: 'In fact, I need to read another two books on the reading list before I can even think about writing it up'.

LISTENING Section 4

- 31 Answer: negative impacts**
Note You hear: 'However, in essence it aims to minimise the negative impacts of tourism that we looked at earlier on in the course'.
- 32 Answer: water pollution**
Note You hear: '... problems such as litter and water pollution, crime and so on'.
- 33 Answer: backpacking**
Note You hear: 'Alternative tourism includes travel such as backpacking and adventure holidays'.
- 34 Answer: ideals**
Note You hear: 'Sustainable tourism has the same ideals as eco-tourism ...'
- 35 Answer: natural areas**
Note You hear: '...but it isn't limited to natural areas'.
- 36 Answer: customs**
Note You hear: 'Well, being respectful might involve asking permission to take photographs or go into someone's home observing some of the customs of the local community, such as dress or making an effort to learn the language'.
- 37 Answer: nature conservation**
Note You hear: '...or it could mean being willing to help a community with nature conservation'.
- 38 Answer: food production**
Note You hear: 'They've also helped with sustainable food production in Cuba'.

39 **Answer: rivers**

Note You hear: '...and in Jamaica they've been involved in the cleaning up of local rivers'.

40 **Answer: Japan**

Note You hear: 'Now, some of the work that voluntourists do also involves looking after endangered animals like the giant panda project in Japan or the animal sanctuary project in Ecuador'.

IELTS
TEST 6

READING passage 1

1 **Answer: E**

Note The advantages of social networking over email are detailed in this paragraph. These advantages include ease of and immediacy of contact. The final sentence of the paragraph reads 'All such easy chat services were born of an engagement with the internet that just didn't exist when email overtook the world of communication in the early 1990s'.

2 **Answer: D**

Note Alternatives to the use of email in the workplace are detailed in this paragraph. These alternatives are instant messaging, 'chat' facilities, Facebook and Twitter.

3 **Answer: C**

Note This paragraph details the reason why one business (Atos Origin) took action to reduce the flow of emails within the workplace. Paragraph B focuses on the alternatives to email being used but does not explain why they are being introduced so this would be an incorrect answer.

4 **Answer: F**

Note This paragraph makes reference to the effects of technology on our ability to concentrate. The paragraph concludes with the sentence, 'Research has found that people work better in bursts of concentration interrupted by breaks – even for pointless emails – than long, sustained spells'.

5 **Answer: A**

Note This paragraph provides statistical evidence that shows that email is becoming less popular as a means of communication.

6 **Answer: G**

Note This paragraph mentions a number of positive features of email as a form of communication.

7, 8, 9, 10 Answers: location, activities, plans, daily schedule, (status updates)

Note The answers are given in paragraph E which provides specific examples of the type of information that can be communicated by instant messaging. The answers can be written in any order but must be recorded accurately in order to be marked correct.

11 **Answer: immediacy**

Note The answer is given in paragraph E which details the main appeal of social networking tools. 'The **immediacy** of these synchronous messaging systems enable people to stay in touch and broadcast information to each other'.

12 **Answer: information**

Note The answer is given in paragraph E.

13 **Answer: asynchronous medium**

Note The answer is given in paragraph G. '...because it is an **asynchronous medium** (the recipients choose when to open their messages) this means that we can try and preserve some control over our time'.

READING Passage 2

► Questions 14–21

14 **Answer: B**

Note The answer is given in paragraph B. 'We show that if the task requires detailed attention, red will help more'. Note that the following options are incorrect because they do not fit grammatically – C, E and J.

15 **Answer: J**

Note The answer is given in paragraph A. '...whereas blue stimulated the imagination and inspired more of a risk-taking attitude'. Note that a comparative form is required grammatically so therefore the following options can be eliminated – D and I.

16 **Answer: I**

Note The answer is in paragraph D which focuses on how the colour red or blue can influence cognitive performance, including memory. Note that a verb form is required grammatically so therefore the comparative forms listed as options are incorrect. However, the text does not indicate that the answer is E 'increased'.

17 **Answer: A**

Note The answer is in paragraph D which makes direct reference to the memory tests carried out. 'One involved a memory task, recalling 36 words within a two-minute period. People **did better** when the background colour on the computer screen was red, whereas blue led to more false recalls'. The phrase 'did better' in the text corresponds to 'more successful' in the option.

18 **Answer: C**

Note The answer is in Paragraph D. 'Red or blue did not affect the total number of ideas, but blue did result in a significantly higher score in terms of the creative content of the idea'. This means that red groups performed 'less well' in comparison. The following options do not fit grammatically – D and I.

19 **Answer: K**

Note The answer is in paragraph D. '...blue did result in a significantly higher score in terms of the **creative** content of the idea'. This has the same meaning as 'more original' in the option.

20 **Answer: H**

Note The answer is in paragraph E which focuses on the influence of colour on advertising. 'When the background colour of ads was **red**, people formed **more favourable evaluations** of products featuring specific product details as opposed to evocative or creative messaging'

21 **Answer: L**

Note The answer is in paragraph F. 'However, blue produced the opposite effect'. This means that the colour blue was 'less popular as in L'.

► Questions 22–26

22 **Answer: A**

Note The answer is given in paragraph D which focuses on the memory tasks. 'One involved a memory task, recalling 36 words within a two-minute period. People did better when the background colour on the computer screen was red.'

23 **Answer: B**

Note The answer is given in paragraphs A and D. '...blue did result in a significantly higher score in terms of the creative content of an idea'. '...whereas blue stimulated the imagination and inspired more of a risk-taking attitude'.

24 **Answer: A**

Note The answer is given in paragraph C. 'Thanks to stop signs, emergency vehicles and teacher's red pens, we associate red with danger, mistakes and caution.'

25 **Answer: B**

Note The answer is given in paragraph A. 'blue stimulated the imagination and inspired more of a risk-taking attitude'.

26 **Answer: A**

Note The answer is given in paragraph A. 'a series of psychological tests found that red stimulated a person's **attentiveness**'. The word 'attentive' corresponds to 'ability to concentrate' as referred to in the question.

READING passage 3

► Questions 27–40

27 **Answer: C**

Note This paragraph focuses on the ways in which bees help ensure the survival of less common plant species. 'In a spiral of decline, as bee numbers drop, the remaining islands of wild flowers may not be pollinated and some could simply die out. Especially at risk are **rare varieties** and the insect and animal species that depend on them'. The word 'rare' used in the text is referred to as 'less common' in the question.

28 **Answer: D**

Note A number of possible reasons for the decline in bee numbers are given in this paragraph and one of these theories is described as 'unlikely' to be an explanation. '**More fancifully**, some even blame mobile phones, which are said to interfere with bees' navigation systems'. The phrase 'more fancifully' in the text is referred to as 'unlikely' in the question.

29 **Answer: B**

Note The definition of the mysterious killer condition affecting bees refers to CCD and is given in paragraph B. 'The malady occurs when most of the bees suddenly disappear from the hive leaving it with only queens, eggs or pupae ('the brood') and a few immature workers still remaining. The vanished bees – strangely never found – are thought to die singly far from home'. The sentence refers to what the condition is and what happens. The word 'mysterious' used in the question is referred to as 'strangely' in the text. Reference to CCD is also made in Paragraph A but a definition is not given in that paragraph.

30 **Answer: G**

Note This paragraph provides an example of an alternative way of pollinating crops – pollination by hand.

'In Southern Sichuan in China, where honey bees have been wiped out, pear trees have to be pollinated **by hand** – an extremely labour intensive business'.

31 **Answer: E**

Note This paragraph focuses on how chemicals such as pesticides can affect bees. 'The pesticides **attack the nervous system** and disorientate them, interfering with the bees' vital communication'.

32 **Answer: F**

Note This paragraph makes reference to several names that refer to the decrease in bee numbers. 'These losses have been given many different names: disappearing disease, spring dwindle, May disease or autumn collapse'.

33 **Answer: B**

Note This paragraph mentions some unusual features of Colony Collapse Disorder and goes on to explore why they are unusual. 'The vanished bees – strangely never found – are thought to die singly far from home. The phenomenon is odd for a number of reasons'. The word 'puzzling' used in the question is described as 'strange' and 'odd' in the text.

34 **Answer: mobile phones**

Note Paragraph D makes reference to a possible correlation between the movement of bees and mobile phones. 'More fancifully, some even blame mobile phones, which are said to interfere with bees' navigation systems'.

35 **Answer: clover**

Note The answer is given in Paragraph G.

36 **Answer: 60 billion**

Note The answer is given in Paragraph G. 'A study by Cornell University found that bees helped produce around **\$60bn** of food **around the world** – \$15bn in the US alone.' Note that the figure \$15 billion is also mentioned but this refers to US only and so would not be correct.

37–40 **Answers: A, D, F, G**

Note Reference to climate change (A) is made in Paragraph D, 'Another (possible explanation for the decline in bee numbers) sees the cause in the disruptive effects of climate change'. Reference to the lack of genetic biodiversity (D) is given in Paragraph D. 'The impact of all such factors (except the last) is exacerbated by the shrinking size of the gene pool ...' The way in which bees are moved from place to place (migratory beekeeping –F) is described in Paragraph D, 'In America, bees are hauled around the country to pollinate crops'. Further reference to the movement of bees from place to place is also given in Paragraph G.

WRITING Task 1

There is a sample answer on page 212.

Step 1

- 1 changes that will be made
- 2 changes within the square itself and changes to the buildings around the square
- 3 Yes – there will be access from all four sides

Step 2

- 1 There will be access from all four sides / There will a new walkway

- 2 the town hall / the fountain
- 3 five
- 4 the bandstand
- 5 three

Step 3

- 1 A 2 B

Step 4

- 1 have been made
- 2 will remain / be replaced

(Actual sentences are not provided as answers. You should check by reading the model description once you have attempted the writing task yourself.)

- 3 use of a full infinitive verb
- 4 use of an *-ing* form verb
- 5 future form (*will be / is to be / is going to be*)
- 6 future form (*will be / is to be / is going to be*)

Notes

The answer should include an overall description of the development followed by a detailed description of the development of the individually labelled buildings and features (not necessarily all of them).

Organisation

The first sentence should be an introductory sentence that shows you understand what the diagrams show. Here the additional access to the square is used as a starting point from which to describe in turn changes to the buildings around the square and then changes within the square itself. The same starting point could also allow a description of changes within the square to be described first. It is important that changes are not described in a random order that makes the composition difficult to follow.

Use of language

Grammatical structures: A range of future forms vary the expression. Simple future forms (including infinitive of purpose) and complex passives future forms occur. Passive forms dominate but are combined naturally with active structures. Sentential relative clauses are common in this type of description, particularly the phrase – *which will mean + -ing* verb.

Vocabulary Time adverbs – *presently, currently* – frequently clarify in this type of description. Verbs of stability and change and development – *remain, undergo, provide, replace, etc.* – need to be learnt and practised, as do more dramatic verbs – *knock down, pull down, etc.*

WRITING Task 2

There is a sample answer on page 212.

- 1
1 we 2 they 3 We 4 These 5 it 6 it
- 2
1 we 2 we 3 They 4 us 5 us 6 They
- 3
1 we 2 They 3 those 4 us 5 their 6 our

Notes

Content points

The answer deals with everything mentioned in the task. It discusses the view given in the question and provides supporting examples. It also ends with a conclusion that answers the question asked.

Organisation

The answer flows well and so is easy to follow – there is a clear progression. Each aspect of the task is dealt with in a logical order. Ideas and views follow each other logically and are linked well. The view given in the question is discussed in depth and there are supporting examples. The answer is also appropriately divided into clear paragraphs.

Use of language

Linking: Phrases such as '*Firstly,*' '*To sum up*' and '*All things considered*' are used to introduce parts of an argument. '*However*' and '*but*' are used for linking contrasting facts and ideas.

Grammatical structures: The present tenses are used accurately throughout to describe attitudes to and habits of recycling. Modal verbs to denote advice and recommendation are also used appropriately, '*They should stop giving customers plastic bags free of charge*'.

Vocabulary: Some good relevant vocabulary is used throughout the text – '*separate out our newspapers,*' '*collecting, sorting and reprocessing all the materials,*' '*landfill sites*'. Some good adjective/noun collocations are used – these include '*environmental benefits,*' '*constant reminders*' and '*practical limit*'. There are also some good examples of verb/noun collocations – these include '*tempt us to buy*' and '*promote recycling*'.

GENERAL TRAINING

IELTS TEST A

READING Section 1

► Questions 1–7

1 Answer: False

Note A payment of £100 is refundable (will be paid back), if the NSPCC cannot offer a place. The conditions for acceptance are explained in the lines that follow.

2 Answer: True

Note The advertisement says: 'Successful applicants must commit to raise at least £2,000.'

3 Answer: True

Note The key sentence is: 'If you were successful in securing a place in the ballot or other Virgin London Marathon entry scheme, and would like to run for the NSPCC, we'd love to welcome you to the team!'

4 Answer: Not Given

Note The advertisement says there will be a 'training day' and 'training plans for all levels of experience'. Nothing is mentioned about who will need training.

5 Answer: True

Note There is a Facebook page: Runners can chat to (communicate with) team mates.

6 **Answer: True**

Note The key sentence is: 'A huge team of NSPCC supporters cheering you on (giving encouragement) along the route'.

7 **Answer: Not Given**

Note The advertisement says there will be 'refreshments' (food and drink) 'soon after you've crossed the finish line'. This means at the end of the race, and not during the race.

▶ **Questions 8–14**

8 **Answer: symptoms**

Note The passage says: 'Symptoms depend on the type of germ or chemical'. A list of symptoms is then provided.

9 **Answer: contaminated**

Note The relevant line is: 'Even food which looks and tastes fresh can cause food poisoning' – 'fine' paraphrases alright.' The key word is the subheading above that line.

10 **Answer: raw food**

Note The relevant line is: 'Raw food, especially meat and poultry, contains germs which can cause food poisoning.' The advice that follows reinforces the risk of meat and poultry in particular.

11 **Answer: thaw**

Note The relevant line is 'Thaw frozen poultry and joints of meat completely before cooking.'

12 **Answer: pets**

Note The advice is 'Keep pets and pet food away from food, work surfaces and utensils.' 'should not come into contact with' paraphrases 'Keep away from.'

13 **Answer: commercial caterers**

Note The relevant line is: 'If you invite a lot of guests, use commercial caterers' and then explains why. *Hire* is used in the question instead of *use*.

14 **Answer: hottest cycle**

Note The first part of the question sentence helps to locate the relevant part of the text. The information in the question is then presented in a different order from that in the text.

READING Section 2

▶ **Questions 15–19**

15 **Answer: D**

Note The section is about earning more money (a temptation). The key line is: 'it can be very easy to think only about the money.' The rest of the section explains how long-term objectives should be more important than earning more money temporarily.

16 **Answer: C**

Note The final sentence of section C says: 'Don't lose sight of your end goal' (fundamental objective) and suggests you might 'forget what you're doing it all for!'

17 **Answer: E**

Note The section explains that some students are liable to pay tax while others are not.

18 **Answer: A**

Note The key line is: 'you mustn't burn yourself out and become ineffective.'

19 **Answer: B**

Note The key line is: 'By getting a part-time job you're learning important transferable skills that you can make the most of later.'

▶ **Questions 20–22**

20 **Answer: transferable skills**

Note You are directed to the relevant section. You can deduce the meaning of *transferable skills* with the clues 'something that future employers wish to see' and 'that you can make the most of later.'

21 **Answer: 15 hours per week**

Note 'A reasonable amount of time' in the question paraphrases 'a sensible work limit' in the text.

22 **Answer: Personal Allowance**

Note The relevant section says: 'you will have to pay tax, but only if you earn more than (exceed) your Personal Allowance.'

▶ **Questions 23–29**

23 **Answer: C**

Note The relevant section says 'Both your medical history and social background will be rigorously checked.'

24 **Answer: B**

Note The key line is: '... what's more, you'll stay in great shape.'

25 **Answer: E**

Note The key line is: 'the queue (people waiting in line) to work with high voltage isn't long'.

26 **Answer: D**

Note The key line is: 'constant rejection and occasional disapproval of what you do for a living.'

27 **Answer: A**

Note The key line is: 'During the property boom of the late nineties, many people became licensed estate agents and the market became very competitive.'

28 **Answer: E**

Note The key line is: 'even those who failed dismally at school get a second bite at the cherry' (are given another chance).

29 **Answer: B**

Note The key line is 'can soon work through the ranks and take on a leadership role.'

READING Section 3

▶ **Questions 30–31**

30 **Answer: C**

Note The first paragraph tells us: 'The question of why we Homo sapiens ... survived and proliferated while they (Neanderthals) went extinct, has puzzled scientists for some time.'

31 **Answer: B**

Note The 3rd paragraph provides all the required information. It tells us that 32 human skulls were compared with 13 Neanderthals.

32–34 Answers: B, C and G (in any order)

Note The 4th to 7th paragraphs compare Neanderthals and Homo sapiens in various ways. The text says

that Neanderthals 'evolved exclusively in Europe, which is of higher latitude (and thus has poorer light conditions)' – providing B as a correct option. The text says that Neanderthals' bones were thicker and that researchers drew evidence from 'estimated body masses of the skeletons' – providing C as a correct option. The final part of the relevant section tells us 'Having less brain available to manage the social world has profound implications for the Neanderthals' ability to maintain extended trading networks' and that this 'may have left them more exposed than modern humans when facing the ecological challenges of the Ice Ages' – providing G as a correct option.

35 Answer: D

Note The overall message is provided in the 7th paragraph: 'Having less brain available to manage the social world has profound implications' but also earlier in the passage. The 2nd paragraph says: 'the Neanderthal brain seems to have been devoted to vision and control of their larger bodies, leaving less mental real estate for higher thinking and social interactions.'

► **Questions 36–40**

The summary is headed to make clear that the summary relates to the final three paragraphs – the part of the passage that comes after the final question of the previous task.

36 Answer: computerised

Note The passage says: 'a 2010 project used computerised 3D modelling.' The summary says: computerised images helped researchers.

37 Answer: comparable brain volumes

Note The passage tells us that Neanderthal 'brains developed at different rates as compared to human brains despite comparable brain volumes.' The relevant information is reordered and paraphrased in the summary.

38 Answer: resources

Note The passage describes Neanderthals trying to 'outmanoeuvre humans for resources' (they were fighting over them) but then says that 'not all of them had to.' The fact that they interbred suggest that they shared resources instead.

39 Answer: genes

Note The key line is: 'our ancestors in Eurasia may have interbred with Neanderthals, preserving a few of their genes amidst our present-day DNA.'

40 Answer: social bonds

Note The passage says that Homo sapiens' brains 'might have been better at a few key tasks – those involved in developing social bonds in particular.'

WRITING Task 2

There is a sample answer on page 213.

**IELTS
TEST B**

READING Section 1

► **Questions 1–9**

1 Answer: True

Note The sentence, 'Come to the zoo before opening hours and experience the morning sights and sounds'. The phrase 'before opening hours' in the text has the same meaning as 'is closed to the public' in the question.

2 Answer: True

Note The sentence, 'Help the keepers feed the emus, wallabies and kangaroos ...'. The 'different species' referred to in the question are described in this sentence.

3 Answer: False

Note The sentence, 'The photos will be recorded onto a complimentary CD, which you will receive at the tour conclusion'. The word 'complimentary' used in the text has the same meaning as 'free of charge'.

4 Answer: Not Given

Note We are told that photos will be taken during the tour but there is no reference to whether personal cameras can be used for this purpose.

5 Answer: False

Note The sentence, 'The Aussie Walkabout tour runs on Thursday, Friday and Saturdays'. This means that the tour operates on both weekdays and weekends. The word 'weekdays' means Mondays to Fridays and weekends refers to Saturdays and Sundays.

6 Answer: Not Given

Note In the final paragraph visitors are advised to allow time for parking but the cost of the car park is not mentioned.

7 Answer: False

Note The sentence 'Group sizes vary from two to four people' indicates that the maximum number of people permitted is four.

8 Answer: True

Note The sentences, 'Participants must arrive at the zoo by 8.00am. If you arrive late there will be no opportunity to join the group so please ensure you allow ample time for travelling and parking ...'. This means that you cannot join the tour if you arrive late.

9 Answer: True

Note The sentence 'Your guide will give the group an initial personal safety briefing before the tour starts'. The word 'briefing' used in the text has the same meaning as 'talk' referred to in the question.

► **Questions 10–17**

10 Answer: F

Note Paragraph F describes how often volunteers can work in the museum. Reference is made to the flexibility of volunteering and the average number of hours that volunteers can work over the course of a month and year.

WRITING Task 1

Note: General Training Writing answers are marked according to the same criteria as Academic Training Writing answers.

There is a sample answer on page 213.

- 11 Answer: B**
Note Paragraph B provides reasons why people decide to volunteer. 'People choose to volunteer with Museum Victoria for a number of reasons'.
- 12 Answer: C**
Note Paragraph C provides examples of the kinds of people who volunteer including 'students, retirees, full-time and part-time workers, parents and job seekers'.
- 13 Answer: D**
Note Paragraph D provides examples of the types of responsibilities volunteers can choose to undertake. The word 'duties' has the same meaning as 'roles'. Examples of duties mentioned are 'front of house roles such as assisting visitors', and 'back of house roles ... including cataloguing and photocopying'.
- 14 Answer: G**
Note Paragraph G describes the training opportunities that are open to volunteers. The phrase 'training opportunities' used in the question paraphrases 'professional development program' in the text.
- 15 Answer: E**
Note Paragraph E provides specific examples of duties that cannot be done by volunteers. The phrase 'no volunteering positions' in the text has the same meaning as 'unavailable to volunteers'.
- 16 Answer: A**
Note Paragraph A provides a definition of a volunteer and what volunteering involves.
- 17 Answer: C**
Note Paragraph C tells us: 'For over a century the volunteering program has encouraged a wide range of people to participate in Museum Victoria activities'.

▶ **Questions 18–33**

- 18 Answer: foot stool**
Note The sentence in the first paragraph 'A workplace that includes a footstool increases the variety of body positions and encourages frequent changes between them'. The phrase 'move from one position to another at regular intervals' used in the notes has the same meaning as 'increases the variety of body positions' used in the text.
- 19 Answer: arch and heel**
Note The sentence in the 2nd paragraph, 'Shoes should provide cushioning for both the arch and heel while providing comfort to the wearer'. The phrase 'provide comfort' used in the text has the same meaning as 'adequate support' used in the notes.
- 20 Answer: cork**
Note The sentence in the 3rd paragraph 'Wood or cork – anything that provides some elasticity – is gentler on the feet'. The word 'timber' used in the notes has the same meaning as 'wood' used in the text.
- 21 Answer: slips and falls**
Note The sentence in the 3rd paragraph, 'More than that, softer floor coverings reduce fatigue and improve safety by reducing slips and falls on slippery floors'. The phrase 'decrease the risk of tiredness' used in the notes has the same meaning as 'reduce fatigue' in the text.

- 22 Answer: rubber**
Note The sentence in the 4th paragraph, '... mats made with rubber are the best option for areas where grease is present'. The word 'grease' used in the text is referred to as 'oily surfaces' in the notes.
- 23 Answer: burning**
Note The sentence in the 5th paragraph, 'workers may experience a feeling of burning in the feet'. The phrase 'a feeling of burning' used in the text is referred to as 'sensation' in the notes.
- 24 Answer: shock-absorbing insoles**
Note The final sentence in the 5th paragraph, 'Shock-absorbing insoles can minimise this discomfort'. The phrase 'improve comfort' used in the notes is referred to as 'minimise discomfort' in the text. Note that you must write the word 'shock-absorbing' with a hyphen exactly as used in the text. The word must be transcribed onto your answer sheet correctly.

▶ **Questions 25–33**

- 25 Answer: B**
Note The sentence in the 3rd paragraph 'They are not as visible as muffs and a supervisor cannot readily check to see if workers are wearing them' suggest that muffs are easy to monitor in the workplace.
- 26 Answer: A**
Note The final two sentences in the first paragraph details the limitations of canal caps, 'They do not extend into the ear canal, only close the ear opening. Therefore they do not offer as much protection as ear plugs or ear muffs'. The phrase, 'do not offer as much protection' used in the text has the same meaning as 'provides the least amount of protection' referred to in the question.
- 27 Answer: D**
Note The two sentences in the 2nd paragraph 'Ear muffs are more desirable for intermittent noise, since the removal and reinsertion of earplugs may be inconvenient. Canal caps are also ideal for situations where hearing protection must be taken on and off frequently'. The phrase 'varying noise levels' as used in the question is described as 'intermittent noise' in the text.
- 28 Answer: C**
Note The sentence in the first paragraph 'Custom moulded ear plugs are also available'. The phrase 'custom moulded' used in the text is described as 'specifically made' in the question.
- 29 Answer: light weight**
Note The advantages of ear plugs are discussed in the 3rd paragraph. The sentence, 'Ear plugs are lightweight and portable'. The phrase 'portable' used in the text is described as 'easy to carry' in the table.
- 30 Answer: 105 decibels**
Note The disadvantages of ear plugs are described in the 3rd paragraph. 'However, they provide less protection than some muffs and should not be used in areas where noise levels exceed 105 decibels'. Note that the phrase 'exceed' used in the text is described as 'in excess of' in the table.

31 Answer: visible

Note The advantages of ear muffs are described in the 3rd and 4th paragraphs. The sentence in the 3rd paragraph 'They are not as visible as muffs...' The phrase 'easy to see at a distance' used in the table has the same meaning as 'visible' as used in the text.

32 Answer: replaceable parts

Note The advantages of ear muffs are described in the 3rd and 4th paragraphs. The sentence in the 4th paragraph '...and they have replaceable parts'.

33 Answer: ear infections

Note The disadvantages of ear plugs are described in the 5th and final paragraph. The sentence, 'For example, ear plugs which are used in a plant setting where people reuse them throughout the day, often reinserting them with dirty fingers, can introduce dirt and bacteria into the ears, causing ear infections'.

Section 3

34 Answer: F

Note Paragraph F provides examples of the environmental benefits of guided busways. The sentences 'The guide way also takes up less space than a standard road lane. The route can be landscaped and planted alongside and between the tracks, making the bus way very green to the eye, absorbing noise and allowing the bio-diversity of an area to exist alongside the transport system'. The word 'benefits' used in the question is referred to as 'advantages' in the text.

35 Answer: E

Note Paragraph E describes the differences between guided bus ways and light rail/metro systems. The sentence 'Guided bus ways do not require the overhead electrification or signalling systems usually needed to operate light rail or metro systems'. Other differences mentioned in the text include construction differences and relative cost of building.

36 Answer: B

Note Paragraph B gives information about how guided buses work. The wheels, tracks and method of steering are described. The sentence '...small guide wheels attached to the front wheels of the bus run along the vertical face of kerbs on a purpose-built track called a guide way'.

37 Answer: D

Note Paragraph D details the disadvantages of bus lanes and bus-only roads. These disadvantages include the fact that they can be used illegally and increase journey times. The sentences 'Bus lanes and bus-only roads are open to illegal use by other road users for queue jumping and parking. This abuse slows bus journeys and drains resources as breaches of bus lanes need to be monitored and fines have to be issued for misuse'.

38 Answer: C

Note Paragraph C describes in detail why guided buses are needed – the need to provide fast, flexible reliable transport and ease congestion.

39 Answer: A

Note All four sentences in paragraph A provides a definition of what a guided bus way is.

40 Answer: B, C, G, E

Note all the options are mentioned except A.

WRITING Task 1

Note: *General Training Writing answers are marked according to the same criteria as Academic Training Writing answers.*

There is sample answer on page 214.

WRITING Task 2

There is a sample answer on page 214.

IELTS
TEST 1

▶▶ PART 1

Receptionist: Good evening, sir. Do you have a reservation?

Guest: Yes, let me just check I've got everything ... Er, sorry, yes ... a reservation. It's in the name of Hartley ... Martin Hartley.

R: Let me see ... Oh yes, here it is. That's for three nights?

Guest: Yes, that's right. Do you need my passport?

R: I just need to take the number as a form of ID.

Guest: No problem.

R: Now, can I just ask you to fill in this registration form, please?

Guest: Ah, actually no, you see I've broken my wrist.

R: Yes, I noticed that!

Guest: I'm afraid form filling is something I can't manage right now. Not without a lot of pain anyway!

R: Oh dear, I'm sorry, Sir. But don't worry. I can complete the form for you.

Guest: That's very kind of you. What do you need to know?

R: Well, let's start with your name, of course. So, that's Martin ... er ...

Guest: Hartley. That's H-A-R-T-L-E-Y.

R: Thanks. ... And your address?

Guest: 45 Carlisle Way.

R: Could you spell Carlisle for me? Sorry.

Guest: It's C-A-R-L-I-S-L-E. You don't pronounce the S! Carlisle Way and that's in Lewes. L-E-W-E-S.

R: And is there a state? I don't think you have states in the UK.

Guest: No, we have counties. It's East Sussex. Sussex is with double S. The postcode is LW4 6AU.

Guest: Do you want my phone number?

R: Actually no ... we contact people by email now.

Guest: Ah yes, and send me lots of advertising too, I suppose. My email is hartlevnitram@yahoo.co.uk.

R: Sorry ... a bit slower, please.

Guest: Hartley, my surname ... then Martin backwards – n-i-t-r-a-m. That's all one word.

R: And all lower case?

Guest: That's right. No capitals. At yahoo dot co dot uk.

R: Thank you very much, Mr Hartley. And could you give me your passport now, please? Thanks. You can have that back now. And that's for three nights ... so checking out on Sunday morning?

Guest: Uh huh.

R: OK, you're in room 16. That's on the first floor overlooking the courtyard. Here's your key. Would you like somebody to take your bag?

Guest: Do you have a map I can take?

R: Yes, of course. We've usually got lots of them here – somewhere! Ah, yes, here we are.

Guest: Thanks. Could you show me where we are exactly?

R: Er ... let me have a look ... erm ... ah, yes. This is our street here. Avenida Constitucion. The bigger hotels are marked so let me just see which one is us. Erm ... here ... yes, here ... this is Hotel Columbus just before you get to the museum – I say 'just before' because that's the way most people get here. I mean coming from the main square where all the buses stop, or from the station.

Guest: Yes, that's the way the taxi came in from the airport. I thought we drove past the museum, though – just after we went through that big square you mentioned.

R: Ah, you probably mean here? That's actually an art gallery – it's worth having a look round, but the museum's more interesting. I think so anyway.

Guest: Thanks for the tip – I hope I get time. Right, well, tomorrow I've got to be at the conference centre. They told me they'd put me in a hotel that wasn't too far away ...

R: Oh yes, the conference centre's not too far at all. ... Let me see ... ah, yes down here. You can walk there in seven or eight minutes. Just cross over the road and go straight down this street here. That will take you towards the newer part of the city. Walk on for a couple of blocks and then when you get here you just have to go right a very short distance and then you'll see the conference centre above the other buildings – it's quite big.

Guest: I see. That all looks quite straightforward. Thanks very much.

R: My pleasure. Have a nice evening, Sir.

IELTS
TEST 1

▶▶ PART 2

Man: Good evening, everyone. I'm delighted to see so many of you. I was going to start by saying that more and more people are seeing the value of growing their own fruit and vegetables, but now I don't need to!

First of all let me say that whether you have a garden or not, there are all sorts of benefits to having a plot of land you can call your own and it will give you a great sense of satisfaction. OK, let's assume you have a garden – chances are it's small. Most gardens in cities are hardly big enough for a few pots of herbs and a couple of rows of beans. Now, that's where allotments come in. A typical plot is around 250 square metres – big enough to feed the family for a year! Big enough, too, to grow a whole range of vegetables – fruit as well perhaps – not just cabbages and potatoes.

Moving on to the social aspects of an allotment, how many people can say their garden is a meeting place? You might chat with your next door neighbour every now and again, but allotments are notorious communal hives. There are usually between ten and thirty plots on any allotment site, and they bring together people from all sorts of social backgrounds. Where else do you find a lawyer deep in conversation with a lorry driver? There's often a great sense of camaraderie, with initiatives to involve the wider community, including the less able, the retired and the unemployed.

In urban areas nowadays, people may have a tiny yard or a balcony, but it's not a garden. An allotment is a huge recreational asset for anyone in that situation. First of all, there's the exercise. Renting an allotment costs around £30 a month – that's generally a lot cheaper than joining a gym! Then there's the involvement with nature. Watching seeds grow into mature plants gives so much pleasure and such a sense of achievement. Spending time outside in the fresh air boosts our mental as well as physical well-being. And, one more thing – don't forget allotments are also an enormous benefit to the environment. They provide invaluable green space in our ever more clogged up towns and cities, making them more sustainable and appealing to live in. These spaces provide a habitat for wild plants, birds, insects and occasionally bigger animals. What's more, locally grown food doesn't have to be transported long distances, and that helps to reduce road traffic and hence pollution.

Now, food – a subject we all like talking about. Because the main appeal of an allotment is obviously taking home all the freshly picked vegetables and fruit! So, why is 'grow your own' so good? Well, to start with there's the superior flavour. Food you've grown yourself tastes infinitely better than anything bought in the supermarket because it will be super-fresh. Another point in its favour is the range. These days, gardeners are growing an amazing variety of vegetables on their allotments. Finally there's the bonus of knowing that the produce you've grown is organic. You know that what you're eating wasn't grown on an industrial scale farm or sprayed with large amounts of pesticides.

Now, I'm going to show you a typical allotment from the site closest to here on Finley Road. Let me just get this image up ... that's it ... can everyone see? ... So, as you can see here, each plot has a fence around it and its own gate. Between the beds are grass walkways. That means you can walk in and around comfortably, and not get your boots too muddy. There are soil beds on either side. This plot, in fact, has two smaller flower beds opposite a much larger area for vegetables. And there's also a glass house for growing tomatoes or anything that needs more warmth and protection. Here you can see one of those at the front near the gate. Most allotments have their own shed at the far end,

as you can see. Allotments do need a water source though and there are stone sinks outside the sheds. A hosepipe can be attached to the tap for easy watering. Some of the plots have a pond, though they're not always popular as they tend to attract insects. And this plot has a compost bin at the end opposite the shed for recycling organic waste ... Right, so, how to go about getting ...

IELTS TEST 1

▶ PART 3

Lily: Hi Mark. How's it going?

Mark: Oh, hi Lily. I'm OK. Have you decided what course you're going to apply for, then?

Lily: Yes, illustration. I've already applied to one college, actually.

Mark: I didn't even know there were places that did just illustration.

Lily: There aren't many. Most combine it with other areas like painting and graphic art. Unfortunately, there are no courses in London so I've opted for Birmingham.

Mark: Mm, Birmingham – I'm not sure I'd want to study there.

Lily: Well, from what I've heard, you're thinking of not studying *anywhere*, Mark!

Mark: Look, I haven't made any decisions yet, but I'm wondering what the point of carrying on at art school really is. I mean why not just get a studio and paint?

Lily: Aren't you enjoying art school now, then?

Mark: Yes, I am, but this is a foundation course, isn't it? I wanted to try out all the different areas – you know sculpture, computer graphics – a bit of everything. Now I know that I really just want to paint, though, I may as well get a studio and do it.

Lily: There's nothing more for you to learn, then?

Mark: I didn't say that.

Lily: This isn't all about a fear of being rejected is it? I mean, I know you hate applications and interviews and so on. You're not looking for a way out of all that, are you?

Mark: No, of course not. I'm no more scared of rejection than anyone else. I mean, people not buying your work – that's real rejection, isn't it?

Tutor: Hi, do you mind if I join you?

Lily: We were talking about next year and applying for courses.

Tutor: I couldn't help overhearing. What's this all about then, Mark? Is it true that you're thinking of not continuing at college?

Mark: I'm looking at other options – yes. I've been reading about artists who claim there's no real advantage in learning formally. There's this Scottish guy who just went to Paris and got a studio. He's doing really well now ... In fact, one of the fine art students here dropped out of her course at the end of the first year and just went to Prague. She loves it there!

Tutor: Mm, you might just be looking through rose-tinted spectacles there Mark. There are plenty of people who regret taking that route, you know. For every artist making a living, there are twenty living on the breadline ...

Mark: OK, I take your point but I'm thinking about the cost of three years at art school as well! Apart from the actual fees, there are all the living expenses. Students are running up at least a £30,000 debt by the end of their course!

Lily: So, this studio you're planning to get – I take it that'll be free, then? If you're contemplating working in Paris or Prague, won't that cost practically the same over three years?

Mark: Maybe, but I'd be selling my paintings, wouldn't I?

Tutor: In fairness, Mark, very few artists start selling work just like that.

Mark: Yes, but will studying for another three years mean that I will definitely be able to sell my work?

Tutor: It won't guarantee it, but it'll make it more likely – in my opinion anyway.

Lily: Remember that there are plenty of artists who make their name *while* they're studying. Art schools put on end of year exhibitions and

influential people regularly come in looking for talent. Your work is showcased in a way that just won't happen if you're working in isolation.

Mark: Yes, yes – I do see all that. I'm just not convinced. I sometimes question the value of a creative course full stop. I mean, I often feel almost guilty when I tell people that I'm studying art. I see this look on their face, as though they think I should be doing something more useful. I feel that if I get a studio and start working, at least I'd be paying my way.

Tutor: I think the key factor here is that being at art school exposes you to critical appraisal. Perhaps the most essential function of further education is the constant feedback and constructive criticism. It's essential to personal development, no matter what the field is.

Lily: Yes, we all know artists who paint as a hobby – people who have been doing it for years. They think they're experts and wonder why other people haven't recognised their talents. If only they'd become part of a creative community, they'd understand why that hasn't happened!

Tutor: Yes, I think Lily's right. It's important to keep developing and responding to feedback. Anyway, don't go making any rash decisions. Come and ...

IELTS TEST 1

▶ PART 4

Lecturer: Good morning everyone. I do hope you didn't get too wet getting here this morning. The subject for my talk – I think we could all do with some to take our minds off this atrocious weather – is laughter.

The laughter I want to look at is specifically related to psychological therapy and the treatment of physiological disorders – something we've been looking at over the last week or so. Now, when we start talking about psychological therapy, laughter isn't something that immediately springs to mind. Therapy is a serious business, and it's generally approached with an appropriate degree of seriousness. After all, people seek treatment and enter therapy for serious reasons. They're often at critical junctures in their lives and they need professional help.

The question is, how is it that laughter can be such a vital part of the therapy process? It's normally identified with humour, and thus generally deemed appropriate only in lighter, more frivolous circumstances, when it's acceptable to find a situation funny. Perhaps this is why so many people in the medical world feel that laughter's frequently misunderstood and undervalued as a cathartic healing process.

Now, humour certainly *is* one trigger for laughter but it isn't the only trigger. If we take as a starting point the fact that laughter is a physical process that releases emotional pain, it follows that stress, anxiety and tension may prompt the same response. Psychologists frequently point out that humans don't laugh because they're happy. They're happy because they laugh. Once we accept that laughter and pain are related, we are less likely to be shocked when people laugh in all sorts of painful, even tragic, situations.

Cathartic psychotherapy utilises laughter as an essential medium for healing emotional pain. It's specific to the release of anger, fear and boredom. When people laugh, they free themselves of painful feelings. The amount of pain the body releases during a single burst of laughter is immeasurable, but we know that the body will keep discharging pain cathartically until there's no longer a need.

The only obstacle to the process is the self-constraint we learn to impose on ourselves during our early years. We're taught the virtues of self-control from infancy, and any loss of that control during an emotional outpouring is discomforting. We fail to realise that when we lose control, we actually gain in many other ways. Our cultural preference for processing feelings cognitively, instead of feeling them physically, maintains and prolongs emotional distress. Patients who have had upbringings during which feelings were suppressed may have quashed their ability to laugh, cry and become angry. Clinicians can help individuals regain these cathartic processes, enabling them to release deep-rooted emotions that may be an obstacle to happiness.

Only now has research begun to validate the notion that emotions are stored in the body rather than the mind. Recently developed cathartic techniques allow practitioners to teach patients how to access their hidden emotions and release them. The more catharsis the patient experiences, the more rapidly he or she progresses through the healing process.

Laughter is probably the least threatening cathartic process, at least to the person expressing the laughter, and so it has an essential role. It's often a stepping stone to other forms of emotional release, like crying or showing rage.

So, why, you might ask, has the mental health community been so slow to accept laughter as a healing tool? Well, for reasons I've already outlined. Like any expression of the true self, laughter is radical and revolutionary, and laughing at what is seemingly misfortune upsets conformity. We, in the medical professions, must challenge the antiquated view that adult laughter is silly and inappropriate. We have to ensure that patients don't reject the healing power of their laughter, in the fear that others will see them as making light of their issues. Traditionally, mental health practitioners have viewed laughter as a way of hiding painful emotion. In contrast, cathartic psychotherapy understands that laughter releases emotion. Through laughter, feelings erupt from within into the outside world. If people suppress laughter, they also stifle the release of pain.

The catharsis of laughter doesn't change people's circumstances, but it does change the way people relate to those circumstances. It enables them to take a different view, a view from which terrible misfortune can seem so much more bearable. This allows people to remember, to feel, and to explore without fearing that they'll be trapped by what they can't control. Life's most tragic events often have an essence of absurdity, and this can be the trigger point for laughter. Some people deal with emotional pain instinctively, and come along to therapy already laughing and crying. There are many others, however, that need assistance.

IELTS TEST 2

▶▶ PART 1

Zara: Hi, there, Tim! You look tired!

Tim: Hi Zara! I AM tired – well, it IS Swot vac after all!

Zara: Swot vac? Ah, yes of course – exam period! Don't remind me! I'm pretty exhausted myself! I'm finding it very difficult to study – it's so noisy where I live! I can't concentrate with all that traffic outside! I definitely need to find a quieter place to study.

Tim: Me too! Actually, I've just downloaded some information about the best libraries in the city. Take a look at this – it's the Bailey Library ...

Zara: The Bailey library ... Isn't that the really old library on Parkville Campus?

Tim: Yeah, that's the one. It's the oldest in the city. And it says here that it's really popular with students.

Zara: Popular with students? That means it's noisy and crowded!

Tim: OK, OK, I see what you mean. But we could try to get there early to make sure we get good seats and a large desk to work at. It's open from half-past eight in the morning until 10 o'clock in the evening Mondays to Fridays.

Zara: 10? That's very early – I study much better after midnight. Just look at the size of my folder here! I've got SO much to get through. Basically I need to be in the library 24/7 to get all *my* revision done! Now, if the Bailey is THAT popular, it must be open at weekends!

Tim: Yes of course it is! It opens at 11 o'clock in fact and it closes at 5pm.

Zara: Great! Not exactly what I call ideal for late night study. Count me out!

Tim: OK, OK. Here's another one – the Brown Library...

Zara: Ah, yeah ... I think I've gone past it a couple of times. It's close to Stratton Street, right?

Tim: Yes, Stratton Street and Royal Parade.

Zara: Royal Parade? Well, that's convenient for me – my apartment's just a few minutes' walk away from there! When's it open?

Tim: Well, it says here it opens at 7 in the morning and you'll be pleased to hear that it closes well after midnight – 2am in fact! And we can go there any day of the week.

Zara: That sounds ideal!

Tim: Oh, wait a minute. WE can't use it – it's only open to bio-medical students.

Zara: Bio-medical students only? Great! Just when we thought we'd found the perfect place to study ...

Tim: Wait a minute. This one sounds good ... The RMIT library ...

Zara: The RMIT library? I've never heard of it. Where is it?

Tim: It's on Swan Street – near the central bus station.

Zara: Swan Street? Ah, yes. I know where that is – it's a really long street though. Do you have a number?

Tim: Yes, number three hundred and sixty Swan Street. The full address is Level 5, Building 8, 360 Swan Street.

Zara: OK – I think we'd need to get the bus there but that's not a problem. So, when's it open?

Tim: It's open from 10 till midnight on weekdays ...

Zara: And what about weekends?

Tim: Er ... 10 in the morning – but it closes at 6 o'clock on Saturdays and Sundays. But, listen it says here it has excellent computer and internet facilities. I like the sound of that!

Zara: Me too! In fact, I like the sound of it SO much I think I'll take advantage of their excellent computer facilities right here and now.

Tim: And how exactly are you going to do that? Your laptop isn't working!

Zara: I know, I know. So can I borrow yours?

Tim: OK, here's the RMIT library website ... So we want the bookings page ... OK, first of all, you need to log onto bookit.

Zara: Bookit?

Tim: Yeah, that's it. Bookit.

Zara: OK, now, it's asking me for my student ID and my password.

Tim: OK, so just type in your student number.

Zara: I think I can just about remember it.

Tim: And now your password ...

Zara: OK

Tim: So next you need to choose the resource type you want to book.

Zara: That's easy. A PC.

Tim: So now what you need to do is click on location.

Zara: Location? OK. Now, it's giving me a floor plan. It looks like I've got a choice of 18 computers.

Tim: Great! So click on one of the PCs.

Zara: I'm choosing this one – it's right next to the window. PC Number 4 to be exact! So, what do I do now?

Tim: So now you have to choose the date of booking. So, when do you want to book it for?

Zara: Let's go for tomorrow. That's Friday June 6th.

Tim: And just click.

Zara: I just have. So, why isn't it working?

Tim: You've got to go into view options.

Zara: It's working now. Friday June 6th.

Tim: OK, so now you need to choose a time.

Zara: Let's go for late afternoon – 5pm.

Tim: Right, let's do it.

Zara: Great – it says booking completed and there's my name on the booking schedule. Result!

IELTS TEST 2

▶▶ PART 2

Guide: Welcome to all of you ... can everyone see me and hear me? Good, my name's Cathy, and I'm here to tell you about the special programme of events going on here at the Royal Observatory. Yes, it's Doors Open Day here in Edinburgh and we're delighted that you have chosen to make this very special building part of your own open doors day experience.

Now, I'll make a start with giving you some background information about the Doors Open event. Doors Open takes place every year in September and the Observatory is one of the many buildings – 112 of them in fact – that open their doors to visitors for one weekend and yes, there's absolutely no charge, it's all completely free. The observatory has been involved in this event for more than 20 years – and every year we attract more and more visitors – like you – who want to find out more about great buildings in the city! And hopefully, you'll leave with a better understanding of the universe too!

OK, now let's run through today's programme of events. There are many activities to choose from so make sure you make the most of your visit.

Now, there will be planetarium shows throughout the day. Now, these will run four times both today and tomorrow – Sunday. These are popular so, please note that we are operating a booking system for these shows. Tickets for the two shows we're running this morning – the first showing at 10.30 and the second at 11.30 – will be available on a first-come first served basis here – at the information point. Tickets for the two afternoon shows at 2pm and then at 3pm will be released later on – at midday. So booking is essential as spaces go very quickly.

We also have some special tours of the observatory available. These include a tour of the telescope dome and visitors will even have the opportunity to get onto the roof! I hope that those of you who are interested are wearing your most comfortable shoes and that you can keep up the pace! It will be worth the effort of climbing all these stairs – you'll have stunning views over the city when you reach the top!

Now, for those of you who want to take things at a more leisurely pace there will be an opportunity to visit the Crawford Collection and learn about the instruments that have been built here and there will also be some items from the collection on view. For those of you who don't already know – the Crawford Collection is an astronomical library. And not only that – it ranks as one of the most important astronomical libraries in the world. You are promised a real treat here!

And it's great to have so many younger visitors here today. Now, we have a craft workshop for children here in the visitor centre where they can make their very own model of a telescope and colour their very own planet! Please note that all children must be accompanied by an adult. So, as you can see it's a pretty full timetable and there's a lot going on. Now, any questions ...

IELTS TEST 2

▶▶ PART 3

Sam: Hey did you manage to go to the talk by Dr Chadwick this morning, Andy?

Andy: I was there – what happened to you, Sam?

Sam: My bike had a puncture! Seriously ... Anyway, Ruth, I bet you took some notes – can you fill me in?

Ruth: Sure! It was all about space junk – really interesting, actually. I mean, I knew about how much rubbish humans are dumping here on planet Earth but I had no idea how much junk there is flying around in space! Did you know that there are literally millions of pieces of rubbish orbiting the Earth as we speak?

Sam: Not until now, I didn't!

Andy: They reckon that around 100 tonnes of very small objects – like mainly dust – drops on earth every single day!

Ruth: Yes, that's what she said.

Sam: I thought space junk was all man-made? I can't believe they know so accurately how much is actually out there. Do they track and monitor it all the time?

Andy: Yeah, they do. According to the talk there are nearly 25,000 objects larger than 10 centimetres in diameter now orbiting the earth.

Sam: And what does all this space junk consist of? Isn't it all discarded parts of rockets that were either broken or left behind after space missions, like Apollo and all those spacecraft from years ago?

Ruth: Well, yes, but not only that. All other kinds of debris that we've dumped in space too. Anything from dead satellites to loose metal screws. There are even tiny particles of paint and liquid coolant.

Sam: So, who is to blame for depositing all this rubbish? Where does it come from?

Ruth: Well, I knew you were going to ask me that Sam, so hang on – you can take some of my notes if you like.

Sam: Thanks a lot, that's really helpful.

Ruth: Here, look. Over a third – 37% to be exact – comes from Russia. But other countries are close behind. Another third – well just under, actually, 29% is from America and then 28% is from China.

Andy: Yes, but other countries, like India, are adding to the rubbish pile. And don't forget the European Space Agency also has space craft in orbit.

Ruth: That's true. We're talking serious space junk, here!

Sam: Pretty serious, I'd say! So come on, what do you think are the chances of something solid dropping from space onto our heads?

Andy: Good question. Everyone asked that! Dr Chadwick said at least one piece of junk falls to earth every single day. But look at it this way, Earth IS a pretty big place so actually the statistical chances of being hit are extremely low.

Sam: So, are you saying I'm more likely to win the lottery?

Ruth: Well, just think about it – two thirds of the Earth is ocean ...!

Andy: That's true! But in time almost all these pieces of rubbish will fall to Earth because the object's orbit is decreased by its gravitational pull. But the good news is that they don't cause any serious damage. You know they can't actually survive the heat generated on re-entry? They simply burn away.

Ruth: But that's not always the case – there are exceptions. Chunks of the United States UARS satellite recently fell into the Pacific Ocean ...

Sam: The UARS satellite?

Ruth: It was this six tonne satellite launched by the space shuttle Discovery way back in 1991. So it had been up in space for twenty years but stopped working in 2005. It weighed 5,700 kilos –

Andy: And that's about the same as a double decker bus, apparently!

Ruth: And, I'll just check my notes ... here it is ... yes ... the largest of these great big chunks that fell into the sea weighed about 158 kg – think of the weight of an adult gorilla Sam and you get the picture ...!

Sam: A nice soft landing then ...

Andy: Dr Chadwick said 'imagine a couple of washing machines tied together and travelling at 100 mph and you'll get an idea!' And do you remember Skylab? That was another US space station – and it fell to Earth at least three decades ago, in 1979. It fell into the Indian Ocean and the deserts of Western Australia.

Ruth: According to what I wrote down ... that particular space junk weighed 100 tonnes! And let's not forget Mir – the Russian space station. Mir weighed 135 tonnes – far, far larger than UARS and it fell to Earth in 2001 – it plunged straight into the South Pacific!

Sam: All very interesting! Listen, I've got some junk of my own to sort out – my bike ... that's the second puncture this week ...

Ruth: Come on, I'll help you fix it.

IELTS TEST 2

▶▶ PART 4

Lecturer: Hello everyone. Let's get started on the final lecture in our module on retail psychology. Today we're going to focus on supermarket layouts and how retailers display their products to encourage us as customers to spend as much of our money as possible. It's an interesting topic. Now, most of us don't actually realise that the layout is deliberately designed to make us part with our money. But, in fact, millions of pounds are spent on research into the psychology of shoppers and what motivates us to buy.

So, let's have a look at an actual supermarket layout – now here's the entrance to the store – just here. This area immediately around the entrance – is what retailers refer to as the decompression zone or the dead zone. This is where the customers recover from the environment outside. And by that I mean this is where they 'adjust'. For example

the place where they might put their keys in their pockets or take off their sunglasses – these kinds of things. So, what do you notice about this area? It's very empty isn't it? Yes, it's pretty much clear of stock altogether. This area is not designed or used to sell us anything. Basically the supermarkets never put any merchandise here because they know that no-one's ready to buy yet. However, the retailers want their customers to feel comfortable. If they're in a relaxed state of mind, they're much more likely to stay longer and spend money!

Now let's look back at the entrance again. Now, it's interesting but we know that three quarters of us look right not left when we go into a supermarket – so 75% of people! This gives the supermarkets a great opportunity to hit us with promotions and offers. So near the front door, you might also find what we call the dwelling zone. The dwelling zone is the area on the right hand side by the front door where you are encouraged to relax and browse – you will usually find newspapers and flowers here to help you do exactly that. Moving on from the dwelling zone we come to the power aisle. Basically, it's the main route customers return to after venturing into nearby aisles and so this is the area of the supermarket where the strongest offers are displayed. So you might see a sign that reads 'Barbecue time!' and you'll see all the items you could possibly need for a barbecue – the charcoal, the sauces, the skewers and the drinks – everything you need – all in one place. Were you planning a barbecue before you went shopping? Do you even have a garden. Yes, the power aisle has a very powerful effect on sales even though most of us don't even realise we are being sold to here.

Now let's think about fruit and vegetables for a moment. They're always located towards the front. Now, why do you think this is? Yes, fruit and vegetables are always at the front because it gives the supermarket a healthy image.

And let's think back to flowers and newspapers – we talked about both these items earlier – and yes, they're displayed near the front on the right. Now, they're known as distress goods. Why's that? Well, these are the goods that we often buy in a hurry or on impulse. In other words these are the items we didn't actually intend to buy at all – but the supermarkets want us to put them in our trolleys even before we even start our proper shopping!

Now, what about everyday items like bread or milk or cereals? They're always placed right at the back of the supermarket. Yes, in this area here. Again, this is a deliberate strategy by the supermarkets – basically they want us to walk through the whole store to get them in the hope we will buy other things on the way. That's why items like these are often called 'destination goods'

Now where products are placed on the shelves makes a real difference. We read shelves a bit like we read a book – our eyes go from left to right. And they want you to focus on the more expensive items so they place them at eye level. It's often quite hard to spot items like cheap tinned food. Why is that? Well, they're normally placed very low on the shelves. Basically, the supermarkets don't want the cheapest products to be the ones you see first.

Finally, let's have a look at the checkout area here. Now, we all know that sweets are deliberately placed within the reach of children at the checkout. But all kinds of things are displayed at checkouts these days. In fact, supermarkets can change what's on offer, almost by the hour. It's a quick and easy way for them to rotate their stock. So, if the sun comes out, the check-out is an ideal place to display sunglasses and if it rains, umbrellas can be placed there instead. Now, does anyone have any questions?

IELTS TEST 3

▶ PART 1

Kate: Well, Jill I'm glad you had a nice holiday. We'll have to try it ourselves sometime.

Jill: Yes Kate, you really should! I'll give you a contact number for the hotel we stayed in. Anyway, I must be ...

Kate: Oh, I know what I meant to ask you ... sorry. It was about a cleaner.

Jill: Oh yes?

Kate: Yes. We've been talking about getting somebody to come in and help out. You had a cleaner not long ago, didn't you?

Jill: I thought you said having a cleaner was a waste of money – that you'd never pay somebody to do what you can do perfectly well yourself?

Kate: Well, yes ... maybe I ... but things have changed. Things are really hectic for Greg at work all of a sudden. He's never home till after eight. I end up doing everything. The house looks like such a mess – I never get time to tidy up before I go out to work and in the evenings I just about manage to cook and wash up.

Jill: Well, *you* shouldn't be the one doing everything if *you're* working as well. That's not fair, is it?

Kate: I think Greg's just shattered. To be fair, he's pretty domesticated – we've always pretty much shared the chores. It's just a temporary thing I think ... I *hope* ... We're basically both trying to juggle too much. The last thing we want to do at the weekends is start cleaning, we want to relax a bit.

Jill: It's not because all the neighbours have got a cleaner, is it?

Kate: Mm, you know me too well! I guess there is a bit of that. I feel like the poor relation when I tell them I do all the cleaning myself. They can't believe I fit in so much.

Jill: Never worry about what other people think!

Kate: No ... anyway ... one way or another, we need a cleaner. Well, as long as it's not too expensive, that is.

Jill: I don't think it's expensive – and it's money well spent. We only stopped having Trisha come in every week because I was off work with the baby so I could do most of it myself.

Kate: So, how much is it?

Jill: Well Trisha was £8 an hour. I can't say that's what everyone charges.

Kate: That isn't bad, is it? It's less than I thought. Oh, well, I think we can run to £8. How many hours did she do?

Jill: Four hours a week.

Kate: That sounds about right. Can you give me her number, then?

Jill: Ah, sorry, no ... she's not around anymore. She went back to Wales ... I think it was Wales anyway ... a couple of months ago.

Kate: Oh no, that's a shame.

Jill: Wait a minute, though. We've had some leaflets through the door recently. Let me see if I can find one. I put one here by the phone, I'm sure.

Jill: Ah yes, here we are. It's a company – they're called Dusters.

Kate: Dusters?

Jill: Yes, as in people who dust. You have to phone Abby on ...

Kate: Is that Abby with E-Y?

Jill: No, it's A – DOUBLE B – Y.

Kate: OK.

Jill: And it's a local number – 650918.

Kate: 650918. OK. Got it!

Jill: They do ironing and can look after your garden too, apparently.

Kate: Mm, ironing would be helpful ... I loathe ironing. So, do they say how much it is?

Jill: Yea, it's £9.50 an hour – that's for all the different services.

Kate: £9.50 ... a bit more expensive, then.

Jill: They do a spring clean for £45.

Kate: So, that's one big clean ... do they say how many hours that is?

Jill: No, it just says spring clean. I guess it's five hours – so it's a bit cheaper than five hours of cleaning would be normally.

Kate: Yes, probably. That might be a good idea to start off with.

Jill: You'll like this too, Kate. They can use organic products if you want them to.

Kate: Oh, yes, I'd prefer that. I don't like using strong chemicals, they're so bad for the environment. OK, I'll give them a call. Thanks for that!

▶▶ PART 2

Head teacher: Good evening, everyone and thanks for making it along – I know how busy you all are with term coming to an end.

As you know, the aim of this meeting is to show you the plans we've got to add two new classrooms and how that will affect the playground. Now, I've heard that quite a few of you are worried that there'll be hardly any playground left – but I want to reassure you that that's not the case at all. I think there's been quite a lot of uninformed talk going on and people have started worrying unduly. I certainly hope I can dispel any of your concerns this evening.

Firstly, I have a plan of what the school should look like, which I'll project onto the screen. The school governors and the developers want to hear your feedback before making final decisions. Your feedback's very important. When I've gone through the plan with you, you can ask questions and we'll discuss those queries in detail. There'll be plenty of time to tell us what you think over the coming weeks. And once the plans are a little more developed, they'll be available online. There'll be a weekly update and once the actual construction begins, you'll be able to check progress as it happens.

Personally, I'm very happy with where we've got to. I knew we had to have the extra space but I must admit I worried long and hard about what we might have to sacrifice for it. The developers have certainly convinced me that we've made the right decision.

Right, can everyone see the plan now? Good. Let's start at the Balfour Road entrance, since that's where most of you come and go from. The Farley Road entrance and lower playground won't be affected at all. Now, as you come in to the top playground the two new classrooms will be on the right. There'll be a new gate and the steps down will be rebuilt. There'll be a ramp for disabled visitors too.

On the plan here, only the parts of the building affected by the plans are shown. I'll explain why the hall is marked on later. So, as I said, the new classrooms will be to the right of the entrance, and as you can see, will take up very little of the playground space. We feel the year six children need their own area away from the younger children. So, this one on the left of the two rooms will be the new year 6 classroom. As you can see there's no direct entrance from the playground. The plan is to include a small entrance area here from the playground for coats and boots and so on. Entrance to the classroom will be from that area. There'll also be an additional entrance to the hall from this cloakroom – so children will be able to get to the hall from two different directions – from inside the main building and from the new entrance area. I hope that's clear. Now, as you all know, the hall doubles up as the cafeteria at lunchtime. One of the rumours I heard was that we're planning to dispense with the cafeteria and open up a snack bar. I can categorically state that replacing healthy school meals with a snack bar is not remotely in our thoughts.

The other new classroom – that's the one with the playground entrance here – is going to be an exciting new venture for us. That's because its principal use will be for the pre-school and after school clubs. More and more parents want that facility outside school hours and we need a dedicated space to run these activities.

I think there were also worries about the nursery school, though I'm not really sure why, to be honest with you. I can tell you now that the whole area on the other side of the main school building will be totally unaffected. The nursery will continue operating as it does now. There will be a couple of smaller constructions – modernization work really – down here on the other side of the top playground. Cycling into school is getting more and more popular so we're replacing the old bike sheds with a brand new bicycle bay. There'll be space for sixty bikes. The children's toilets will also be modernized and the children will be able to enter them from inside the school building rather than from the playground as they do now. They'll be brand new staff toilets in that part of the building too, I'm pleased to say.

So, I hope that's at least started to allay a few fears. Take a few minutes to look at the plan – I'll get out the way. Then, I'll answer a few questions if you have any. Does that ...

▶▶ PART 3

Tara: What's that you're reading, Matt?

Matt: Oh, hi Tara. It's an article about taking a gap year before going to university.

Tara: Is that what you're thinking of doing, then?

Matt: Well, I hadn't really considered it as an option, but reading this has got me thinking. I'm looking forward to starting at uni but I wouldn't mind a bit of time to myself first.

Sandy: Hi guys, what are you talking about?

Matt and Tara: Hi, Sandy, how's it going?

Tara: Matt's reading about gap years. He wants to put off going to uni.

Sandy: I think a gap year's a great idea. I'm definitely thinking about it.

Matt: Are you? What would you do with the year?

Sandy: Well, the programmes I've looked at involve volunteering of some kind. I wouldn't want to just go travelling for a year – I couldn't afford that anyway. The idea would be to work and help people, but more importantly to grow up and come back knowing more about the world than I do now. Obviously, I'd choose somewhere hot and sunny.

Tara: So, what exactly is volunteering? I mean ... OK ... I understand it means doing something for nothing ... but what does it mean in terms of a gap year?

Sandy: Yeah, it means working with programmes *in countries where* people need support or some kind of aid.

Tara: Mm, I bet your mum and dad aren't quite as enthusiastic as you are about all this.

Sandy: On the contrary. They're really supportive. They can see all the pluses. They realise that I don't know exactly where I want to be in ten years' time. They think it'll give me time to figure things out and not make decisions I might regret later.

Matt: I think I'd be worried about how the university look at it, though. Don't you think it suggests you're just putting off studying?

Sandy: Definitely not. Our tutor told us that a lot of universities encourage students to take a gap year. They see a year away growing up and maturing as an asset. Students arrive in higher education with an extra year of life experience – depending on what you do with the time, obviously!

Tara: Yes, I can see that tutors might like having a few well-travelled students around – I mean ones that have a more developed perspective.

Sandy: I think they also appreciate that students who come back from a year away doing something worthwhile have a stronger sense of direction and a clearer idea of what they hope to achieve. They probably speak at least a few words of another language, too. The most important thing for the unis is that students are motivated.

Tara: So, anyway, what does your article say about the options? Do they suggest where students should go on their gap year?

Matt: Well, apparently, Australia's the country where the highest percentage of students take a gap year and it's the most popular destination for gap year students from other countries as well as Britain.

Tara: Mm, I like the sound of a year in Australia ...

Matt: They say here that there are three main attractions. The abundance of great coast, beautiful beaches, learn to surf, all that stuff. Then there's the amount of time you can spend enjoying outdoor activities like hiking and loads of sports. And thirdly, the cosmopolitan city – especially Sydney which apparently is awesome. It's a great country for young people because there's so much to do, loads of adventure and sunshine obviously ...

Sandy: Sounds good to me!

Matt: Unfortunately, it says here, the cost of getting there in the first place can be prohibitive. However you make your way there, it's expensive – unless the bank of mum and dad help out, that is ... Then, look – they also mention various places in Africa but they single out Ghana. Students can get involved with the construction of new schools or teaching the kids that are already in them.

Tara: That does sound really rewarding and interesting, I have to say. I guess there's a huge sense of achievement with something like that – and you get fantastic life experience from living in another culture.

Sandy: I think you pick up some real practical skills too – skills you can bring back with you.

Matt: Another place I really like the sound of is Nepal ...

Tara: What's the attraction there?

Matt: Most of the volunteering involves teaching again and it's that sense of achievement that people are after. They also say – let me read it – students are attracted by the simplicity of daily existence. I think they mean you have to spend a year without your computer and all the rest of it. It's all about going back to basics.

Sandy: So, where do people stay?

Matt: They live on farms or in mountain retreats.

Tara: Mm, I'm not so sure I could manage that. I don't mind hard work but I like a hot shower at the end of the day.

Sandy: Yeah, I imagine the food's not great either.

Matt: They do actually say here that one of the things volunteers miss is good food choices'. Anyway, there are plenty of other options. Why don't you read the rest ...

IELTS TEST 3

▶▶ PART 4

Lecturer: In today's lecture, I'm going to talk about avoiding predation. *What does that mean?* I hear you say. Well, you probably know the word *predator* – I'm sure you've all seen 'Predator' the movie? Well, a predator is any animal that hunts and kills another animal. That animal – and I was going to say *that smaller animal* but it's not always the case – is the prey. An owl, for example, is a predator and a mouse is its prey. A lion is a predator and a much bigger animal, a buffalo, for example, is its prey. So when I say avoiding predation, what I mean is not being caught and eaten. For many small animals, not being caught and eaten is pretty much a full-time job. Many animals that are predators themselves may be the prey of another usually bigger animal – this is what we popularly call the food chain.

So, how do animals avoid predation? Well, they have what we call defence mechanisms. These are ways in which the species has adapted over time to give it an advantage over its predators. Any adaptation of this kind increases the species' chances of survival. Over time, species that have not adapted – that is developed some sort to defence mechanism – have met with extinction.

There are various forms of defence. The first is probably very obvious and that's speed. Predators can't feed on what they can't catch. Running away is a very effective defence mechanism, as some of you can probably remember from primary school! Flight is even more effective. Species which have developed the ability to fly over time have an enormous advantage. Far more birds would be a meal out in the wild if they couldn't fly.

The second mechanism is protective coloration. You might hear the word *camouflage* used too but I personally find that too simple a term when it comes to the animal kingdom. Protective coloration includes a number of slightly varied mechanisms within the overall term. Some animals blend in with their background. A chameleon is a good example. It sits on a rock and it looks like a rock – it sits on a tree and it looks like the branch of that tree. Butterflies have what we think of as beautiful patterns not to be beautiful but to confuse and warn off potential assailants. They blend in with the flowers around them but may also look like something else. Some butterflies have patterns that look like huge eyes and a would-be predator is scared off.

There are all sorts of stories about how the zebra got its stripes and not many people really know what the stripes are there for. Well, that type of coloration is called dazzle camouflage. A zebra stands out when alone and stationary but when zebras move rapidly in a herd, their stripes create motion dazzle – a confusing, flickering mass to the eye of a lion or cheetah that might be giving chase. Selecting a target becomes far more difficult.

Now, of course, animals are caught – they're frequently caught – but that might not mean the game's up. Some animals make themselves difficult or horrible to eat. Hedgehogs have sharp spines that deter a predator from tucking in even when it's captured its prey. The predator is very likely to give up when a spine gouges an eye or gets lodged in its throat. Numerous species of creature – turtles or snails, for example – have developed a tough outer shell that makes it almost impossible to devour. One of my favourite creatures is the skunk, which emits a repulsive smell on being cornered – enough to send any attacker haring back into the undergrowth. In a similar way, some sea-dwelling molluscs can emit an ink cloud that fills the surrounding water, concealing it from a predatory fish that may be circling. There are frogs that go one step further. They're so poisonous that even if a predator does try and eat them, it'll probably keel over and drop dead first!

Now, you'll probably be surprised but I'm going to go on to talk about plants. Yes, many plants have defence mechanisms in exactly the same way as animals. You've probably all been stung by a nettle ...

IELTS TEST 4

▶▶ PART 1

Receptionist: Good morning, you're through to the Tree house at the Botanic Garden. How can I help?

Lubna: Oh, Hello, I'd like to book a place on the ... er ... Japanese floral art workshop.

R: Ah, yes, do you mean our workshop on the 16th?

Lubna: No, it's on the 6th – Saturday the 6th.

R: Ah, yes – got it up here on screen now! Japanese Floral Art workshop ... That's great – you're just in time – we're nearly full! Twelve people have already booked a place and this workshop is limited to fifteen participants. It's one of our most popular workshops – in fact it's the fifth one we've run! And this is the last one this term. There won't be another workshop until next year now.

Lubna: Oh great, thanks a lot. And can I just check the start time? It says on the leaflet I've got here that it begins at 12.30.

R: That's right – it finishes at 1.30. Most of our other workshops are only half an hour long but this one is longer. In fact we're thinking of running some longer ones in the future.

Lubna: Oh, I see. Well I'm really glad it lasts for a full hour – I don't think I would be able to come up with any kind of floral arrangement in less time than that – and certainly not in 30 minutes!

R: Me neither! Now, one more thing – the workshop itself is free but we're asking participants to pay £5 each – just to cover the cost of the floral supplies.

Lubna: That's fine.

R: Now before I book you a place I'll just give you some information about what'll happen on the day.

R: Basically, it's a real hands-on workshop so you'll be making your own floral arrangement that you can take home afterwards.

Lubna: That's great – I'm really looking forward to that.

R: Now, a couple of important things – please remember to bring scissors or cutters to the workshop – unfortunately we only have a limited number of pairs to lend people who forget them on the day. Last year, some participants ended up using penknives which are not at all suitable for floral arranging!

Lubna: Right – I'll make a note of that.

R: And you'll also need to bring your own container.

Lubna: Do you mean a bag – that sort of thing?

R: No, you need a shallow container – basically it has to be shallow with a wide base so that you can use it to work on your arrangement. It can be pottery, wood, plastic, whatever you like.

Lubna: Oh, of course. I see. I'm sure I can find something suitable.

R: And when you arrive for the workshop – ask for Elizabeth McMillan. She's leading the event – she's a really experienced workshop leader. She's been running the event for us for many years so you'll certainly be in good hands!

Lubna: That's good to know.

R: Now I'll just take your details for the booking form. Can I have your first name?

Lubna: Yes, it's Lubna.

R: Lubna – can you spell that for me?

Lubna: L-u-b-n-a.

R: And your surname?

Lubna: Awan.

R: Is that A-w-a-m?

Lubna: No, it's an 'n' at the end.

R: Thank you. And a contact number – just in case we need to get in touch with you before the workshop?

Lubna: Yes, it's 0759 830 5321.

R: Thanks, that's all the information we need so that's you booked in. Oh, actually, just one more thing ... would you like to be on our mailing list? This means that we can send you information about future events and workshops. All we need is your email address.

Lubna: Yes, that's great. My email address is Lawan25@yahoo.com

R: OK, I'll just read that back – L-a-w-a-n 25 at yahoo.co.com

Lubna: Yes, that's correct.

R: OK, I'll pop all your details on the system and we'll see you at the workshop next weekend.

Lubna: Thanks a lot for your help. Bye!

Another advantage of a wrist rest is that it stops your hands from dropping off the edge of the keyboard. A wrist rest can also relieve tension and soreness in your neck and shoulders. And how does it do that exactly? Well, it removes the weight of your arm from your shoulders and neck altogether. So, there are a lot of benefits aren't there? However, most people never learn how to use a wrist rest correctly. In fact, leaning your wrists on a wrist rest for long periods can put a lot of pressure on the undersides of your wrists. Just here.

So, to make the most of your wrist rest, it's really important to follow a few basic tips. First of all, make sure you place your wrist rest approximately 1 ½ inches away from your keyboard – like this. And, never, ever place your wrists directly on your wrist rest. Instead, place the palm or ball of your hand on the rest. And another thing – don't use the wrist rest ALL the time – particularly when you're typing. Instead, your hands should be on the wrist rests during break periods – so between your typing sessions. This will avoid you putting strain on your wrists and fingers. Now, does anyone have any questions before we move on to computer glasses?

IELTS TEST 4

▶▶ PART 3

Tutor: Well, we've been looking at the issue of waste this term and as you know it's a huge area to research. Now, just to recap on our last session – we identified a range of sources of waste. Can we just run through these very briefly before we make a start?

Hannah: Yes, I've got a note of them here – we've got waste from industry, commerce, quarrying and construction. And then of course, there's household bins and litter.

Tutor: Great – Now you were going to focus on industrial waste, weren't you? How's the research going?

Hannah: Well, actually I decided to go with household waste in the end and focus on food. I've been looking at exactly what we throw out and how much. Now maybe this won't come as much of a surprise to you but I was really amazed at just how much food we throw away in the UK. We throw away over 7 million tonnes of food every single year – 7.2 million to be exact.

Tutor: That's quite right. In the latest survey, it's been estimated that we're wasting one third of the food we buy.

Hannah: Exactly! That's like one in every three bags of food shopping going straight into the bin! I think the worst thing about it is that more than half of this is food we could actually have eaten ... so to give you some examples – things like unopened pots of yoghurt, whole chickens – yes, people actually throw out whole chickens.

Tutor: OK – now have you got any figures to support this? It's important to include these in your final assignment.

Hannah: Yes – I've got a note of them somewhere – yes, here they are. Let's start with yoghurts – now 1.3 million of them go straight in the bin and 5,500 whole chickens. Oh, and I've got another example – bread – an amazing 7 million slices of bread are completely wasted too.

Tutor: OK, you've got some solid figures there. And don't forget to explore the reasons why we throw out food we haven't even opened. One interesting point worth making here is that basically we often completely forget about what we've bought. So we stick the box of eggs in the fridge and our packets of biscuits at the back of the cupboard and they just lie there completely unused. And on the subject of eggs you might be shocked to learn that we throw away 0.7 million of them every single day and the same amount of packets of biscuits!

Hannah: I think that people need to think more about how they are storing and using the food they buy.

Tutor: That's a good point. What do you think is the problem there? Do we all need to change our attitude to food?

Hannah: Definitely. Part of the problem is that we've come to expect our food to look uniform and, well, perfect. So, we want our apples to be green all over and to be a certain shape and size. This means the farmers and then we as consumers end up throwing away perfectly good food just because it has a blemish or a mark. What's wrong with a green apple that has some red colour on it too? What's wrong with

IELTS TEST 4

▶▶ PART 2

Trainer: Hello everyone, and welcome to the second session on health and safety and today we're focussing on health and safety when using a computer. Now, can you all gather round this workstation here? That's great, thanks.

OK, now, let's look at some equipment that is specifically designed for safe computer use. Firstly, take a look at this item here – yes, the sloped slab in front of the keyboard. Does anyone know what it is? That's right – it's a wrist rest. And it does a lot more than take up room on your desk I can tell you. Well, what does it do exactly? In actual fact, it's specifically designed to support your wrist when you're typing or when you're using a computer mouse.

Now the one I'm holding in my hand is made of foam rubber. Come on now, have a feel – you know you want to! Now, it's very flexible, isn't it? The padding is firm but it also gives way when you press it – just like this. Here's another type, by the way – this one is filled with gel. Now, like the foam rubber type, it's got a firm surface but when you press it like this, it gives way with a little spring. However, not all wrist rests are flexible like that. Some are made from hard plastic. That doesn't sound like a comfortable support for your wrist does it? So, NOT to be recommended!

OK, so we know what kind of material we're looking for in a wrist rest. But what else do we have to think about before we choose one? Now look again at the foam rubber wrist rest here. You can see that the slope of the wrist rest and the height and the width too match the front edge of the keyboard here. And there are no sharp edges – look – it's really nice and smooth.

Now, we know it's a busy time for you all at the moment. You're busy with assignments in between the hours you're spending browsing the net and going on social networking sites! Well, just think about how hard your wrist has to work! So, using a wrist rest like this one can really help in a number of ways. First of all, it helps you keep your wrist straight when you're using your computer. I'm demonstrating this now – as you can see, my wrist is neutral and straight rather than bent up and down. See what I mean? Now, it can also provide padding for your hands – it works in much the same way as a cushion so it makes your desk much more comfortable. Now, please note I DID say cushion rather than pillow. We don't want you students to be too comfortable!

a tomato that has a slightly strange shape? But that kind of attitude may explain why there is so much waste. In fact, these are exactly the foods we waste most of. We throw out far more of those than we do *bakery items like cakes and biscuits*. And just to give you some idea of quantities – we're throwing out 5.1 million whole potatoes, 4.4 million whole apples and 2.8 million whole tomatoes on a daily basis. And then there are the sell-by and use-by dates – they encourage us to throw away food long before it goes off.

Tutor: Thanks, Hannah. You've highlighted an interesting point – that waste is very much a social issue. OK, let's leave it there. We can look at the issue of initiatives to reduce ...

IELTS TEST 4

▶▶ PART 4

Lecturer: OK, everyone – let's make a start with the second module of our Business Management course. And we're thinking about motivation. Yes, motivation – the drive to achieve and to get things done. Now, what motivates you to get up in the morning? A strong desire to get that assignment finished? Or maybe you want to get more training in before this weekend's inter-university football match?

Let's focus on motivation in the workplace. Why is it so important for workers to be motivated? Think about it – if you feel motivated, you're far more likely to feel loyal to your employer and take a real pride in getting the job done.

So, how can a company motivate its workers to work well? Well, let's have a look at this – it's called the motivational pyramid and it was developed by a man called Abraham Maslow – he called it the hierarchy of needs. He argued that people are motivated by five essential needs. And he formed this pyramid here to illustrate each of them. And you can see the five tiers or levels on the pyramid. Maslow said that workers are motivated at these five levels of need so let's look at each of them in turn.

OK now, so, let's start at the bottom of the pyramid – just here. Now these are the basic, physical needs. These are the needs that motivate us to survive and have food and shelter. So, we're motivated to work in return for money so that we can actually eat and keep warm. But even at this basic level we're not just motivated by money alone. We're also motivated to work if we've got good facilities in the workplace. What kind of facilities are we talking? Well, these facilities could be a staff restaurant to have our lunch in or a locker to put our personal belongings in.

Now after we've got these things, we are then motivated to move up to the second level of need on the pyramid. And here on the second tier we can see security needs. We're motivated to work hard when we feel safe and secure. Well, we're much more likely to work well if we've got a formal job contract. It makes us feel safe doesn't it? And what about a pension when we're old and no longer able to work? And we're also much more likely to feel safe and secure if we know there is a sick pay scheme we can fall back on if we're ill and have to take time away from work.

OK, so here we are at the third tier – yes, just here – social needs. Now social needs refer to the need people have to belong or to be part of a group. Team work's a very important motivator. What does this mean in practice? Well, it might mean encouraging workers to get together to discuss various issues within the organisation – for example pay increases.

Then we move on to the next tier – the fourth one here – self-esteem. This means the kind of motivation that encourages us to experience a real sense of achievement. So, how can a company make this happen? Well, they can use a system of rewards – giving rewards to individual workers as a way of saying thank you and celebrating their achievements. What kind of rewards are we talking about? Well, examples of these include free gym membership, or gifts such as contract-free phones. This kind of recognition can make us feel valued and as a result we feel more motivated to move up to the final level of the pyramid. On the final tier we've got self-fulfilment. Now this is the motivation that inspires us to be creative, and feel challenged in the workplace. So, what does this mean in practice? Well, it means making sure that workers have the opportunity to do the training they need and at the same time provide them with a personal development plan to

help them reach their true potential. Personal Development plans can help workers make progress and achieve higher goals.

So, there we have it. The hierarchy of needs – achieving each of these tiers – one level at a time and moving up the pyramid motivates us to achieve the next. Now, does anyone have any questions before we move on?

IELTS TEST 5

▶▶ PART 1

Man: Hello, York Car Pool. How can I help?

Woman: Oh, hello, Look, I used one of the cars earlier and I want to complain. I'm not one to make a fuss usually but this isn't the first time there's been a problem. I'm getting fed up with it.

Man: I'm sorry, to hear that. Can I take your membership number first?

Woman: Yes, it's 520016.

Man: Five-two-double-oh-one-six. Is that Julie speaking?

Woman: Yes, Julie Gold.

Man: Hi Julie. Now let me just check your booking. Your complaint's about the most recent booking, is it?

Woman: Well, yes this complaint is ... but like I say it's not the first.

Man: OK, so that was the Fiat, registration number YPT723S, in City Street this morning at 10.30?

Woman: Yes, that's it. 10.30. But no I think it was the car in Baker Road.

Man: My records say City Street. That's the grey Fiat.

Woman: Oh yes, Baker Road was yesterday.

Man: And that booking was fine?

Woman: Well, yes that one was.

Man: Good, so what exactly was the problem today, then?

Woman: OK ... I went to pick the car up and it wasn't in the parking bay. I was in quite a hurry and I have to say it was very stressful. Of course, I thought somebody else still had the car out. Anyway, I was about to phone when I saw the car on the other side of the street about a hundred metres down. Can't you make it clear to users that they have to park the cars back in the bays?

Man: Well, yes, we do. If I had to guess, I'd say that the previous user left it there because the bay was occupied. We'll phone to check and find out, but that's the most likely explanation.

Woman: But people aren't supposed to be occupying the parking bays, are they?

Man: Well no, but they do. They usually think it's OK to park for a few minutes.

Woman: Well, in that case, shouldn't members wait until somebody comes back to get their vehicle? I mean in that situation I always hoot ... and keep on hooting to alert the car owner to the fact I'm there and that I expect them to move. It usually takes only a few minutes. I wish people would show a little more patience.

Man: As I say, I'll phone and ...

Woman: There are other things I want to discuss. When I did eventually get to the car I was shocked at how filthy it was – both inside and out. The wheels and the bottom of the vehicle were covered in mud. Inside the carpets were muddy too and the back seat covered in dog hair. It's pretty obvious that the last user had driven out to the country to take his dogs out walking. Can't there be some rules about what people can and can't use the cars for?

Man: I hear what you're saying, Julie. I think this is a fair point and I'm very sorry. I certainly will call the previous user to take this up.

Woman: And make sure that the cars are given a decent valeting every so often. Right, one more thing! Once I'd dusted off the seat and found the keys – I expected them to be left under a seat or in the door compartment – I finally started up the engine. I was dismayed to see how low the fuel gauge was. This has been the case before and it's really annoying. I thought the membership regulations state quite clearly that it's the driver's responsibility to fill up when the gauge goes below the quarter-full mark.

Am I right?

Man: Yes, that is what we say.

Woman: So, how come I had to sort that out before I could get on with my journey?

Man: Look, I think all things considered, we'll compensate you for your experience today. How does that sound, Julie?

Woman: Are you going to scrap the payment for today's booking?

Man: Well, I could do that but now the bookings on the system, it's complicated. I'd rather offer you complimentary hours. Today's booking was for four hours, so we'll say you have four hours of uncharged usage taken off your next bill?

Woman: But what if my next booking is for less than four hours?

Man: Don't worry. The booking will not be charged and the remaining amount will automatically go forward to the booking after that. All you have to do is key *free hours* into the comments option when you make the booking online.

Woman: OK, I guess I should say *thank you* but I'm still very cross that ...

IELTS TEST 5

▶ PART 2

Man: OK, can you gather round again? Is everyone here? ... No, we're missing two ... Ah, here they come now. Right, the next activity is the last one before lunch.

So, archery ... and I can tell you this activity is the favourite of a lot of our visitors. It's great fun and very relaxing. It can also be competitive. I think we should get the idea, have some practice and then introduce a bit of competition if you're up for it. Good idea?

I'm going to start with the basics. Archery is the practice – or art, some might say – of using a bow to propel an arrow. Archery was initially used for hunting and combat – an important aspect of warfare in the distant past. Today, archery is largely a recreational activity and sport. The very first bows and arrows – and we're going back thousands of years – were very simple. The bow was straight but bent into a curve when the string was pulled back. The further back the string was drawn, the greater the tension and the faster and further the arrow flew. Later, bows were designed to be curved. This meant there was an existing inbuilt tension and the archer, that's you in a few minutes, exerted less energy drawing back the string. When curved bows were not in use, they were unstrung. That means the string was taken off so that the bow was not left in a state of tension.

I think it's interesting that almost every culture had bows and arrows at some time during their development. Of course we've all seen Native Americans with bows and arrows in the movies but the very oldest bows originate from Scandinavia and northern Europe. The use of bows and arrows died out with the invention of firearms, though I must point out that the earliest gunners ... were far less efficient than an expert archer. Archery as a recreational activity started to become popular not long after that. Anyway, that's enough history. Do go online, though, if you want to know more.

Right – the practical side. First of all safety. Now you might have played with bows and arrows when you were kids but these bows and arrows aren't toys. They're not dangerous if used properly and safely but they certainly can be dangerous if used carelessly. So everyone, please stand here, on this side of the line until I say otherwise. Nobody walks towards the targets until I say it's safe to do so. When I say so, everyone puts down their bow and then we can all go into the target area. Each of you will fire one at a time. I don't want to see anyone load their bow when it's not their turn. When you've fired, you put your bow down and wait until it's your turn again. Is that clear?

Let's take a look at the equipment. The bows are fairly heavy – you might be surprised. We'll spend a moment practising holding the bow properly before we load one up. I'm holding it now in the position in which you'll hold it. The drawstring is here and again you might be surprised at the tension. You'll need to practise drawing back the string. Just above the middle of the bow here is the sight. You look through this as you would with a rifle. Using a bow and arrow without a sight is

perfectly possible – most master archers do this – but having one will certainly help you to start off with.

Now I'll put the bow down and show you an arrow. The shafts of our arrows are wooden but fibre glass arrow shafts are now common too. Traditionally, as I'm sure you'll know, the fletching at the top of the arrow – I mean not the tip end of the arrow – was made of feathers. We have some arrows with feather fletching but we also have some with what we call vanes. That means the fletching is made of solid plastic. All of you have a quiver with six arrows in it. You should tie the strap of the quiver around your waist like this. As I've said, you take an arrow from your quiver when I say so – when it's your turn and not before. Oh, I nearly forgot – protection. Everyone has a chest guard and hand guard like those that I'm wearing – I'll show you how to put the chest guard on in a moment – and a bracer. The bracer's a smaller arm pad that protects the inside of your arm from the string. For those of you in a T-shirt today that's important but the bracer will also stop the string catching on the sleeve of a jumper or jacket. Right, so before we pick up the bows, let's have a look at these chest guards ...

IELTS TEST 5

▶ PART 3

Tutor: Hi Leo. What is it you wanted ask me about?

Leo: I'm worried about the exams. I don't mean if I pass them or not. I mean about revising. I don't think I know how to revise. I mean every time I start looking back over my work, I just switch off. I can't concentrate.

Tutor: I don't think you're the first student that ever said that, Leo. Are you revising at the right time? I mean are you leaving it until too late at night when you've got no energy left? It's hard to achieve anything when you're exhausted.

Leo: No, not really. It doesn't seem to make any difference what time it is.

Tutor: Well, are you worrying too much about the subjects you feel you're not very good at? I mean are you revising only what you find difficult?

Leo: Mm, I guess I am doing that. Isn't that the best approach to revision?

Tutor: Not necessarily. I'd say it's better to revise something you enjoy and something you feel confident about first. That'll get you into the swing of things and then you can go on to more challenging things. Anyway, you have to think about the whole purpose of revision. Is the objective to do as well as you possibly can in your strong subjects or to bring your weaker subjects up to an acceptable level?

Leo: I'm not sure I see the point of revising what I think I'll pass anyway.

Tutor: But revising a stronger subject might mean getting an A grade rather than a B. That might be more rewarding and beneficial in the long run. You might look back and feel a greater sense of pride in getting a couple of A grades than you would about scraping through three or four other subjects.

Leo: Yes, I see what you're saying. I hadn't thought about it like that before.

Tutor: I'm not saying that that's what you should do – I'm trying to help you see the possibilities.

Leo: Yes, I see that. Do you think I should accept that there are one or two subjects I'll fail and just forget about them?

Tutor: Oh, I wouldn't want to give you that advice. I think you should go into each of the exams at least hoping for a pass grade. My advice would be to set a time limit on how long you'll spend on each subject. You may want to spend a little longer on the subjects you find most difficult, but not an excessive amount of time.

Leo: Yes, thanks. That's helpful advice. Do you have any more tips about how to go about the actual studying? I mean how I can I keep focused?

Tutor: Well, what sort of learner do you think you are?

Leo: What do you mean?

Tutor: Well, if you're a visual learner, you like seeing things. From what I know of you, I think you probably are a very visual learner.

Leo: So, what does that mean in terms of revising?

Tutor: You probably learn best with images or diagrams. You could try organising information into tables or flow charts.

Leo: Mm, I do sometimes make mind maps ...

Tutor: Good idea! I think mind maps can really help you organise your thoughts. And another thing, have you thought about revising with other students?

Leo: I didn't think that would be a good idea. I mean if I can't concentrate by myself, I certainly wouldn't be able to concentrate when there's another person there to distract me.

Tutor: Mm, that probably isn't true. Another person might help you focus. Lots of students get together with a friend – sometimes in groups – to revise. They usually work out some sort of structured procedure.

Leo: OK, I'll think about it. I guess, with a friend you could test each other. I mean revise for a while and then take it in turns to ask each other questions.

Tutor: Now you're thinking in the right direction. You could also write short summaries or essay introductions, say, and then read and comment on each other's work. Both positive and critical comments coming from a peer can be very helpful. There are all sorts of collaborative strategies and, apart from anything else, having company is so much nicer than struggling through alone.

Leo: OK, you've given me a lot to think about. Thanks for your time. I feel much more positive than I did.

Tutor: I'm really glad to hear that. Coming to see me in the first place was very sensible. Do come back and tell me how things are going in a couple of weeks.

IELTS TEST 5

▶▶ PART 4

Lecturer: We've been talking about prominent film directors and today, I want to talk about one of the most influential directors of them all – Sir Alfred Hitchcock. I doubt there's anyone here who hasn't seen at least one of his movies. Let me give you some film titles – put your hand up if you've seen it! OK, *The Birds* ... *Vertigo* ... *Rear Window* ... *The 39 Steps* ... *Marnie* ... and, of course, the most famous of them all *Psycho*.

OK, good. I can see you're all familiar with Hitchcock, then. Now, people assume that Hitchcock was from America – perhaps because he spent so much of his life working in Hollywood – but he was in fact born in London in 1899. He didn't actually emigrate until he was 40 years old.

Most film critics would agree that Hitchcock had a huge impact on cinema. And you may be surprised to learn that he started making movies as early as the 1920s, when most films were silent. His first attempt, in 1922, actually ended in disaster. The film was ironically called Number 13, and production stopped at a late stage due to financial problems. But before he left Britain in 1939, he'd already made classics like *Blackmail*, – the first film with sound made in Britain – *The Man Who Knew Too Much* and *The 39 Steps*, and he was considered Britain's top director.

So, why was Hitchcock so influential? To start with, he pioneered techniques, especially in the genre of the psychological thriller. He was known as *The Master of Suspense*. During a career that spanned more than half a century, Hitchcock created a distinctive – perhaps unique – style. One of his innovations was to use a camera the way a person watching would. This gave filmgoers the sense that they were voyeurs rather than just viewers. He exploited camera angles and used innovative editing techniques to build suspense and maximise anxiety. His eye for detail was astonishing. Did you know that the famous scene in *Psycho* in which Marion is murdered in the shower took a whole week to film? Yes, a scene little more than a minute long. There were around sixty camera positions, and the set had to constantly be deconstructed and reconstructed. Today, that kind of almost obsessive perfection simply wouldn't be cost effective. A week filming one scene would blow the budget!

So what were Hitchcock films about and who were some of his typical characters? It would be wrong to say that Hitchcock made horror movies – suspense movies or psychological thrillers, but not horror. Hitchcock rarely showed acts of violence. The effort went into building up tension – creating a sense of unease. The viewer knows that something terrible is going to happen – they don't need to actually see it.

Although his stories feature psychopaths, murderers and fugitives on the run, the real strength of his work is the complex examination of his characters. His movies borrow many themes from psychoanalysis, so it's not surprising that his masterpiece is called *Psycho*.

However, a recurring theme in Hitchcock's stories is the twist ending. That's when the story ends in the way viewers least expect it to. I mean, the good guy turns out to be the bad guy, for example. Think of *Psycho* – it's the element of surprise that makes the end so creepy.

Now, Hitchcock's movies feature many other elements of surprise – daring elements in fact. Again, I'll refer to *Psycho*. Marion is the principal character and it is her that the viewer relates to and empathises with. Marion has stolen money and the viewer wants to know if she will get away with her crime or be caught and punished. Suddenly a third of the way into the story, Marion is murdered and the entire dynamic changes. The original storyline is put on hold and a whole new story begins. No longer able to identify with Marion, the viewer begins to empathise with the new principal character – and that, of course, is the murderer, Norman! In this way, Hitchcock manipulates the audience into seeing the story from a whole new perspective.

Did you know that Hitchcock played a small part in each of his movies? He always had a cameo role, and this was a very clever move, as it helped him become known – filmgoers could put a face to the director. Some might even say that before Hitchcock, the director was a far less significant individual in the film-making process. Nowadays, however, people go to see a particular director's movie regardless of who's starring in it.

IELTS TEST 6

▶▶ PART 1

Anya: Hey Janos. Have you seen this notice here?

Janos: What's that?

Anya: Join – our – mall walking programme – get fit ... for free. Now I like the sound of that. I can't afford to keep up my gym membership this term – it's too expensive.

Janos: I know what you mean. But what exactly is mall walking? Sounds a bit boring to me!

Anya: Hold on – OK – it may sound boring but it might be a great opportunity to take exercise. Think about it – a climate controlled environment where you can take exercise without having to worry about the wind or the rain ...

Janos: Wind and rain? Have you actually looked at the weather outside! It's snow and ice out there! I only came into the mall to keep warm!

Anya: Well, it IS winter and we ARE in Canada after all. So just think – by mall walking we can exercise indoors instead of outdoors!

Janos: Great!

Anya: And, another thing. We won't have to worry about the traffic. Just think – no busy roads to cross and no rush hours to think about. Come on – it's worth a try!

Janos: You're still not exactly selling it to me ... Imagine walking past the same stores – and they're not even open! So, what's the point of that?

Anya: Oh come on, Janos. Just think about it as an opportunity to window shop and keep an eye out for bargains. And what about all the amazing decorations and displays we can take a look at? I think it sounds like fun!

Janos: Did you say 'fun'? Walking on a hard surface like concrete? Give me grass any day – much more comfortable on the feet.

Anya: And there's another thing. In a mall you're always close to rest rooms ... and water come to that. What could be better than that?

Janos: I think I know the answer to that one – exercising in a gym is a whole lot better!

Anya: Well, anyway we can get more details at the information kiosk. So, do you want to come with me or not?

Janos: Er, I'll give it a miss. I'm off to the gym – to make the most of my membership before it runs out!

Anya: Hello, I'd like more information about the mall walking programme.

Assistant: Great – we're always looking for new members. Can I just ask you how you found out about the programme?

Anya: Oh, on the noticeboard on the first floor.

Assistant: Oh, that's great! Most of our new members come through the website or through friends. Good to know people still read the noticeboard here in the mall!

Anya: Yes – I guess so!

Assistant: Now let me give you some details. The programme runs weekdays Monday through Friday. And it's an early start – wait for it – walkers meet at 7 am.

Anya: 7 am? That is pretty early. But come to think of it – my lectures start at 9 most mornings so I would be able to make it back to the campus in plenty of time.

Assistant: Great! Actually, most members go straight on to work or college after their walk so you're not alone. Now our members meet here on the ground floor.

Anya: Here at the information kiosk?

Assistant: No, just over there at the food court.

Anya: The food court. OK.

Assistant: Yes, just follow the smell of coffee! Normally about ten to fifteen people show up for each walk but numbers can vary.

Anya: So up to fifteen in a group? That's an ideal number – glad it's not fifty! And how long do the walks last?

Assistant: You can expect to walk for one hour but some groups do less – half an hour or so and a few groups even do up to an hour and a half so it's best to check when you arrive. Which day were you thinking of starting?

Anya: Well, next Monday would work for me – morning lectures have been cancelled so I would have plenty of time.

Assistant: Monday the 4th February?

Anya: Yes. That's right.

Assistant: OK, so let's get your details. Can you give me your full name?

Anya: Anya Karchevskaya.

Assistant: Can you spell your surname, please?

Anya: Yes, K-a-r-c-h-e-v-s-k-a-y-a.

Assistant: And your address?

Anya: Apartment 12, 2 Burlington Street.

Assistant: And a contact telephone number?

Anya: 0757 6345003.

Assistant: I'll just read that back. 0757 6345003

Anya: Yes.

Assistant: By the way, new members receive a free gift when they join and it's a much better gift than last year. We gave people badges but they tended to lose them and more recently we provided visors instead but they weren't very popular so this year we're giving new members T-shirts.

Anya: That's great. What colour?

Assistant: Yellow! I've got plenty in stock so you can collect yours on Monday.

Anya: Thanks a lot.

IELTS TEST 6

▶▶ PART 2

Guide: Good morning everyone ... can you all see and hear me? Good ... now, my name's Dan and I'm your guide this morning for our tour of the New Zealand Parliament. Now we're standing in the executive wing of the parliament complex. This is where all the government ministers have their offices and where the Prime Minister and the cabinet meet. Now most people here refer to this building as 'the beehive.' And no prizes for guessing why it's called the beehive! That's right – it's shaped exactly like a traditional beehive and it's one of the most famous buildings in Wellington.

Now, I'll start with some background information about the design and construction of the building. It may come as a surprise for you to learn that the architect wasn't a New Zealander. No! In fact, it was designed by a Scottish architect – Sir Basil Spence. He designed the concept for the building during a visit he made to our city in 1964. His idea was that all the offices and rooms would radiate from a central core.

Now the Beehive was built in stages over ten years. Construction began on building the underground car park and the basement at the end of the nineteen sixties – in 1969 – and over the next decade the remaining floors were constructed. Yes, one decade later, in 1979, the first parliamentary offices moved in.

Now, as you can see the Beehive is pretty high. In fact, it's 72 metres tall. It has ten floors above ground and an additional four floors below – so that's a total of 14 floors altogether. That means there's plenty of space for the many facilities available to the members of Parliament and ministers to use – these include a small theatre and a television studio. Now, if you'd all just like to follow me, we can make our way inside the building itself ...

Here we are in the entrance foyer. It's a very airy space, isn't it? And if you look at the floor you're standing on, you'll see it is made of marble. And if you look to your left you can see some beautiful columns – they are also made from marble. Now, look at the wall panels – they are made of stainless steel. They look really stunning, don't they? Now straight ahead of us is the staircase leading to the first floor of the building. As you can see the railings on the staircase are made of bronze. Now let's make our way up this beautiful staircase to the Banquet Hall on the first floor – and we can admire these beautiful bronze railings on the way!

So, this is the Banquet Hall and as you can see, it's shaped in the form of a semi-circle. It's also a pretty big space, isn't it? It's actually a big enough dining room to hold up to 300 guests. Now, look at the large mural to your right. It's three dimensional and shows the atmosphere and sky of New Zealand. And the floor we're standing on is made of wood – it's a native New Zealand timber called tawa.

OK, now let's make our way to the ...

IELTS TEST 6

▶▶ PART 3

Josh: Hi Milena, how's your research for your assignment going?

Milena: Which assignment, Josh?

Josh: The one on sustainable transport. It's due in on Friday!

Milena: Oh, I've not nearly finished it. I've still got so many articles to get through. In fact, I need to read another two books on the reading list before I can even think about writing it up. It doesn't help that I'm a really slow reader.

Josh: Well, why don't you practise speed reading – just like me?

Milena: Oh, let me into your secret! If anything, if I don't get a move on, my assignment is going to be late. What exactly is speed reading, anyway?

Josh: Well, speed reading basically means reading faster and more efficiently. It can make such a difference. I've noticed the benefits already and I've only been doing it a few weeks.

Milena: Sounds good. What benefits are we talking exactly?

Josh: Well, the majority of people read at an average rate of 250 words a minute. So, that means that an average page in a book or a document would take you around one or two minutes to read.

Milena: So up to two minutes a page? That sounds quite fast to me. I reckon I spend at least five minutes on each one.

Josh: But just think about it. Imagine if you could double that rate to 500 words a minute. You could zip through all the articles and books in half the time. Another thing is that it can help you understand the basic structure of an idea or an argument much better.

Milena: You make speed reading sound like some kind of sport!

Josh: Well, actually, speed reading is a bit like playing sport – I like to think it's similar to running.

Milena: Running? Much too fast for me! I'm more of a jogger! You're not selling it to me very well!

Josh: OK, OK, but just think about what it takes to be a fast runner. You can learn the techniques but to get really good at it and build up your speed, you really need to practise.

Milena: But athletes train for hours every day!

Josh: That's true but your reading speed can improve if you practise a few basic techniques. The first thing to do is to actually find out how fast you're reading at the moment.

Milena: So, time my current reading speed? But I read so slowly it will be really depressing to find out just how slow I am!

Josh: Believe me – timing yourself is a really good idea and it's so easy to do. There are lots of online speed reading tests. You just enter the words 'reading speed test' into google and loads will come up. You could also do a reading comprehension test and see how well you understand what you're reading.

Milena: I don't know ...

Josh: But remember to read at your normal speed and time yourself on a few different pages – the average of your times should indicate your average reading speed.

Milena: What do I do next?

Josh: Well, the next thing to do, and this is really important, is to get rid of distractions. I used to think that music in the background while I was reading was a good thing but it wasn't for me. I found I increased my speed by working without any noise whatsoever.

Milena: I usually read in the library but there always seem to be people talking around me.

Josh: Well, try using earplugs to block out all the distractions. Another important thing is to set yourself targets. Basically if you know what your goal is you're more likely to achieve it.

Milena: My goal? Well, that's easy. I need to find out about the problems of accessible transport in Africa and then think about some solutions. I know what I need to do but I keep skipping back to a sentence I've just read and at other times I go back a few pages just to make sure that I've read something right.

Josh: I know what you mean. Actually a lot of people do that when they read – they re-read material when they don't actually need to. It's called 'regression' and it's important to get out of the habit of doing it. You can reduce the number of times your eyes skip back by running your finger or a pencil along each line you read. Your eyes will follow the tip of your finger and this helps you avoid skipping back. Why not give that a try?

Milena: Yes, I think I'll give it a go but I suppose the first thing to do is find out what my reading speed is. What a thought!

going to focus on how ways in which tourists can actually benefit local people and natural areas if they travel responsibly – and this kind of travel is known as eco-tourism.

Now, there's no one definition of eco-tourism – in fact, it can be interpreted in a number of different ways – this means it represents different things to different people. And sometimes people misunderstand eco-tourism altogether – they think of it as just spending time in nature or natural areas. However, the truth is far more complex. However, in essence it aims to minimise the negative impacts of tourism that we looked at earlier on in the course – problems such as litter and water pollution, crime and so on AND at the same time, to encourage travellers to have a positive impact on the places they visit.

Now there are many other words to describe a similar idea to eco-tourism. In fact, the terms 'alternative tourism', 'sustainable tourism' or 'responsible tourism' are often used to mean the same thing. But in fact, although the main ideas behind them are similar, there are small differences. And let's briefly look at these now.

Alternative tourism is any kind of tourism that is not mass tourism. And by mass tourism we mean hundreds, if not thousands of people going on, for example, their two weeks a year beach holidays or traditional sightseeing tours. Alternative tourism includes travel such as backpacking and adventure holidays. And the term 'alternative' also includes 'eco-tourism' which is what we are mainly focussing on today.

Now, what about 'sustainable tourism'? Sustainable tourism has the same ideals as eco-tourism but it isn't limited to natural areas. So, you can have a sustainable tourist experience in a city or a town. And then we have responsible tourism – what does that mean exactly? Now, basically this involves acting responsibly and respectfully as a guest when we travel overseas. And what do we mean by 'respectful'? Well, being respectful might involve asking permission to take photographs or go into someone's home observing some of the customs of the local community, such as dress or making an effort to learn the language.

Now eco-tourism can be passive or active. So, what do we mean by passive tourism? Well, let's think of some specific examples. A passive tourist might buy their holiday package from a company that donates part of their profits to local charities. Or a passive tourist might book environmentally-friendly accommodation. This means choosing to stay in a hotel which may use solar power as a source of energy or changes sheets and towels for their guests less frequently.

Now, active eco-tourism's a way for people to enjoy everything that nature has to offer and at the same time enable them to leave a positive mark on the environment. Now, this kind of eco-tourist is sometimes referred to as a voluntourist – that's a combination of volunteer and tourist – you get the idea. Now, voluntourists prefer to experience a new place in an active way – and this doesn't mean sitting in a tourist bus or listening to a pre-recorded guide! Basically, they want to physically connect with the place they're visiting – and this includes connecting with humans and animals. Now their approach to travel can make a real difference and can really benefit the places and the communities they choose to visit. Voluntourists often help local people construct and repair buildings or it could mean being willing to help a community with nature conservation.

So let's think of some specific examples of this kind of work in action. Now, voluntourists have helped local communities to plant hundreds of trees and installed identifying signs in the rainforests of Costa Rica. They've also helped with sustainable food production in Cuba and in Jamaica they've been involved in the cleaning up of local rivers. And in Thailand, they've worked on building ecologically sustainable reforested habitats. Now, some of the work that voluntourists do also involves looking after endangered animals like the giant panda project in Japan or the animal sanctuary project in Ecuador. Now this work doesn't just involve interacting with wildlife but involves educating local people about the need to protect wildlife. Now, before we explore wildlife tourism in more detail, does anyone have any questions ... ?

IELTS TEST 6

▶▶ PART 4

Man: Good morning, everyone – let's make a start. Now, over the last few weeks we've looked at some key areas in the 'travel and tourism' module – we've already charted the origins and development of tourism and we've also looked at the negative effects of tourism on both local communities and the environment. So, in this lecture we're

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