

# THE IELTS BOOK

## Introduction

The International English Language Testing System (IELTS) measures the language proficiency of people who want to study or work where English is used as a language of communication. It uses a nine-band scale to clearly identify levels of proficiency, from non-user (band score 1) through to expert (band score 9).

### IELTS Academic

The IELTS Academic test is suitable for entry to study at undergraduate or postgraduate levels, and also for professional registration purposes. It assesses whether you are ready to begin studying or training in an environment where English language is used, and reflects some of the features of language used in academic study.

## **IELTS on Paper or Computer???**

### **1. Paper-based IELTS**

This test requires test takers to sit at a desk with the question papers and answer sheets for the Reading, Listening and Writing tests in an official IELTS test centre. Test takers will write their answers in either pen or HB-pencils. The Speaking test is carried out face-to-face with a trained IELTS examiner.

### **2. Computer-delivered IELTS**

This test requires test takers to sit the Reading, Listening and Writing tests in front of a computer with the questions presented on the screen in an official IELTS test centre. The test takers then submit their answers through the use of a keyboard and a mouse. The Speaking test is not on computer and is carried out face-to-face with a trained IELTS examiner.

## **How IELTS is Scored???**

IELTS results are reported on a 9-band scale

IELTS results are designed to be simple and easy to understand. They are reported as band scores on a scale from 1 (the lowest) to 9 (the highest).

### **9. Expert user**

The test taker has fully operational command of the language. Their use of English is appropriate, accurate and fluent, and shows complete understanding.

## **8. Very good user**

The test taker has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate usage. They may misunderstand some things in unfamiliar situations. They handle complex and detailed argumentation well.

## **7. Good user**

The test taker has operational command of the language, though with occasional inaccuracies, inappropriate usage and misunderstandings in some situations. They generally handle complex language well and understand detailed reasoning.

## **6. Competent user**

The test taker has an effective command of the language despite some inaccuracies, inappropriate usage and misunderstandings. They can use and understand fairly complex language, particularly in familiar situations.

## **5. Modest user**

The test taker has a partial command of the language and copes with overall meaning in most situations, although they are likely to make many mistakes. They should be able to handle basic communication in their own field.

## **4. Limited user**

The test taker's basic competence is limited to familiar situations. They frequently show problems in understanding and expression. They are not able to use complex language.

## **3. Extremely limited user**

The test taker conveys and understands only general meaning in very familiar situations. There are frequent breakdowns in communication.

## **2. Intermittent user**

The test taker has great difficulty understanding spoken and written English.

## **1. Non-user**

The test taker has no ability to use the language except a few isolated words.

## **0. Did not attempt the test**

The test taker did not answer the questions.

# **Test Day Tips**

Here are some quick tips for ensuring you do your best on test day

### **Arrive on time and be prepared**

- Double-check the time and date of your test and allow plenty of time to travel to the test centre. If you are late, you may not be allowed to take the test
- Make sure you have the right identification documents with you. If you arrive with the wrong ID, you will not be allowed to take the test.

### **Try to be calm and relaxed**

- Try to remain calm at the test centre
- If you have any questions - our friendly centre staff are here to help
- Read the IELTS rules and regulations before the test so you understand them. You'll find these in the IELTS Application Form (PDF, 321KB).

### **Follow the instructions**

- Switch off your mobile phone and any other electronic devices. You will be asked to place these with other personal belongings outside the test room
- The Listening, Reading and Writing tests take 2 hours 40 minutes and there are no breaks between each component of the test
- Make sure you are prepared and have something to eat and drink beforehand. You will not be allowed to take food into the test room. You will only be allowed to take a drink in a transparent bottle
- Listen to the supervisor carefully and follow the test day instructions
- When you get your test papers, read the instructions on the cover page first before writing anything
- Don't lose points for careless mistakes because you haven't read the question properly.

### **Stay aware of the time**

- Watches are not allowed in the test room. Every test room will have a clock on the wall. Stay aware of the time so you can attempt all questions
- The Listening, Reading and Writing tests have a number of sections. Allow enough time for each section
- Be aware that some questions have suggested time limits for you to follow.

### **Do your best**

- If you start to feel worried, take some deep breaths to help you calm down
- Work calmly, focus on the questions, don't rush your answers and you will do your best.

## IELTS Academic Listening Test

<b>Paper element</b>	Description
<b>Paper format</b>	Four sections, each with ten questions. The questions are designed so that the answers appear in order in the listening. The first two sections deal with situations set in everyday social contexts. There is a conversation between two speakers in Section 1 (for example, a conversation about travel arrangements) and a monologue in Section 2 (for example, a speech about local facilities). The final two sections deal with situations set in educational and training contexts. In Section 3 there is a conversation between two main speakers (for example, two university students in discussion, perhaps guided by a tutor), and Section 4 is a monologue on an ' ' academic subject. The recordings are heard once only. They include a range of accents, including British, Australian, New Zealand and American.
<b>Timing</b>	Approximately 30 minutes (plus 10 minutes' transfer time).
<b>No. of questions</b>	40
<b>Task types</b>	A variety of questions is used, chosen from the following types. multiple choice, matching, plan/map/diagram labelling, form/note/table/flow-chart/sun many completions, sentence completion.
<b>Answering</b>	During the Listening test, test-takers write their answers on the question paper as they listen and at the end of the test are given 10 minutes to transfer their answers to an answer sheet. Care should be taken when writing answers on the answer sheet as poor spelling and grammar are penalized.
<b>Marks</b>	All questions carry 1 mark.

## IELTS Listening in detail

### Task type 1 – Multiple Choice

**Task type and format** In this task type, there is a question followed by three possible answers, or the beginning of a sentence followed by three possible sentence endings. Test takers are required to choose the one correct answer A, B or C.

Sometimes test takers are given a longer list of possible answers and told that they must choose more than one. In this case they should read the question carefully to check how many answers are required.

**Task focus** This task type is used to test a wide range of skills. It may require the test taker to have a detailed understanding of specific points or an overall | understanding of the main points of the listening text.

**No. of questions** Variable

### Task type 2 – Matching

**Task type and format** In this task type, test takers are required to match a numbered list of items from the listening text to a set of options on the question paper. The set of options may be criteria of some kind. Many variations of this task type are possible with regards the type of options to be matched.

**Task focus** This task type assesses the skill of listening for detail. It assesses whether a' test taker can understand information given in a conversation on an everyday topic such as different types of hotel or guest house accommodation. It also assesses the ability to follow a conversation involving interaction between two people. It may also be used to assess test takers" ability to recognize relationships and connections between facts in the listening text.

### **Task type 3 – Plan, map, diagram labelling**

**Task type and format** In this task type, test takers are required to complete labels on a visual. The answers are usually selected from a list on the question paper. The visual may be a diagram (e.g. a piece of equipment), a set of pictures, a plan (e.g. of a building), a map (e.g. of part of a town).

**Task focus** This task type assesses the ability to understand, for example, a description of a place, and to relate this to a visual representation. This may include being able to follow language expressing spatial relationships and 1 direction (e.g. straight on/through the far door).

**No. of questions** Variable

### **Task type 4 - Form, note, table, flow-chart, summary completion**

**Task type and format** In this task type, test takers are required to fill in gaps in an outline of part or of all the listening text. The outline will focus on the main ideas/facts in the text. It may be: 1) a form: often used to record factual details such as names; 2) a set of notes: used to summarize any type of information using the layout to show how different items relate to one another, 3) a table: used as a way of summarizing information which relates to clear categories - e.g. place/time/price, 4) a flow-chart: used to summarize a process which has clear stages, with the direction of the process shown by arrows. Test takers may have to: a) select their answers from a list on the question paper; b) identify the missing words from the recording which fit into the form/notes, etc. In this case, they should keep to the word limit stated in the instructions. Test takers do not have to change the words from the recording in any way. Test takers should read the instructions very carefully as the number of words or numbers they should use to fill the gaps will vary. A word limit is given, for example, 'NO MORE THAN TWO WORDS AND/OR A NUMBER'. Test takers are penalized for writing more than the stated number of words, and test takers should check this word limit carefully for each task. Contracted words will not be tested. Hyphenated words count as single words.

**Task focus** This task type focuses on the main points which a listener would naturally record in this type of situation.

**No. of questions**      Variable

**Task type 5 – Sentence completion**

**Task type and format** In this task type, test takers are required to read a set of sentences summarizing key information from all the listening text or from one part of it. They must complete a gap in each sentence using information from the listening text. A word limit is given, for example, 'NO MORE THAN ONE WORD AND/OR A NUMBER'. Test takers are penalized for writing more than the stated number of words. (Test takers should check this word limit carefully for each task: the limit is either ONE, TWO or THREE words). Contracted words will not be tested. Hyphenated words count as single words.

**Task focus** This task type focuses on the ability to identify the key information in a listening text. Test takers must understand functional relationships such as cause and effect.

**No. of questions**      Variable

**Task type 6 – Short-answer questions**

**Task type and format** In this task type, test takers are required to read a question to which they must write a short answer using information from the listening text. A word limit is given, for example, 'NO MORE THAN THREE WORDS AND/OR A NUMBER'. Test takers are penalized for writing more than the stated number of words. (Test takers should check this word limit carefully for each task.) Contracted words will not be tested. Hyphenated words count as single words. Sometimes test takers are given a question which asks them to list two or three points.

**Task focus** This task type focuses on the ability to listen for concrete facts - such as places, prices or times - given in the listening text.

**No. of questions**      Variable

## **IELTS Listening – how it's marked**

The Listening test is marked by certificated markers, who are regularly monitored to ensure reliability. After marking at the test center, all answer sheets are returned to Cambridge English Language Assessment for analysis.

### **Band score conversion—**

A Band Score conversion table is produced for each version of the Listening test which translates scores out of 40 into the IELTS 9-band scale. Scores are reported in whole bands and half bands.

One mark is awarded for each correct answer in the 40-item test. A confidential Band Score conversion table is produced for each version of the Listening test, which translates scores out of 40 into the IELTS 9-band scale. Scores are reported in whole and half bands. Care should be taken when writing answers on (he answers sheet as poor spelling and grammar are penalized.



## IELTS Academic Reading Test

<b>Paper element</b>	Description
<b>Paper format</b>	Three reading passages with a variety of questions using a number of task types.
<b>Timing</b>	60 minutes
<b>Task types</b>	A variety of questions are used, chosen from the following types; multiple choice, identifying information, identifying writer's views/claims, matching information, matching headings, matching features, matching sentence endings, sentence completion, summary completion, note completion, table completion, flow-chart completion, diagram label completion, short-answer questions.
<b>Sources</b>	Texts are taken from books, journals, magazines and newspapers and have been written for a non-specialist audience. All the topics are of general interest. They deal with issues which are interesting, recognizably appropriate and accessible to test takers entering undergraduate or postgraduate courses or seeking professional registration. The passages may be written in a variety of styles, for example narrative, descriptive or discursive/argumentative. At least one text contains detailed logical argument. Texts may contain non-verbal materials such as diagrams, graphs or illustrations. If texts contain technical terms a simple glossary is provided.
<b>Answering</b>	Test takers are required to transfer their answers to an answer sheet. Test takers must transfer their answers during the time allowed for the test. No extra time is allowed for transfer. Care should be taken when writing answers on the answer sheet as poor spelling and grammar are penalized.
<b>Marks</b>	All questions carry 1 mark

## IELTS Academic Reading in detail

### Task type 1 – Multiple choice

**Task type and format** In this task type, test takers are required to choose the best answer from ; four alternatives A, B, C or D, or the best two answers from five alternatives A, B, C, D or E, or the best three answers from seven alternatives A, B, C, D, E, F or G. Test takers write the letter of the answer they have chosen on j the answer sheet. The questions may involve completing a sentence, in ! which the 'stem' gives the first part of a sentence and test takers choose the best way to complete it from the options, or could involve complete j questions, with the test takers choosing the option which best answers 1 them. The questions are in the same order as the information in the text: that is, the answer to the first question in this group will be in the; text before the answer to the second question, and so on. This task type may be used with any type of text.

**Task focus** This task type tests a wide range of reading skills including detailed | understanding of specific points or an overall understanding of the main \ points of the text.

**No. of questions** Variable

### Task type 2 — Identifying information

**Task type and format** The test takers will be given a number of statements and asked: Do the following statements agree with the information in the text?'. Test takers are required to write 'True', 'False' or 'Not Given' in the boxes on their ; answer sheets. It is important to understand the difference between 'False' ■ and Not Given'. 'False' means that the passage states the opposite of the j statement in question; 'not given1 means that the statement is neither confirmed nor contradicted by the information in the passage. (Students need to understand that any knowledge they bring with them from outside the passage should not play a part when deciding on their answers.)

**Task focus** This task type assesses the test takers' ability to recognize points of information conveyed in the text. It can thus be used with more factual texts

**No. of questions** Variable

### **Task type 3 — Identifying writer's views/claims**

**Task type and format** The test takers will be given several statements and asked: 'Do the following statements agree with the views/claims of the writer?'. Test takers are required to write 'Yes', 'No' or 'Not Given' in the boxes on their answer sheet. It is important to understand the difference between 'no' and 'not given'. 'No' means that the views or claims of the written explicitly disagree with the statement, i.e. the writer somewhere expresses the view or makes a claim which is opposite to the one given in the question; 'not given' means that the view or claim is neither confirmed nor contradicted. (Students need to understand that any knowledge they bring with them from outside the passage should not play a part when deciding on their answers.)

**Task focus** This ability to recognize opinions or ideas! and is thus often used with discursive or argumentative texts.

**No. of questions** Variable

### **Task type 4 — Matching information**

**Task type and format** In this task type, test takers are required to locate specific information in the lettered paragraphs/sections of a text, and to write the letters of the correct paragraphs/sections in the boxes on their answer sheet. They may be asked to find specific details, an example, a reason, a description, a comparison, a summary, an explanation. They will not necessarily need to find information in every paragraph/section of the text, but there may be more than one piece of information that test takers need to locate in a given paragraph/section. When this is the case, they will be told that they can use any letter more than once. This task type can be used with any text as it may test a wide range of reading skills, from locating detail to recognizing a summary or definition, etc.

**Task focus** This task type assesses the test takers' ability to scan for specific information. Unlike task type 5 (Matching headings), it is concerned with specific information rather than with the main idea.

**No. of questions** Variable

### **Task type 5 — Matching headings**

**Task type and format** In this task type, test takers are given a list of headings, usually identified with lower-case Roman numerals (i, ii, iii, etc.). A heading will refer to the main idea of the paragraph or section of the text. Test takers must match the heading to the correct paragraphs or sections, which are marked alphabetically. Test takers write the appropriate Roman numerals in the boxes on their answer sheets. There will always be more headings than there are paragraphs or sections, so that some headings will not be used. It is also possible that some paragraphs or sections may not be included in the task. One or more paragraphs or sections may already be matched with a heading as an example for test takers. This task type is used with texts that contains paragraphs or sections with clearly defined themes.

**Task focus** This task type tests the test takers' ability to recognize the main idea or theme in the paragraphs or sections of a text, and to distinguish main ideas from supporting ones.

**No. of questions** Variable

### **Task type 6 — Matching features**

**Task type and format** In this task type, test takers are required to match a set of statements or pieces of information to a list of options. The options are a group of features from the text and are identified by letters. Test takers may, for example, be Task type: required to match different research findings to a list of researchers, or and format characteristics to age groups, events to historical periods, etc. It is possible that some options will not be used, and that others may be used more than once. The instructions will inform test takers if options may be used more than once.

**Task focus** This task type assesses the test takers' ability to recognize relationships and connections between facts in the text and their ability to recognize opinions and theories. It may be used both with texts dealing with factual information as well as opinion-based discursive texts. Test takers need to be able to skim and scan the text in order to locate the required information and to read for detail.

**No. of questions** Variable

**Task type 7 — Matching sentence endings**

**Task type and format** In this task type, test takers are given the first half of a sentence based on the text and choose the best way to complete it from a list of possible options. They will have more options to choose from than there are questions. Test takers must write the letter they have chosen on the answer sheet. The questions are in the same order as the information in the passage: that is, the answer to the first question in this group will be found before the answer to the second question, and so on. This task type may be used with any type of text.

**Task focus** This task type assesses the test takers' ability to understand the main ideas.

**No. of questions** Variable

**Task type 8 — Sentence completion**

**Task type and format** This task type requires test takers to complete sentences in a given number; of words taken from the text. Test takers must write their answers on the | answer sheet. The instructions will make it clear how many j words/numbers test takers should use in their answers, e.g. 'NO MORE I THAN THREE WORDS AND/OR A NUMBER from the passage', 'ONE ) Task type WORD ONLY or NO MORE THAN TWO WORDS'. If test takers write and format | more than the number of words asked for, they will lose the mark. Numbers can be written using figures or words. Contracted words will not be tested. Hyphenated words count as single words. The questions are in the same order as the information in the passage: that is, the answer to the first question in this group will be found before the answer to the second question, and so on. This task type may be used with any type of text.

**Task focus** This task type assesses the test takers' ability to locate detail/specific information.

**No. of questions** Variable

## **Task type 9 — Summary, note, table, flow-chart completion**

**Task type and format** With this task type, test takers are given some type of summary of a section of the text and are required to complete it with information drawn from the text. Note that the summary will usually be of only one part of the passage rather than the whole. The given information may be in the form of: several connected sentences of text (referred to as a summary), several notes (referred to as notes), a table with some of its cells empty or partially empty (referred to as a table), a series of boxes or steps linked by arrows to show a sequence of events, with some of the boxes or steps empty or partially empty (referred to as a flow-chart). The answers will not necessarily occur in the same order as in the text. However, they will usually come from one section rather than the entire text.

There are two variations of this task type. Test takers may be asked either to select words from the text or to select from a list of answers. Where words have to be selected from the passage, the instructions will make it clear how many words/numbers test takers should use in their answers, e.g. 'NO MORE THAN THREE WORDS AND/OR A NUMBER ! from the passage', 'ONE WORD ONLY' or 'NO MORE THAN TWO WORDS'. If test takers write more than the number of words asked for, they will lose the mark. Numbers can be written using figures or words. Contracted words are not tested. Hyphenated words count as single words. Where a list of answers is provided, they most frequently consist of a single word. Because this task type often relates to precise information, it is often used with descriptive texts.

**Task focus** This task type assesses the test takers' ability to understand details and/or the main ideas of a section of the text. In the variations involving a summary or notes, test takers need to be aware of the type of word(s) that will fit into a given gap (for example, whether a noun is needed, or a verb, etc.).

**No. of questions** Variable

### **Task type 10 — Diagram label completion**

**Task type and format** In this task type, test takers are required to complete labels on a diagram which relates to a description contained in the text. The instructions will make it clear how many words/numbers test takers should use in their answers, e.g. 'NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage'; 'ONE WORD ONLY' or 'NO MORE THAN TWO WORDS'. If test takers write more than the number of words asked for, they will lose the mark. Numbers can be written using figures or words. Contracted words will not be tested. Hyphenated words count as single words. The answers do not necessarily occur in order in the passage. However, they will usually come from one section rather than the entire text. The diagram may be of some type of machine, or of parts of a building or of any other element that can be represented pictorially. This task type is often used with texts describing processes or with descriptive texts.

**Task focus** This task type assesses the test takers' ability to understand a detailed description, and to relate it to information presented in the form of a diagram.

**No. of questions** Variable

### **Task type 11 — Short-answer completion**

**Task type and format** This task type requires test takers to answer questions, which usually relate to information, about details in the text. Thus it is most likely to be used with a text that contains a lot of information and detail. Test takers must write their answers in words or numbers on the answer sheet. Test takers must write their answers using words from the text. The instructions will make it clear how many words/numbers test takers should use in their answers, e.g. 'NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage', 'ONE WORD ONLY' or 'NO MORE THAN TWO WORDS'. If test takers write more than the number of words asked for, they will lose the mark. Numbers can be written using figures or words. Contracted words are not tested. Hyphenated words count as single words. The questions are in the same order as the information in the text.

**Task focus** This task type assesses the test takers' ability to locate detail/specific information.

**No. of questions** Variable

## **IELTS Academic Reading – How it's marked**

The Academic Reading test is marked by certificated markers, who are regularly monitored to ensure reliability. After marking at the test center, all answer sheets are returned to Cambridge English Language Assessment for analysis.

### **Band score conversion**

A Band Score conversion table is produced for each version of the Academic Reading test which translates scores out of 40 into the IELTS 9-band scale. Scores are reported in whole bands and half bands.



## **IELTS Academic Writing description**

<b>Paper format</b>	There are two Writing tasks, and BOTH must be completed.
<b>Timing</b>	60 minutes
<b>No. of questions</b>	2
<b>Task types</b>	In Task 1, test takers are asked to describe some visual information (graph/table/chart/diagram) in their own words. They need to write 150 words in about 20 minutes. In Task 2, they respond to a point of view or argument or problem. They need to write 250 words in about 40 minutes.
<b>Answering</b>	Answers must be given on the answer sheet and must be written in full; Notes or bullet points are not acceptable as answers. Test takers may write on the question paper, but this cannot be taken from the examination room and will not be seen by the examiner.

## IELTS Academic Writing in detail

### Task - 1

**Task type and format** In Writing Task 1, test takers may be asked to describe facts or figures presented in one or more graphs, charts or tables on a related topic; or they may be given a diagram of a machine, a device or a process and asked to explain how it works. They should write in an academic or semi-formal/neutral style and include the most important and the most relevant points in the diagram. Some minor points or details may be left out.

Test takers should spend no more than 20 minutes on this task. They are asked to write at least 150 words and will be penalized if their answer is Task type 1 too short. While test takers will not be penalized for writing more than 150 and format words, they should remember that a longer Task 1 answer may mean that they have less time to spend on Task 2, which contributes twice as much to the Writing band score.

Test takers should also note that they will be penalized for irrelevance if the response is off-topic or is not written as full, connected text (e.g. using bullet points in any part of the response, or note form, etc.). They will be severely penalized for plagiarism (i.e. copying from another source).

Test takers must write their answers on the answer booklet.

**Task focus** This task assesses the ability to identify the most important and relevant information and trends in a graph, chart, table or diagram, and to give a well-organized overview of it using language accurately in an academic style.

**No. of questions** 1

## **Task – 2**

**Task type and format** In Writing Task 2, test takers are given a topic to write about an academic or semi-formal/neutral style. Answers should be a discursive consideration of the relevant issues. Test takers should make sure that they read the task carefully and provide a full and relevant response. For example, if the topic is an aspect of computers, they should focus on this aspect in their response. They should not simply write about computers in general.

Test takers should spend no more than 40 minutes on this task. They are asked to write at least 250 words and will be penalized if their answer is too short. While test takers will not be penalized for writing more than 250 words, if they write a very long answer, they may not have time for checking and correcting at the end and some ideas may not be directly relevant to the question.

Task 2 contributes twice as much to the final Writing band score as Task 1. Therefore, test takers who fail to attempt to answer this task will greatly reduce their chance of achieving a good band.

Test takers will be penalized for irrelevance if the response is off-topic or is not written as full, connected text (e.g. using bullet points in any part of the response, or note form, etc.). They will be severely penalized for plagiarism (i.e. copying from another source). Finally, test takers should make sure that they do not copy directly from the question paper because this will not be assessed.

They must write their answers on the answer booklet.

**Task focus** This task assesses the ability to present a clear, relevant, well-organized Task focus argument, giving evidence or examples to support ideas and use language accurately.

**No. of questions** 1

## **IELTS Academic Writing – How it's marked**

### **Marking and assessment**

Each task is assessed independently. The assessment of Task 2 carries more weight in marking than Task 1.

Responses are assessed by certificated IELTS examiners. All IELTS examiners hold relevant teaching qualifications and are recruited as examiners by the test centres and approved by the British Council or IDP: IELTS Australia.

Scores are reported in whole and half bands. Detailed performance descriptors have been developed which describe written performance at the nine IELTS bands. They apply to both IELTS Academic and IELTS General Training versions and are based on the following criteria.

### **Task 1 responses are assessed on:**

- Task achievement
- Coherence and cohesion
- Lexical resource
- Grammatical range and accuracy

### **Task 2 responses are assessed on:**

- Task response
- Coherence and cohesion
- Lexical resource
- Grammatical range and accuracy

### **Performance descriptors**

#### **Task 1**

##### **Task achievement**

This assesses how appropriately, accurately and relevantly the response fulfils the requirements set out in the task, using the minimum of 150 words. Academic Writing Task 1 is a writing task which has a defined input and a largely predictable output. It is basically an information-transfer task that relates narrowly to the factual content of an input diagram and not to speculative explanations that lie outside the given data.

##### **Coherence and cohesion**

This concerns overall clarity and fluency: how the response organises and links information, ideas and language. Coherence refers to the linking of ideas through logical sequencing. Cohesion refers to the varied and appropriate use of cohesive devices (for example, logical connectors, pronouns and

conjunctions) to assist in making the conceptual and referential relationships between and within sentences clear.

**Lexical resource**

This refers to the range of vocabulary used and its accuracy and appropriacy in terms of the specific task.

**Grammatical range and accuracy**

This refers to the range and accurate use of grammar as manifested in their sentence writing.

**Task 2**

**Task response**

In both IELTS Academic and IELTS General Training versions, Task 2 requires test takers to formulate and develop a position in relation to a given prompt in the form of a question or statement. Ideas should be supported by evidence, and examples may be drawn from the test takers' own experience. Responses must be at least 250 words in length. Scripts under the required minimum word limit will be penalised.

**Coherence and cohesion**

This assesses the overall clarity and fluency of the message: how the response organises and links information, ideas and language. Coherence refers to the linking of ideas through logical sequencing. Cohesion refers to the varied and appropriate use of cohesive devices (for example, logical connectors, pronouns and conjunctions) to assist in making the conceptual and referential relationships between and within sentences clear.

**Lexical resource**

This criterion refers to the range of vocabulary used and its accuracy and appropriacy in terms of the specific task.

**Grammatical range and accuracy**

This assesses the range and accurate use of grammar, as manifested in their test takers' writing at sentence level.

## IELTS Speaking description

<b>Paper format</b>	The Speaking test consists of an oral interview between the test takers' and an examiner. All Speaking tests are recorded
<b>Timing</b>	11 – 14 minutes
<b>Task types</b>	There are three parts to the test and each part fulfils a specific function in terms of interaction pattern, task input and test takers output.

## IELTS Speaking in detail

### Part 1 — Introduction and interview

**Task type and format** In this part, the examiner introduces him/herself and checks the test takers' identity. They then ask the test takers general questions on some familiar topics such as home, family, work, studies and interests. To ensure consistency, questions are taken from a script.

Part 1 lasts for 4-5 minutes

**Task focus** This part of the test focuses on the ability to communicate opinions and Task focus information on everyday topics and common experiences or situations by; answering a range of questions.

**No. of questions** Variable

### Part 2 – Long turn

**Task type and format** Part 2 is the individual long turn. The examiner gives the test takers a task card which asks the test takers to talk about a topic, includes points to cover in their talk and instructs the test takers to explain one aspect of the topic. Test takers are given one minute to prepare their talk and are given a pencil and paper to make notes. The examiner asks the test takers to talk for 1 to 2 minutes, stops the test takers after 2 minutes, and; asks one or two questions on the same topic.

Using the points on the task card effectively, and making notes during the preparation time, will help the test takers think of appropriate things to say, structure their talk, and keep talking for 2 minutes.

Part 2 lasts for 3-4 minutes, including the preparation time.

**Task focus** This part of the test focuses on the ability to speak at length on a given topic (without further prompts from the examiner), using appropriate

No. of questions      Variable

## IELTS PRACTICE TESTS

### Practice Test - 1

#### Listening Test:

##### **Section 1: Questions 1-10**

Questions 1-6

Complete the notes below.

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

Write your answers in boxes 1-6 on your answer sheet.

#### **Giant Truck Moving Company: Customer Inquiry Form**

Inquiry Number: 1 .....

Customer Name: Mrs. June Rayburn

Destination: 2 798 ..... Street, Grand City.

Origin: Street Address: 12 Irving Court, Grand City

Move Distance: 3 .....

Apartment size, or number of bedrooms: 4 .....

#### **List of large items to be moved:**

Sofa

Kitchen table

Two 5 .....

Two beds

Three large bookshelves

6 .....

#### **Number of boxes:**

Approximately 60

### Questions 7-10

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

7 The woman describes her piano as being

- A special
- B small
- C narrow

8 The woman's current apartment and her new address

- A may have some steps
- B are on the bottom level of her building
- C do not allow pianos

9 The customer service representative says that the move, with the piano, will cost

- A \$375
- B \$475
- C \$575

10 The customer service representative instructed the woman to send him a photo and

- A the size of her piano
- B the type of her piano
- C the weight of her piano

### Section 2: Questions 11-20

Questions 11-13

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

11 Most of the animals at Moray Bay Aquarium come from

- A different part of the world
- B the same region as the aquarium
- C nearby lakes and rivers

12 One of the two main goals of the aquarium is to encourage people

- A to take better care of the local ocean environment
- B to appreciate the aquarium more
- C to increase youth program participation

13 The purpose of the Beach Bash is

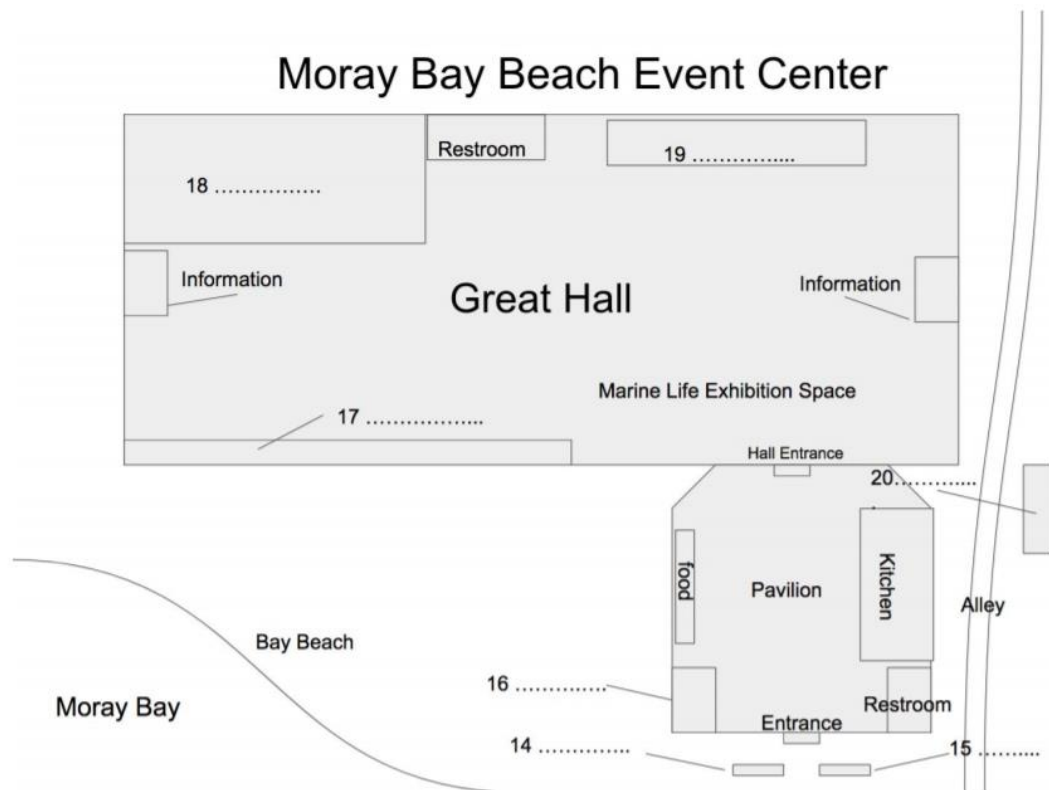
- A to throw a party for volunteers
- B to raise money for a kid's program
- C to increase aquarium attendance

### Questions 14-20

Label the plan of the Moray Bay Beach Event Centre below.

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





**Section 3: Questions 21-30**  
**Questions 21-28**

Complete the sentences below.

Write **NO MORE THAN ONE WORD** from the lecture for each answer.

21 The video shows chimpanzees using sign language to talk to one another, people and .....

22 Since the videos appear dated, a student questions whether scientists currently perform similar .....

23 The professor admits that the examples in the videos are ..... ones.

24 A student did not expect that chimpanzees would be so ..... with human language.

25 Recent research found that chimpanzees used sign language to communicate in the .....

26 It is mentioned that the way people control their vocal cords, ....., teeth and lips is unique to humans.

27 The use of a voice is not a ..... in all human languages.

28 Unless they are ..... by humans, chimpanzee sign language is very simple.

**Questions 29-30**

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

29 One reason that wild chimpanzees can only say a few things is

- A they have a limited vocabulary
- B they suffer from displacement
- C they can't learn new words

30 The professor believes that displacement and productivity are

- A common among wild chimpanzees
- B special features of human language
- C not closely related to human language

**Section 4: Questions 31-40**

**Questions 31-34**

Complete the sentences below. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

Write your answers in boxes 31-34 on your answer sheet.

31 Approximately 2 billion people live in desert ..... globally.

32 People living in dryland zones often over-use their own ....., such as water.

33 Drought is an example of how desertification can occur .....

34 Historically, increasing populations led to the need for irrigated .....

**Questions 35-37**

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

Write your answers in boxes 35-37 on your answer sheet.

35 What creates very rich soil?

- A chemical fertilizers
- B decaying organisms
- C animal grazing

36 Healthy topsoil can reduce desertification by

- A preventing evaporation
- B absorbing more water
- C fostering plant growth

37 Trees prevent desertification by

- A limiting animal migration
- B reflecting sunlight

C keeping soil in its place

**Questions 38-40**

Which **THREE** features below are mentioned as methods to address the problem of desertification? Choose three letters: **A-G**.

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

A shielding plants from sunlight

B rotating crops

C watering plants responsibly

D eliminating harmful plantlife

E stopping invasive species

F planting trees strategically

G limiting overfishing

## Reading Passage 1

You should spend about 20 minutes on Questions 1-14, which are based on Reading passage 1 on pages 15 and 16.

### THE CICADA'S SONG

#### Section A

Cicadas are insects famous for their ability to generate a distinct sound with an auditory power that can rival the decibel level of a rock music concert and exceed the engine roar of a motorcycle. With close to 3,000 species of cicada identified and documented, this family of insect is found worldwide. For the majority of its life, the cicada remains underground, where it is nourished and sustained through sap secreted by the roots of trees. When mature, the insect tunnels to the surface and sheds its skin to reveal its adult form. This life cycle varies among the species, with certain types maturing and ready to reproduce in just one year. One of the most eagerly anticipated and studied species of cicada is *Magicicada Septendecim*, a periodical brood that attracts plenty of media attention for its emergence every 13 or 17 years across the Midwestern United States in vast, swarming numbers. In these swarms, the cicadas generate their "music," signaling their presence, and the onset of summer, for anyone and anything to hear for miles and miles around.

#### Section B

Only male cicadas are able to generate the sound their species is known for, utilizing a unique physical trait and noise-making process that differentiates them from crickets, which many people incorrectly assume to be similar to cicadas. While crickets generate their distinctive chirp through stridulation, or the rubbing together of body parts, cicadas essentially produce a drumbeat amplified very much in the same way that the sound of an acoustic guitar is created. Males are blessed with a body part known as a tymbal, which is a rigid and pliable exoskeleton-based appendage that can move in a wave-like manner, producing a clicking when it strikes the inside of the abdomen of the cicada. Because the abdomen of the cicada is for the most part hollow, the clicking sound is amplified, giving the cicada's song its famous power.

#### Section C

The primary purpose of the male cicada's song is to attract a female with which to breed. Cicadas tend to be very well camouflaged, and can blend into their surrounding tree-based environments easily. The song of the cicada provides the clues through which the female cicada can find the nearest male. However, the cicada also appears to use its song for defensive purposes in a unique way. Whereas most insects and animals aim to scare off potential dangers by increasing the volume of their warning sounds (e.g. the rattlesnake), cicadas, when threatened, actually diminish the noise that they make. The reason for this is that cicadas are hardly ever alone in a given area, and thus it is difficult for a hunter to pick out the song of an individual insect while distracted by its neighbors. Should a predator be

detected, nearby cicadas become very quiet to decrease the odds that they will be singled out among the roar of their more distant kin.

#### **Section D**

Scientists who study the cicada raise interesting observations about the evolutionary development of the cicada song and the cicada's short breeding period. Cicadas live underground for most of their lives and only rise to the surface for several days or weeks at most to find a mate and then die. The reason for this lies in the sedentary nature of the cicada, which makes the insect an easy target for birds and other predators, which consume the insects in great numbers. However, by emerging in the millions all at once, cicadas increase their chance of survival as a species into the next generation, as predators simply cannot significantly impact the numbers of their prey in such a brief period. Meanwhile, the power of the cicada song has proven to be an effective tool for collective breeding, as each insect must locate a mate quickly while outlasting potential predators.

#### **Section E**

Cicadas garner the attention, adoration, and sometimes scorn of the general public for the distinctive sound that they create and their occasionally suffocating abundance. In temperate environments all over the world, the ubiquitous buzz of the cicada's song dominates the backdrop. One must be careful not to come too close to the most powerful of cicadas, whose sound, if heard from just outside the human ear, is known to cause long-term or irreversible physical damage. The cicada's unique tymbal structure, hollow abdomen, and stamina allow it to generate noise for up to 24-hour cycles, leading to the love/hate relationship people may have with the insect. The cicada plays to its evolutionary strength, with the power and majesty of its song as the key to its survival.

#### **Questions 1-8**

The essay "The Cicada's Song" has five sections, A–E.  
Which section contains the following information?  
Choose the correct letter, A– E, in boxes 1–8.

**NB** You may use any letter more than once.

1 cicadas can be very difficult to see among the trees, where they live while mating

2 cicadas become quieter when they perceive danger

3 an insect that is often compared to cicadas by mistake

4 a specific species of cicada that periodically attracts a lot of human attention

5 a way that cicadas can harm humans

6 The process by which cicadas produce sound is similar to certain musical instruments

7 the approximate number of different types of cicadas worldwide

8 cicadas do not move around very much, so they are easily hunted

### Questions 9-14

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

In the boxes below, choose:

**TRUE** if the statement agrees with the information

**FALSE** if the statement contradicts the information

**NOT GIVEN** if there is no information on this

9 Cicadas are well known for the unique noise they can produce very loudly.

10 Cricket and cicada noises seem similar to many people, but the sounds they produce serve very different purposes.

11 At most, cicadas can take up to 12 months to develop to full maturity.

12 Cicadas spend most of their lives hiding from predators in trees.

13 Cicadas appear above ground at the same time in very large numbers as a survival strategy.

14 When necessary, a cicada can move quickly enough to evade predators like birds.

### Reading Passage 2

You should spend about 20 minutes on Questions 15-28, which are based on Reading passage 2 on pages 20 and 21.

### Questions 15-18

Reading passage 2 has four sections, A-D.

Choose the correct heading for sections A-D from the list of headings below.

Choose the correct number i-ix for each section for questions 1-4.

#### List of Headings

- i. Inspired by Pompeian art, an 18th century artist influenced Neoclassicism
- ii. Shifting trends in French art increased the popularity of "classical" styles
- iii. Pompeian art reflected the stylistic tastes of the owners of the buried murals
- iv. Volcanic debris preserved some Pompeian art for future generations
- v. Unearthing Pompeii's art inspired artists in several European countries
- vi. The artistic styles of Pompeii
- vii. Pompeii's art provides a window into the culture of the ancient world

15 Section A

16 Section B

17 Section C

### **Section A**

Pompeii was an ancient Roman city that was famously destroyed and buried by the volcanic eruption of Mt. Vesuvius in 79 CE. According to researchers and historians, ash and pumice rained down on the city and residents of Pompeii for over six hours, blanketing city streets and homes with up to 25 meters of sediment. Temperatures in the city during the eruption reached 250 degrees Celsius (480 degrees Fahrenheit) and many residents died due to exposure to the extreme heat. With Pompeii effectively preserved under a literal mountain of volcanic ash, many everyday items were kept intact, including several of the city's mural paintings. The rediscovery of these paintings in Pompeii provided audiences in Europe with a genuine glimpse into ancient Roman art. These artifacts were idealized and romanticized, prompting an 18th century artistic movement that would be known as Neoclassicism, an imitation of classic Roman art.

### **Section B**

Art historians have categorized the discovered art of Pompeii into four distinct styles. The first style, which prevailed from 200 to 80 BCE, is characterized by the way large plaster walls were painted to look like colorful, elegant stones; it is known as the "structural" or "masonry" style. The second style, which dates from 100 BCE to the start of the Common Era, is characterized by "illusionist" imagery, with murals featuring three-dimensional images and landscapes, seen through painted windows that conveyed a sense of depth. The third style, popular from 20-10 BCE, is known as the "ornate" style, and is characterized by two-dimensional, fantastical perspectives, rather than the realistic, three-dimensional vista-like views associated with the illusionist style. Murals painted in the ornate style focused less on realism and instead were created to depict whimsical scenes in highly structured arrangements. The fourth Pompeian style, which dates from 60-79 CE, combined the strict structures and complexity of the ornate style with the illusionist methods of the second style and the stonework of the first style; the fourth style was essentially a hybrid of its predecessors.

### **Section C**

The art of Pompeii was first excavated in 1748 when archaeologists began the painstaking work of identifying, removing, and collecting artistic artifacts from the ash and soil. As knowledge of the art of Pompeii spread across Europe in the 1760s, interest in Greco-Roman art increased and captured the imagination of a new generation of artists in countries like England, Germany, and France, prompting them to emulate a "classical" style. The art of Pompeii most notably influenced an artist in Paris named Jacques-Louis David (1748-1825), who would become one of the most successful and dominant artists of his time. David worked through the lens of Pompeii's illusionist style, with a sense of depth and realism generated in a number of his more famous works, echoing the three-dimensional landscape views typified by Pompeian art's second style. A number of works put forth by other painters in England, Germany, and France would also contain elements of the four styles of the art of Pompeii.

## Section D

The influence of Jacques-Louis David on his contemporaries and future artists only expanded the popularity of Roman art and the influence of Pompeii's four artistic styles for most of the 1780s and 1790s. Neoclassical art proved to be wildly popular with art collectors and enthusiasts in Europe who commissioned more and more paintings from David and his contemporaries. David's most famous piece, *Oath of the Horatii* (1784), contains elements from at least three of the four styles of Pompeian art. In this particular work, one can see the first style in the colored slabs of stone on the ground, the three dimensional perspective of the second style in the dimmed space behind the arches in the background, and the realistic yet fantastical look of the fourth style in the hero figure in the middle of the painting. David serves as just one example of the 18th century artists inspired by the classical Roman works exemplified in the four art styles of Pompeii; indeed, David would pass along his inspiration from Pompeian art to his students. English architect Robert Adam (1728-1792) would create stuccos with elements very similar to the first Pompeian style; he would become known as the leader of the revival of "classical" art in England. The extraction of the art of Pompeii took 32 years to complete, but once re-discovered and integrated into the work of artists of the 18th century such as David, its impact proved to be quite significant and abiding.

### Questions 19-23

Look at the following list of artistic characteristics (questions 19-23) and the list of Pompeian Styles listed in the box below.

Classify the following characteristics with the correct Pompeian Style, A, B, or C.

Write the correct letter, A, B, or C, in boxes 19-23 on your answer sheet.

19 It did not attempt to mimic the appearance of actual physical objects.

20 A wall was painted to look like it was built out of a different substance.

21 The scenes involved elaborately organized and planned compositions.

22 It depicted realistic vista-like scenery.

23 It included playful and amusing subject matter.

### Pompeian Styles

A 1st Pompeian Style

B 2nd Pompeian Style

C 3rd Pompeian Style

### Questions 24-28

Choose the best answer A, B, C or D.



Write the correct letter in boxes 24-28 on your answer sheet.

24 Which of the following resulted from the eruption of Mt. Vesuvius?

- A The resulting ash in the atmosphere returned to earth trapped in water droplets.
- B Those who tried to aid were unable to unearth buried buildings.
- C Many inhabitants living nearby the volcano died of severe burns.
- D It attracted the attention of artists living elsewhere in Europe.

25 The fourth Pompeian style

- A was popular because it integrated styles that were already well known.
- B adhered to strict aesthetic rules that were common from 60 to 79 CE.
- C contained aspects of multiple previously distinct Pompeian styles.
- D was most often painted onto particular types of ornate stonework.

26 The author first mentions Jacques-Louis David as an example of

- A an artist from the 1700s who drew visibly from historical Pompeian styles.
- B one of the leaders who dictated the values of the French art community.
- C a figure who was integral to the discovery of lost Pompeian artwork.
- D a painter who worked predominantly in the “ornate” style of Pompeian art.

27 The painting the “Oath of the Horatii”

- A inspired a clear shift in the artistic trends of its time.
- B was painted shortly after the discovery of Pompeii.
- C contained elements from a range of the artistic eras of Pompeii.
- D depicted a famous event in Roman history.

28 Architect Robert Adam

- A reused materials excavated in Pompeii in his own artwork.
- B mimicked several Pompeian styles in his stucco works.
- C spearheaded renewed interest in artistic styles from the “classical” era.
- D combined “classical” English styles with the first Pompeian style.

### Reading Passage 3

You should spend about 20 minutes on Questions 29-40, which are based on Reading passage 3 on pages 25 and 26.

## Consumer Purchasing Decisions

### Section A

The psychologist Carl Jung posited that people make decisions in two distinct ways: by

taking in a great deal of information and over time, rationally making a choice, or by making an intuitive decision quickly. However, these categories do not necessarily reflect the full complexity of decision-making, particularly when it comes to purchases. In general, purchasing goods or services involves five steps: problem recognition, information search, evaluation of alternatives, purchase decision, and post-purchase behaviour. These steps can happen in an instant, and although they are seemingly only affected by taste and available resources, what looks like an intuitive process is actually more intricate and involves many decision points, both conscious and subconscious.

## **Section B**

All purchases, from small to large, are affected on the most fundamental level by subconscious motivations—a set of factors that cannot be easily simplified. Psychologist Abraham Maslow proposed a hierarchy of needs to explain human motivation, in which necessities such as food and shelter must first be met in order for humans to seek fulfillment of higher order needs such as acceptance and love. Maslow's hierarchy is usually shown as a pyramid, with fundamental physiological needs at the base, underpinning needs concerning safety, such as financial security and physical health. After those first two tiers have been satisfied, an individual can focus on needs for love and belonging. The penultimate tier consists of the need for esteem and self-respect. Only once someone has met the four more basic needs can he or she strive for the peak, self-actualization. If this final need is met, the individual has reached his true potential. Where one is on that scale may subtly affect what one will concentrate on in a purchasing decision. For instance, someone who aspires to be accepted by the members of a community will subconsciously start buying clothing that mimics what is worn by that group.

## **Section C**

In terms of conscious decisions, psychologists have divided the process into three different styles: the single feature model, the additive feature model, and the elimination of aspects model. The single feature model means that the decision maker focuses on one aspect of a product. Here one might look at cost over all else, since it might be the most important factor to someone who is not quite secure economically. For this person, buying a set of plastic plates is a better decision than investing in fine porcelain dishware. This model works best for simple and quick decisions.

## **Section D**

The additive feature model works better for more complex decisions, such as buying a computer. Here one would look at the types of computers and their range of features. A consumer might weigh the mobility of a laptop against the power of a desktop. This is all compounded, of course, by where the consumer is in Maslow's hierarchy. If the person has a good job and is using the computer to develop community or find a relationship, that may affect what he is looking for.

## **Section E**

The elimination of aspects model is similar to the additive feature model but works in

reverse. Here the consumer evaluates various choices feature by feature, and when a selection doesn't have that feature; it is eliminated until only one option is left.

#### Section F

Clearly, explaining purchasing behaviour is a complex endeavor. In fact, beyond the subconscious factors and conscious decision models are mental shortcuts that help consumers reduce the effort in making decisions. Psychologists have identified a number of these shortcuts, or heuristics, which are used frequently and help with difficult choices in particular. For example, the availability heuristic comes into play when a consumer has a previous experience with a product or brand and then makes a decision to either buy that brand or avoid it the next time. Similarly, marketers frequently capitalize on the representative heuristic, in which a consumer presented with two products will often choose the more visually familiar option. This explains why the brandings of many products look similar to one another. And even more easily understood is the price heuristic, in which a product is perceived to be of higher or lower quality based on cost, as was shown in a recent study in which consumers were presented with the exact same wine at two price points, but preferred the taste of the "more expensive" sample.

#### Questions 29-34

Choose the best answer A, B, C or D.

Write the correct letter in boxes 29-34 on your answer sheet.

29 The process of making a purchase

- A was of special interest to Carl Jung.
- B may be more complex than that of other decisions.
- C involves conscious decisions made in five stages.
- D happens more quickly when based on intuition.

30 The five levels of Maslow's hierarchy

- A are ordered according to the individual needs of specific people.
- B must be completed separately, in isolated events.
- C occur in a sequence.
- D focus mainly on emotional needs.

31 The highest level of Maslow's hierarchy of need is

- A admiration.
- B realization of potential.
- C protection from the elements.
- D clothing.

32 According to the single feature model, some will prefer to buy plastic plates instead of fine dishware  
Because

- A they are most concerned about price.
- B they are emotionally insecure.
- C they do not have time to make a careful decision.

D they are focused on how others will react to their choice.

33 The “additive feature” decision model

A offers a method to analyze the hierarchy of person’s needs.

B exposes flaws in Maslow’s theories.

C can be combined with Maslow’s hierarchy for deeper understanding.

D influences a consumer’s stage in Maslow’s hierarchy.

34 The “elimination of aspects” model

A involves detailed comparison.

B conflicts with the “additive feature” decision model.

C works best with simple purchasing decisions.

D is largely subconscious.

### Questions 35-40

Match each item with the theory it relates to according to the article.

Choose the correct letter A–C for questions 35-40 below.

**NB** You may use any letter more than once.

Write the correct letter, A, B, or C, in boxes 35-40 on your answer sheet.

35 Physical needs take priority over emotional or intellectual needs.

36 All possible features are considered carefully.

37 A product is bought based on only one attribute.

38 A consumer buys a more expensive product hoping to receive higher quality.

39 The desire to be included in a social group influences decision.

40 A negative experience with a brand influences future purchase decision.

### Theories

A Maslow’s Hierarchy of Needs

B Conscious Decision Making Models

C Decision Heuristics

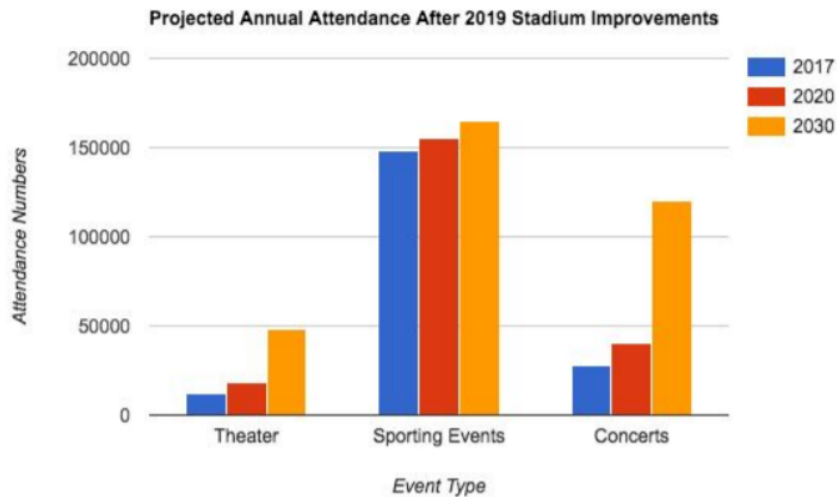
### Writing Task 1

You should spend about 20 minutes on this task.

The chart below gives attendance figures for Grandville Stadium from 2017, which are projected through 2030 after a major improvement project.

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

*Write at least 150 words.*



### Writing Task 2

You should spend about 40 minutes on this task. Write about the following topic:

An increasing number of schools provide tablets and laptop computers for students to use in school, replacing books and other printed materials like exams and assignments.

What are the advantages and disadvantages of this trend?

Write at least 250 words.

## IELTS PRACTICE TEST (Answers)

### Listening Section

Question 1	AD5659837JC6	Question 2	798 Scottsville
Question 3	6 or "six" kilometres	Question 4	2 or "two"
Question 5	dressers	Question 6	patio furniture
Question 7	B	Question 8	B
Question 9	C	Question 10	A
Question 11	B	Question 12	A
Question 13	B	Question 14	ticket collection stand
Question 15	ticket sales booth	Question 16	information centre
Question 17	game area	Question 18	food court / food
Question 19	main stage	Question 20	trash bins
Question 21	themselves	Question 22	experiments
Question 23	older	Question 24	comfortable
Question 25	wild	Question 26	tongue
Question 27	necessity	Question 28	trained
Question 29	A	Question 30	B
Question 31	zones	Question 32	resources
Question 33	naturally	Question 34	farmland
Question 35	B	Question 36	C
Question 37	C	Question 38	B, C or F
Question 39	B, C or F	Question 40	B, C or F

### Reading Section

Question 1	C	Question 2	C
Question 3	B	Question 4	A
Question 5	E	Question 6	B
Question 7	A	Question 8	D
Question 9	T	Question 10	NG
Question 11	F	Question 12	F
Question 13	T	Question 14	F
Question 15	Section A: Answer iv	Question 16	Section B: Answer vi
Question 17	Section C: Answer v	Question 18	Section D: Answer i
Question 19	C	Question 20	A
Question 21	C	Question 22	B
Question 23	C	Question 24	C
Question 25	C	Question 26	A
Question 27	C	Question 28	C
Question 29	B	Question 30	C
Question 31	B	Question 32	A
Question 33	C	Question 34	A

Question 35            A  
Question 37            B  
Question 39            A

Question 36        B  
Question 38        C  
Question 40        C

## **Writing Section**

### **TASK 1 SAMPLE RESPONSE**

The bar graph shows the number of attendees at Grandville Stadium, focusing on theatre, sports, and music events in the year 2017. The chart makes attendance projections for the years 2020 and 2030 after a major renovation project.

Overall, these data show a predicted rise in yearly attendance among all three types of events during the period of 2017 to 2030. The greatest increases will occur for theatre and concerts, while sporting events will see a more moderate gains after the renovations. However, attendance has been and will remain much higher for sporting events than the other two categories.

In the baseline year of 2017, theatre events accounted for only 10 thousand visitors. Yet, theatre attendance should jump to roughly 50 thousand in 13 years. Similarly, concert attendees are predicted to reach nearly 125 thousand visitors in 2030, up from nearly 25 thousand in 2017.

By contrast, the stadium improvements will only increase sporting event attendance by about 10 thousand in 2030. However, athletic events were already bringing in 150 thousand people in 2017. The 2030 figure of about 160 thousand annual sporting event attendees is just shy of the 2030 combined numbers for both theatre and concerts, which will bring in about 175 thousand people together.

### **TASK 2 SAMPLE RESPONSE**

Some schools have begun supplying students with computers or tablets that they can use instead of texts and other printed resources. This shift towards technology offers several environmental and educational benefits, while the drawbacks relate to the sharp increase in “screen time” for students and the possibility that the devices will cause distractions in school.

One major benefit of providing computers and tablets to students is the opportunity to save paper resources. Even though paper is easily recycled, it still requires a lot of energy to produce. Adopting these technologies will make schools much more environmentally friendly. Computers and tablets also possess unique educational value. On a very basic level, students must learn how to use computers to thrive in the modern world. Just like learning math or reading, computer proficiency has become an essential and basic life skill.

Replacing paper-based learning resources with technology does have some disadvantages. One area of growing concern is the amount of time young people spend in front of screens. With cell phones, computers, and television, many children already spend hours outside of school staring at devices. Some medical professionals suggest that all this screen time may have negative effects on a child’s physical and psychological health. Therefore, adding screen time in school may exacerbate an already serious problem. A second drawback is that tablets and computers can cause distractions. There is a lot of unsuitable material for school on the web. Putting devices in students’ hands opens the possibility that students will use these devices in ways that are not educationally sound.

In conclusion, replacing traditional paper learning materials with devices like computers and tablets

has some very clear environmental and educational advantages. However, schools must take care to monitor student screen time and ensure that students are using their devices for educational purposes.

## IELTS Practice Test - 2

### Section 1

#### Questions 1–4

Complete the table below.

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

<i>City Bank Customer Service Log</i>	
<i>Example</i>	<i>Answer</i>
Type of query:	<u><b>Term deposits</b></u>
Customer name:	David <b>1</b> .....
Phone:	023 - 561- 055
D.O.B.:	18 / 02 / 1968
<b>Customer's Term Deposit details:</b>	
Amount:	\$18,000
Term:	<b>2</b> .....
Interest rate:	3.45% per annum
<b>Current Term Deposit interest rates:</b>	
1 year	3.65% per annum
2 years	<b>3</b> .....% per annum
<b>4</b> .....	<b>Term Deposits</b>



**Questions 5–10**

Complete the table below.

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

<b>5</b> .....	28%	
tax rate:		
Investment returns	Depend on <b>6</b> .....	
Term	Effective rate of return	
2 years	<p style="text-align: center;"><b>Salary</b></p> <p style="text-align: center;">\$48,001 – \$70,000</p> <p style="text-align: center;">3.75% per annum</p>	<p style="text-align: center;"><b>Salary</b></p> <p style="text-align: center;">\$70,001 –</p> <p style="text-align: center;"><b>7</b> \$.....</p> <p style="text-align: center;">3.92. % per annum</p>
Minimum investment amount:	\$10,000	
Hidden charges/fees:	<b>8</b> .....	
Interest payment options:	monthly, <b>9</b> ....., 6-monthly, annually	
Application options:	<p>online</p> <p><b>10</b> .....</p> <p>in person</p>	

**Section 2**

**Questions 11–20**

Questions 11–15

Choose the correct letter, A, B or C.

11 The September Celebration day is held .....

- A five times a year to honour the city
- B on the park’s important birthday

C to remember the history of the park

12 The park was first built in .....

A 1955

B 1979

C the 1990s

13 The park still uses .....

A a children's play area

B a petting zoo

C two of the early rides

14 The Hurricane roller-coaster is .....

A tall and made of wood

B designed for smaller children

C very fast and exciting

15 The rides with a height limit are coded .....

A yellow

B blue

C black

### Questions 16–20

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

Food options:

- Italian, Chinese, etc. at the Food Court
- hamburgers, sandwiches, etc. at 16 .....

Special Events:

Parade

- Starts at noon
- On the 17 .....
- Run by final year high school students Concert
- At the amphitheatre
- Theme: 18 .....
- Starts at 7:00

Safety and Security:

- Ten 19 centres in the park
- Children ask any staff member for help
- Ask security team at the 20 .....

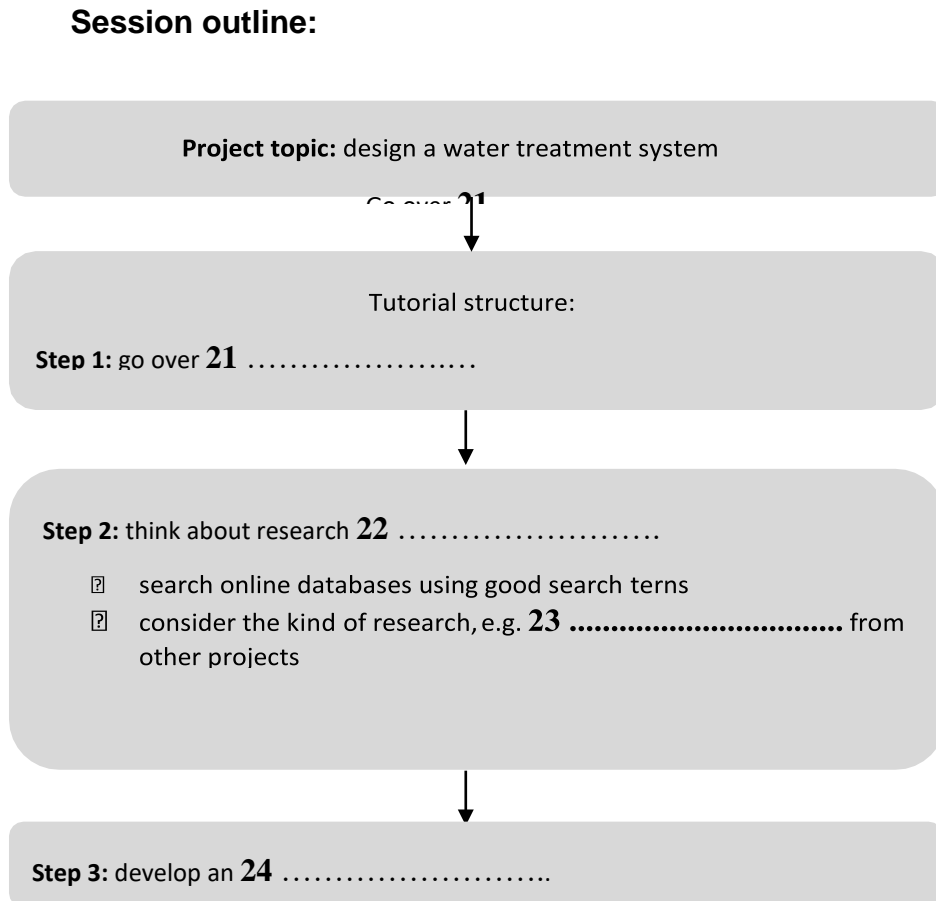
**Section 3**

**Questions 21–30**

**Questions 21–24**

Complete the flowchart below.

Write NO MORE THAN TWO WORDS for each answer.



**Questions 25–27**

Complete the summary below.

Write NO MORE THAN ONE WORD for each answer. Project description:

You need to design a grey-water treatment system to reduce the pressure on the water

25 .....in a Cameroon village. Greywater is wastewater from household

26 The system needs to treat this water to remove bacteria and recycle it to .....

use for purposes such as watering plants, flushing toilets and doing 27.....

Questions 28–30 Complete the notes below.  
Write NO MORE THAN TWO WORDS for each answer.

**Research tips**

General internet searches:

Avoid websites where 28 ..... try to sell their products.

**Engineering library:**

Use key words when searching the catalogue

e.g. grey-water treatment systems / 29 ..... use

**EWB website:**

Check examples from the 30 ..... last year.

**Section 4**

**Questions 31– 34**

Complete the summary below.  
Write NO MORE THAN TWO WORDS for each answer.

**Origins of the Caveman Diet**

There are many popular fad diets nowadays. They all promise good health if you stick to the 31 ..... The Caveman diet is a popular example. This diet includes foods such as lean meat and fish that our forebears ate before we developed 32 ..... We need to find out what our ancestors did eat, so researchers are studying some existing hunter-gatherer tribes. These tribes typically like to eat meat, but they can't always get it, even though they are skilled with their weapons, e.g. 33 ..... and ..... So, instead, they eat foods that their wives gather. They get only about a 34 ..... of their energy from meat.

**Questions 35–36**

Choose the correct letter, A, B or C.

- 35      Research evidence suggests that ...
- A      the tribesmen's traditional diet is unhealthy B      our bodies can digest only certain foods  
C      we can adapt to a range of diets.
- 36      Thai people have difficulty digesting milk because ...
- A      they have too much lactase in their bodies  
B      in the past they didn't farm cows  
C      their saliva lacks certain enzymes.

### Questions 37–40

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

Variation in global diets:

- Inuit – most calories from 37 ..... foods, e.g. seal meat
- Jains – vegetarian, but milk is permitted
- Others – fish, insects

Implications for the caveman diet:

- Cavemen did not all eat the same diet
- Diets come from complicated cultural 38 .....

Problems with Caveman diet:

- Costs a lot of money for lean meat and 39 .....
- Too much red meat may be unhealthy
- Reliance on meat is bad for the 40 .....

## IELTS LISTENING ANSWER KEY

### SECTION 1

1. Marshall
2. 180 days
3. 3.85 (%)
4. Monthly Interest / monthly interest
5. maximum
6. income bracket
7. 120,000 / 120000
8. no fees
9. quarterly
10. (by) phone

### SECTION 2

11. C
12. B
13. B
14. A
15. C
16. food stands
17. Main Street / St. / main street / st.
18. Hollywood
19. first aid / First Aid
20. guard stations

### SECTION 3

21. task instructions
22. strategies
23. case studies
24. action plan
25. supply
26. drains
27. laundry
28. manufacturers
29. residential
30. competition

### SECTION 4

31. plan
32. agriculture
33. bows, arrows [in either order]
34. third / 3rd
35. C
36. B
37. high fat / high-fat
38. (dietary) practices
39. nut oils
40. Environment

## Reading Practice Test

You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1 below.

### EXTRACTION AND PURIFICATION OF DRINKING WATER

Some consumers choose to purchase bottled drinking water, rather than relying on city tap water supplies. Bottled water has typically been extracted from underground sources. If water exists underground, but has no natural exit points, bottling companies may construct a water table well by drilling down to extract water from an unconfined aquifer. This is done when the Earth's natural water level – known as a water table – is much lower than the Earth's surface. In some cases, as with a valley or gully on a mountain, the level of the water table may be higher than the Earth's surface, and a natural spring can emerge. Bottling companies are permitted to extract this water from a hole drilled into the underground spring, but the composition of the water must be identical to that of the naturally surfacing variety nearby.

Artesian water is drawn from a confined aquifer, a deep underground cavity of porous rock that holds water and bears pressure from a confining layer above it. This water can be accessed if companies drill a vertical channel down into the confined aquifer. Due to the pressurised nature of this aquifer, water will often rise up from within it and form a flowing artesian well, which appears as an explosive fountain at the earth's surface. However, this only occurs when the surface is lower than the natural water table. If the surface is not lower than the natural water table, it is still possible to draw artesian water by using an extraction pump.

Some bottled water is advertised as 'purified', which means it has been subjected to a variety of different cleansing processes. A common filtering procedure, known as reverse osmosis, involves the water being pressed through microscopic membranes that prevent larger contaminants from passing through. The microscopic size of these holes is such that they can even obstruct germs, but they are most effective against undesirable materials such as salt, nitrates and lime scale. One disadvantage of reverse osmosis is that a lot of unusable water is generated as a by-product of the procedure; this must be thrown away.

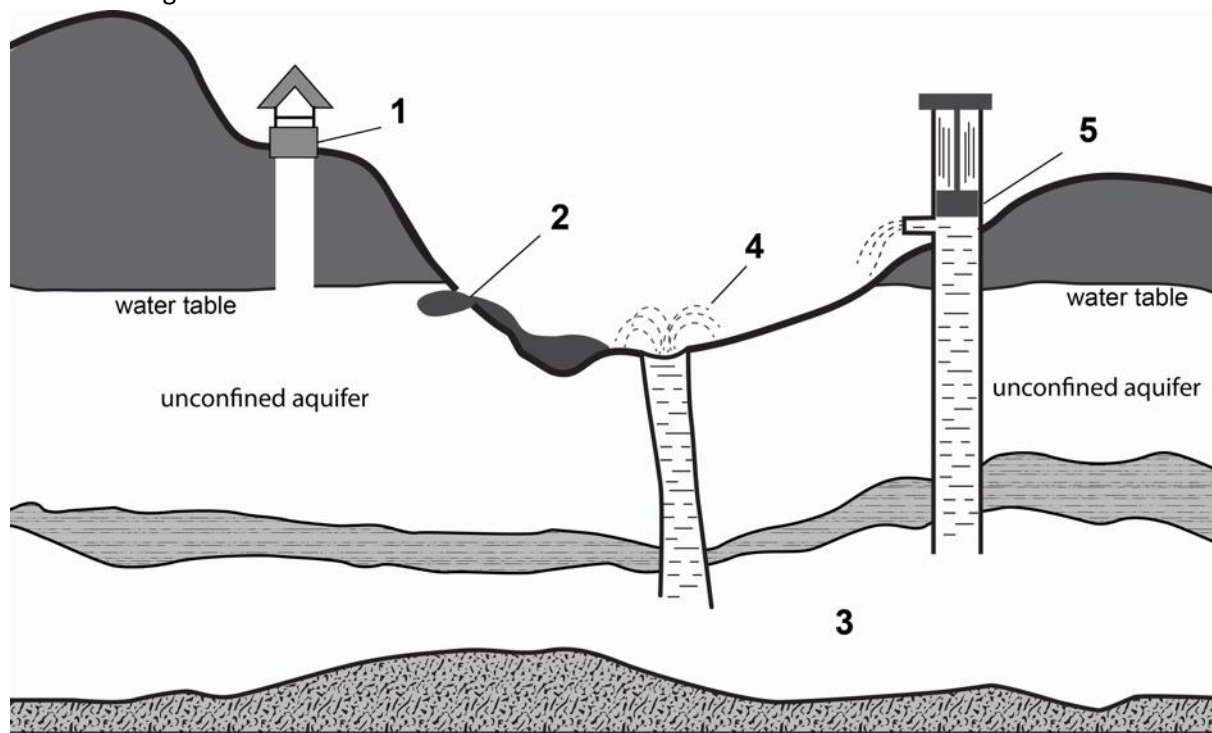
For treating pathogens, an impressive newer option is ultraviolet (UV) light. Powerful UV light has natural antibacterial qualities, so this process simply requires water to be subjected to a sufficient strength of UV light as it passes through a treatment chamber. The light neutralises many harmful germs by removing their DNA, thereby impeding their ability to replicate. A particularly impressive quality of UV light is its ability to neutralise highly resistant viral agents such as hepatitis.

The overall effects of UV light treatment are variable, however, which leaves many municipal water treatment processes relying on chlorination. Its powerful and comprehensive antimicrobial effect notwithstanding, chlorination is also extremely inexpensive and remains the only antimicrobial treatment capable of ensuring water remains contaminant-free all the way through the pipes and to the taps of domestic homes. Many members of the public remain suspicious of water that has been treated with such a harsh chemical. Its ease of use and affordability has meant that chlorine often plays an important role in making tainted water supplies safe for consumption immediately after natural disasters have occurred.

Some water also undergoes distillation. This involves water being boiled until it converts to steam, which then passes through a cooling tube and becomes water again. Toxic compounds and impurities such as heavy metal residue are left behind in this process, so the steamed water is typically cleaner than the pre-distilled version. Unfortunately, distillation equipment also removes up to fourteen types of beneficial minerals that naturally occur in water. Consequently, those who rely on distilled water may need to take mineral supplements.

In developed countries, all forms of drinking water are typically subject to stringent quality control processes, so there is little evidence to suggest importing bottled water at significant expense will be safer or healthier than regular tap water from a municipal drinking supply. Both tap water and bottled water are tested for pathogens and contaminants and, aside from isolated cases related to issues such as faulty plumbing or old pipes, tap water is harmless. Nevertheless, many purchasers of bottled water still justify their choice on the quite reasonable basis that tap water has a distinctly unpleasant aftertaste related to the chlorination process it has undergone.

Label the diagram below.



- 1 (provides access to trapped water)
- 2 (due to the lower land level)
- 3 .....
- 4 flowing artesian well (looks like)



5 is necessary to access this water source

### Questions 6 – 11

Classify the following statements as referring to

- A reverse osmosis
- B UV light treatment
- C chlorination
- D distillation

Write the correct letter, A, B, C or D, in boxes 6–11 on your answer sheet.

NB You may use any letter more than once.

- 6 It continues to protect water as it is being transported.
- 7 It is particularly useful during emergencies.
- 8 It uses a physical barrier to separate unwanted matter from water.
- 9 It prevents bacteria from reproducing.
- 10 It removes all mineral particles.
- 11 It produces a lot of wastewater.

### Questions 12 and 13

Choose TWO letters, A–E.

Write the correct letters in boxes 12 and 13 on your answer sheet. Which TWO of the following claims about water are made by the writer?

- A Bottled water is overpriced.
- B Tap water may not have a nice flavour.
- C Most people should drink bottled water.
- D Tap water is usually safe to drink.
- E Public water supplies need better maintenance.

## THE INTERNATIONAL STYLE

A In the early decades of the 20th century, many Western cities experienced a steep rise in demand for commercial and civic premises, due to population growth and expansion of the white-collar professions. At the same time, architects were growing discontented with the ornamental spirals and decorative features in the prevailing design ethos of art deco or art modern. Once considered the height of sophistication, these styles were quickly becoming seen as pretentious and old-fashioned. In this confluence of movements, a new style of architecture emerged. It was simple, practical and strong; a new look for the modern city and the modern man. It was named 'the international style'.

B Although the international style first emerged in Western Europe in the 1920s, it found its fullest expression in American architecture and was given its name in a 1932 book of the same title. The first hints of it in America can be seen on the Empire State Building in New York City, which was completed in 1931. The top of the building, with its tapered crown, is decidedly art deco, yet the uniform shaft of the lower two thirds represents a pronounced step in a new direction. Later efforts, such as the United Nations Secretariat building (1952) and the Seagram Building (1954) came to exemplify the 'true' international style.

C The architects of the international style broke with the past by rejecting virtually all non-essential ornamentation. They created blockish, flat-roofed skyscrapers using steel, stone and glass. A typical building facade in this style has an instantly recognisable ribbon design, characterised by strips of floor- to-ceiling windows separated by strips of metal panelling. Interiors showcased open spaces and fluid movements between separate areas of the building.

D Fans of the international style of modern buildings celebrated their sleek and economical contribution to modern cityscapes. While pre-modern architecture was typically designed to display the wealth and prestige of its landlords or occupants, the international style in some ways exhibited a more egalitarian tendency. As every building and every floor looked much the same, there was little attempt to use these designs to make a statement. This focus on function and practicality reflected a desire in mid-century Western cities to 'get on with business' and 'give everyone a chance', rather than lauding the dominant and influential institutions of the day through features such as Romanesque columns.

E Detractors, however, condemned these buildings for showing little in the way of human spirit or creativity. For them, the international style represented not an ethos of equality and progress, but an obsession with profit and 'the bottom line' that removed spiritual and creative elements from public life and public buildings. Under the dominance of the international style, cities became places to work and do business, but not to express one's desires or show individuality. It is perhaps telling that while banks and government departments favoured the international style, arts organisations rarely opted for its austerity.

F By the mid-1970s, the international style was ubiquitous across key urban centres, dominating skylines to such an extent that many travellers complained they could get off a plane and not know where they were. By their nature, buildings in this style demanded very little of

architects in the way of imagination, and a younger generation of designers was yearning to express their ideas and experiment in novel and unexpected ways. The outcome was a shift toward postmodernism, which celebrated much of what the international style had dismissed: decoration, style without function, and an overall sense of levity. By the turn of the 1980s, the international style was considered outdated and was falling rapidly out of favour.

**Questions 14–19**

Reading Passage 1 has six paragraphs, A–F.

Which paragraph contains the following information?

Write the correct letter, A–F, in boxes 14–19 on your answer sheet.

- 14 a description of how international style buildings look on the inside
- 15 a reference to institutions that didn't like to use international style buildings
- 16 a reason why architects didn't like the international style
- 17 a building which combined art deco and international features
- 18 types of materials commonly used in international style buildings
- 19 an architectural feature previously associated with prominent organisations

**Questions 20–24**

Complete the sentences below.

Choose NO MORE THAN THREE WORDS from the passage for each answer. Write your answers in boxes 20–24 on your answer sheet.

- 20 The development of the international style was prompted by an increased need for ..... buildings
- 21 Designers used hardly any ..... on international style buildings.
- 22 International style buildings are easily identified from the outside because of the .....
- 23 Demonstration of ..... and ..... was often an important factor in the design of old-style buildings.
- 24 The similarity of international style constructions reflected the concern of architects with ..... and .....

**Questions 25–26**

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

Write the correct letter in boxes 12–13 on your answer sheet.

- 25 Some people did not like the international style because they felt it focused too much on  
A the public sector

- B differences between people
  - C new ideas
  - D making money.
- 26 In the mid-1970s
- A the best architects were no longer using the international style.
  - B there was a lot of international style architecture in major cities.
  - C young architects were becoming interested in the international style.
  - D people visited cities specifically to see international style buildings.

### READING PASSAGE 3

You should spend about 20 minutes on Questions 27–40, which are based on Reading Passage 3 below.

#### THE MPEMBA EFFECT

In 300 BC, the famous philosopher Aristotle wrote about a strange phenomenon that he had observed: “Many people, when they want to cool water quickly, begin by putting it in the sun.” Other philosophers over the ages noted the same result but were unable to explain it. In 1963, a young Tanzanian student named Erasto Mpemba noticed that the ice cream he was making froze faster if the mix was placed in the freezer while warm than if it were at room temperature. He persisted in questioning why this occurred, and eventually physicist Denis Osborne began a serious investigation into what is now known as the Mpemba Effect. He and Mpemba co-authored a paper in *New Scientist* in 1969, which produced scientific descriptions of some of the many factors at work in freezing water.

It was initially hypothesised that the warm bowl melted itself a place in the ice on the freezer shelf, thus embedding its base in a ‘nest’ of ice, which would accelerate freezing. The hypothesis was tested by comparing the result when bowls of warm water were placed on ice and on a dry wire shelf; this demonstrated that the ice nest actually had little effect. A second suggestion was that the warmer water would be evaporating at its surface, thus reducing the volume needing to be frozen, but this idea was also shown to be insignificant. Thermometers placed in the water showed that the cooler water dropped to freezing temperature well before the warmer bowlful, and yet the latter always froze solid first. Experiments at different temperatures showed that water at 50C took longest to freeze in a conventional freezer, while water initially at 35C was quickest.

On further examination, an explanation for this paradox began to emerge. Losing heat from the water occurs at the points where it is in touch with the colder atmosphere of the freezer, namely the sides of the bowl and the water surface. A warm surface will lose heat faster than a cold one because of the contrast between the temperatures; but of course there is more heat to be lost from one bowl than the other! If the surface can be kept at a higher temperature, the higher rate of heat loss will continue. As long as the water remains liquid, the cooling portion on top will sink to the bottom of the bowl as the warmer water below rises to take its place. The early freezing that may occur on the sides and base of the container will amplify the effect.

The bowl that is more uniformly cold will have far less temperature difference so the water flow will be minimal. Another inhibiting factor for this container is that ice will also form quite quickly on the surface. This not only acts as insulation, but will virtually stop the helpful effects of the water circulating inside the bowl. Ultimately, the rate of cooling the core of this body of water becomes so

slow that the other warmer one is always fully frozen first. While there are limitations to this comparison (for example, we would not see such a result if one quantity were at 10C and another at 990C) this counter-intuitive result does hold true within the 5–350C range of temperatures indicated previously.

Since this paper was published, the validity of the research findings has been questioned by a number of reviewers. They point out that the initial experimental question was not clearly defined; for example, the researchers needed to decide on exactly what constituted freezing the water. They also state that the rate at which water freezes depends on a large number of variables.

Container size is one of these; for the Mpemba Effect to be noticed, the container must be large enough to allow a free circulation of water to take place, yet small enough for the freezing areas of the side and base to be effective at extracting heat too. Secondly, research at a University in St Louis, Missouri, suggests that the Mpemba Effect may be affected by water purity, or by dissolved gas in the water. Distilled water is totally free of the particles that are common in normal drinking water or mineral water. When suspended in water, these particles may have a small effect on the speed of cooling, especially as ice molecules tend to expel them into the surrounding water, where they become more concentrated. Just as salt dissolved in water will raise the boiling point and lower the temperature at which it freezes, the researchers found that the final portion of ordinary water needed extra cooling, below zero, before all was frozen solid.

One more factor that can distort the effect is observed if the bowls are not placed simultaneously into the same freezer. In this case, the freezer thermostat is more likely to register the presence of a hotter bowl than a colder one, and therefore the change in internal temperature causes a boost of freezing power as the motor is activated.

The Mpemba Effect is still not fully understood, and researchers continue to delve into its underlying physics. Physicists cannot reach consensus. Some suggest that supercooling<sup>1</sup> is involved; others that the molecular bonds in the water molecules affect the rate of cooling and freezing of water. A 2013 competition to explain the phenomenon run by the Royal Society of Chemistry attracted more than 22,000 entries, with the winning one suggesting supercooling as an important factor, so it seems the question and its underlying explanation continue to fascinate.

### Questions 27 – 33

Complete the summary using the list of words, A–O, below.  
Write the correct letter, A–O, in boxes 29–34 on your answer sheet.

For more than 2000 years people have wondered why raising the 27 ..... of cold water before cooling it results in more rapid cooling.

At first researchers thought that a warm container created its own icy 28 ..... which made the water freeze faster, but comparisons with containers resting on a dry 29 ..... indicated that this was inaccurate.

Evaporation of water proved not to be a 30 ..... Temperature measurements showed that, although the water in the cooler container reached 00C before the warmer one, it took longer to actually solidify.

The water temperature drops the most at the top and sides of the container. Provided there is a temperature 31 ....., the water will continue to circulate and to cool down.

Cooler water will have less water 32 ....., and thus a slower rate of freezing.

If ice forms on the top of the water, this will further slow the 33 ..... of freezing, but if it forms on the bottom and the sides of the container, this will increase the rate of cooling.

- |   |             |   |              |   |              |
|---|-------------|---|--------------|---|--------------|
| A | melt        | B | element      | C | process      |
| D | centre      | E | acceleration | F | surface      |
| G | factor      | H | hollow       | I | matter       |
| J | circulation | K | limit        | L | significance |
| M | theory      | N | difference   | O | result       |
| P | temperature |   |              |   |              |

**Questions 34 – 39**

Do the following statements agree with the information given in Reading Passage 3? In boxes 35–40 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

- 34 The Mpemba Effect cannot be seen when comparing liquids with an extreme temperature difference.
- 35 Osborne and Mpemba’s results are still widely accepted today.
- 36 The size of the container does not alter the Mpemba Effect.
- 37 Osborne and Mpemba experimented on both pure and impure water.
- 38 One variable is the timing and positioning of containers in a freezer.
- 39 Physicists now agree that supercooling accounts for the Mpemba Effect.

**Question 40**

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

Write the correct letter in box 40 on your answer sheet.

The Mpemba Effect is best summed up as the observation that

- A ice cream freezes at different temperatures.
- B different sources of heat result in water cooling at different rates.

- C salt water freezes at a lower temperature than ordinary water.  
D warmer water can freeze faster than colder water.

### Reading Answer Key

#### Reading Passage 1, Questions 1–13

- 1 water table well  
2 natural spring  
3 confined aquifer  
4 (an) explosive fountain  
5 (an) extraction pump  
6 C  
7 C  
8 A  
9 B  
10 D  
11 A  
12 B in either order  
13 D in either order

#### Reading Passage 2, Questions 14–26

- 14 C  
15 E  
16 F  
17 B  
18 C  
19 D  
20 commercial and civic  
21 (non-essential) ornamentation  
22 (recognisable) ribbon design  
23 wealth (and) prestige/prestige (and) wealth  
24 function (and) practicality  
25 D  
26 B

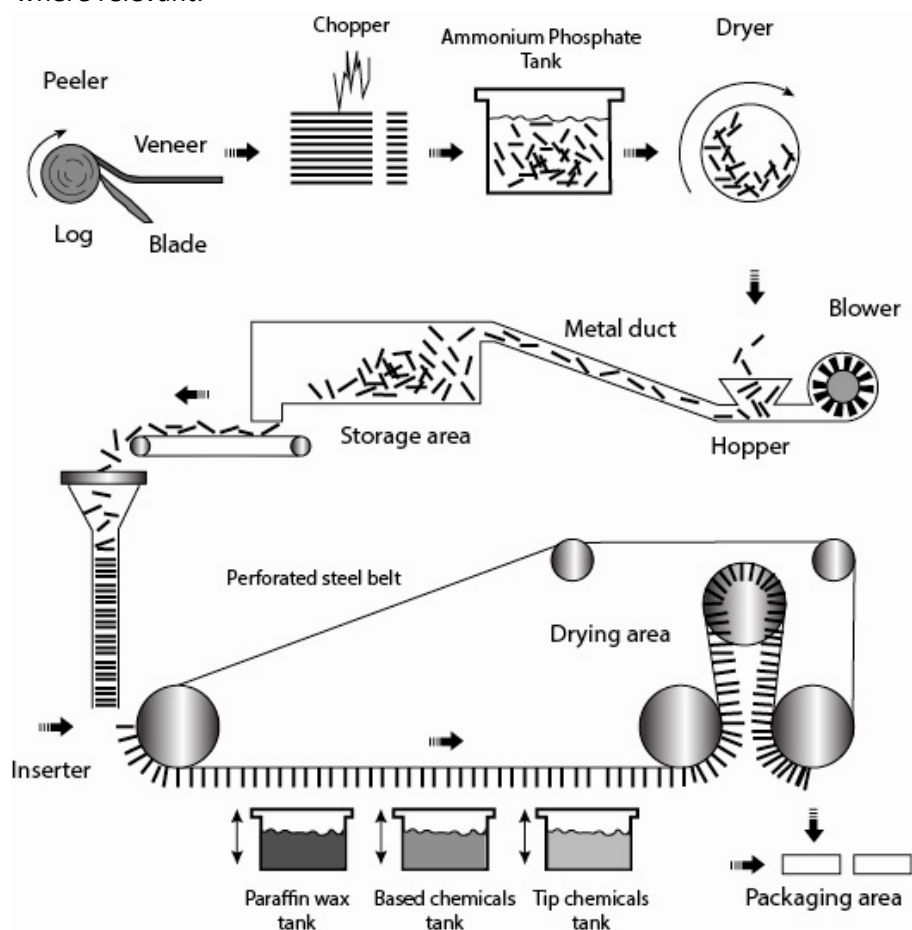
#### Reading Passage 3, Questions 27–40

- 27 P  
28 H  
29 F  
30 G  
31 N  
32 J  
33 C  
34 TRUE  
35 FALSE  
36 FALSE  
37 NOT GIVEN  
38 TRUE  
39 FALSE  
40 D

## Writing Task 1

You should spend about 20 minutes on this task.

The diagram below shows the stages and equipment used in the process of making matches. Summarize the information by selecting and reporting the main features and make comparisons where relevant.



## SAMPLE RESPONSE

The diagram shows that the process of manufacturing matches has several stages. The matchsticks are first cut, prepared, dried and moved to a storage area. After that, they are dipped into several chemicals and dried before being packaged.

In the first phase, a log of wood is placed in a peeler and rotated, while a flat blade peels a long, thin sheet of wood, called veneer, from the outer surface of the log. The veneer proceeds to the chopper, which cuts it into small sticks. These are then soaked in a vat of ammonium phosphate. Afterwards, they are placed in a large, rotating drum. From there, the matches are dumped into a hopper and blown through a metal duct to the storage area.

In the next stage, the sticks are moved from the storage area and they fall into a funnel-shaped device which lines them up to be inserted into holes on a long, continuous, perforated steel belt.

As the belt moves along, the tips of the matches are dipped in a series of three tanks holding firstly paraffin wax, then base chemicals and finally tip chemicals. Next, the belt loops up and down through a drying area. In the final step of the process, the matches are packaged.



## Writing Task 2

You should spend about 40 minutes on this task. Write about the following topic:

Lack of fresh water is becoming a global issue of increasing importance. What problems does this shortage cause?

What measures could be taken to overcome these problems?

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

Write at least 250 words.

### Sample Response

Water scarcity is becoming a significant global problem with far-reaching effects. Long-term solutions require extensive government intervention in programmes, including research and climate mitigation measures, but individuals also need to become aware of the need for water conservation.

A major problem for all countries is the huge amount of water necessary for agriculture and industry. When there is insufficient water, crops fail, animals die, and people go hungry. Without an adequate water supply, manufacturers, food producers, mining operations and businesses cannot succeed. Ultimately, water is the key to economic prosperity.

Water shortages create difficulties in developing countries. Firstly, many women and children in these countries must spend the whole day walking to and from a remote water source to fetch water. Consequently, these children miss school and often do not receive an adequate education. Secondly, the water that is available for daily use may be contaminated, and this can lead to illness and even death.

One of the most important long-term solutions to this problem is to work towards reducing global warming and climate change, as dry regions are becoming drier across the planet. Additionally, pollution of waterways needs to be addressed, as we take steps to clean up our existing supplies of this precious resource. Many old-fashioned irrigation schemes are generally very wasteful, so funds need to be available for research into water conservation and new irrigation technologies. These technologies could then be transferred to developing nations. At an individual level, we need to become aware of wasteful water-use habits, such as watering lawns in the summer, or pouring our grey water down the drain. In conclusion, the inadequate supply of fresh water is one of the most crucial environmental problems facing our planet, and we need to work to preserve this precious resource.

## Speaking Test

11-14 Minutes

### PART 1 – INTRODUCTION AND INTERVIEW:

Let's talk about your hometown or village.

- What kind of place is it?
- What's the most interesting part of your town/village?
- What kind of jobs do the people in your town/village do?
- Would you say it's a good place to live? Why?

### PART 2 – INDIVIDUAL LONG TURN:

Candidate Task Card

Describe a well-known person you like or admire. You should say:

- Who is this person?
- What has this person done?
- Why is this person well-known?
- Explain why you like or admire this person

You will have to talk about the topic for 1 to 2 minutes.

### PART 3 – TWO-WAY DISCUSSION:

We've been talking about a well-known person that you admire, and I'd like to discuss with you a few more questions related to this topic. Let's consider famous people in your country.

- What kind of people become famous in your country?
- What's different about people who became famous in the past with the people who become famous these days?
- Do you think it was more difficult to become famous in the past?
- What kind people may become famous in the future?

## IELTS PRACTICE TEST - 3

### SECTION 1. Questions 1-10

#### Questions 1-5

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

City Library	
<u>Head Librarian</u>	Example: <i>Mrs. Phillips</i>
<u>Hours</u>	(1) <input style="width: 50px;" type="text"/> to 4:30
<u>Books</u>	
Ground floor	(2) <input style="width: 50px;" type="text"/>
Second floor	Adult collection
Third floor	(3) <input style="width: 50px;" type="text"/>
<u>Book carts</u>	
Brown cart	books to re-shelve
Black cart	books to (4) <input style="width: 50px;" type="text"/>
White cart	books to (5) <input style="width: 50px;" type="text"/>

#### Questions 6-10

Complete the library schedule below.

Write **NO MORE THAN ONE WORD OR A NUMBER** for each answer.

Activity	Location	Day and Time
Story Time	Children's Room	(6) <input style="width: 50px;" type="text"/> at 11:00
(7) <input style="width: 50px;" type="text"/>	Reference Room	Saturday at (8) <input style="width: 50px;" type="text"/>
Lecture Series	(9) <input style="width: 50px;" type="text"/> Room	

		Friday at (10) <input type="text"/>
--	--	-------------------------------------

**Questions 11-15**

Choose **FIVE** letters, A—I. Which **FIVE** activities are available at Golden Lake Resort?

- |  |  |
|--|--|
| <input type="checkbox"/> <b>A</b> swimming     | <input type="checkbox"/> <b>F</b> golf             |
| <input type="checkbox"/> <b>B</b> boating      | <input type="checkbox"/> <b>G</b> horseback riding |
| <input type="checkbox"/> <b>C</b> water-skiing | <input type="checkbox"/> <b>H</b> hiking           |
| <input type="checkbox"/> <b>D</b> fishing      | <input type="checkbox"/> <b>I</b> arts and crafts  |
| <input type="checkbox"/> <b>E</b> tennis       |  |

**Questions 16-20**

Complete the schedule below. Write **NO MORE THAN ONE WORD** for each answer.

<u>Night</u>	<u>Activity</u>
Sunday	(16) <input type="text"/>
Monday	Dessert night
Tuesday	(17) <input type="text"/> night
Wednesday	(18) <input type="text"/>
Thursday	(19) <input type="text"/>
Friday	Talent show
Saturday	(20) <input type="text"/>

**SECTION 3. QUESTIONS 21-30**

**Questions 21-23**

Choose **THREE** letters, A-F. Which **THREE** things are the students required to submit to their professor?

- A a written summary
- B maps
- C a case study
- D charts and graphs
- E a list of resources used
- F a video

### Questions 24 and 25

Answer the questions by completing the gaps below. Write **NO MORE THAN THREE WORDS** for each answer.

24. What two sources of information will the students use when preparing their presentation?

and

25. What will the students show during their presentation?

### Questions 26-30

Choose the correct letter, **A**, **B**, or **C** to complete the speakers' advice.

26. Only rescue birds that are

- A.  all alone.
- B.  obviously hurt.
- C.  sitting on the ground.

27. Protect yourself by wearing

- A.  gloves.
- B.  a hat.
- C.  protective glasses.

28. Put the bird in a

- A.  cage.
- B.  box.
- C.  bag.

29. Keep the bird calm by

- A.  petting it.
- B.  talking to it.
- C.  leaving it alone.

30. When transporting the bird,

- A.  speak quietly.
- B.  play music.
- C.  drive very slowly.

#### SECTION 4. QUESTIONS 31-40

##### Questions 31-33

Complete the information about the Great Barrier Reef.

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

The Great Barrier Reef is made up of 3,000 (31)  and 600 (32) . Over 400 kinds of (33)  can be found there.

##### Questions 34-38

Choose **FIVE** letters, **A-I**. Which **FIVE** of these kinds of animals inhabiting the Great Barrier Reef are mentioned?

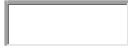
- A sharks
- B starfishes
- C seahorses
- D clams
- E whales
- F dolphins
- G sea turtles
- H crocodiles
- I frogs

##### Questions 39 and 40

Answer the questions below. Write **NO MORE THAN THREE WORDS** for each answer.

39. What causes coral bleaching?

40. What has been one response to this problem?



## IELTS LISTENING ANSWER KEY

### SECTION 1

1. 8:30 / 8:30 AM / eight thirty
2. Reference books
3. Children's books
4. Be repaired / repair
5. Be sold / sell
6. Thursday
7. Movies
8. 2:30 / 2:30 PM / 14:30
9. Meeting
10. 6:30 / 6:30 PM / 18:30

### SECTION 2

11. A
12. B
13. D
14. G
15. I
16. Film
17. Discussion
18. Lectures
19. Games
20. Dance

### SECTION 3

21. A
22. C
23. E
24. Interviews, journal articles
25. Photos (of birds)
26. B
27. A
28. B
29. C
30. A

### SECTION 4

31. Individual reefs/Coral reefs
32. Islands
33. Coral(s)
34. A
35. D
36. E
37. H
38. I
39. Rising sea temperatures
40. Shading the reef/Shading certain areas

## **READING PASSAGE 1**

You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1 below.

### **Aphantasia: A life without mental images**

**Close your eyes and imagine walking along a sandy beach and then gazing over the horizon as the Sun rises. How clear is the image that springs to mind?**

Most people can readily conjure images inside their head - known as their mind's eye. But this year scientists have described a condition, aphantasia, in which some people are unable to visualise mental images.

Niel Kenmuir, from Lancaster, has always had a blind mind's eye. He knew he was different even in childhood. "My stepfather, when I couldn't sleep, told me to count sheep, and he explained what he meant, I tried to do it and I couldn't," he says. "I couldn't see any sheep jumping over fences, there was nothing to count."

Our memories are often tied up in images, think back to a wedding or first day at school. As a result, Niel admits, some aspects of his memory are "terrible", but he is very good at remembering facts. And, like others with aphantasia, he struggles to recognise faces. Yet he does not see aphantasia as a disability, but simply a different way of experiencing life.

#### **Mind's eye blind**

Ironically, Niel now works in a bookshop, although he largely sticks to the non-fiction aisles. His condition begs the question what is going on inside his picture-less mind. I asked him what happens when he tries to picture his fiancée. "This is the hardest thing to describe, what happens in my head when I think about things," he says. "When I think about my fiancée there is no image, but I am definitely thinking about her, I know today she has her hair up at the back, she's brunette. But I'm not describing an image I am looking at, I'm remembering features about her, that's the strangest thing and maybe that is a source of some regret."

The response from his mates is a very sympathetic: "You're weird." But while Niel is very relaxed about his inability to picture things, it is often a cause of distress for others. One person who took part in a study into aphantasia said he had started to feel "isolated" and "alone" after discovering that other people could see images in their heads. Being unable to reminisce about his mother years after her death led to him being "extremely distraught".

#### **The super-visualiser**

At the other end of the spectrum is children's book illustrator, Lauren Beard, whose work on the Fairytale Hairdresser series will be familiar to many six-year-olds. Her career relies on the vivid images that leap into her mind's eye when she reads text from her author. When I met her in her box-room



studio in Manchester, she was working on a dramatic scene in the next book. The text describes a baby perilously climbing onto a chandelier.

"Straightaway I can visualise this grand glass chandelier in some sort of French kind of ballroom, and the little baby just swinging off it and really heavy thick curtains," she says. "I think I have a strong imagination, so I can create the world and then keep adding to it so it gets sort of bigger and bigger in my mind and the characters too they sort of evolve. I couldn't really imagine what it's like to not imagine, I think it must be a bit of a shame really."

Not many people have mental imagery as vibrant as Lauren or as blank as Niel. They are the two extremes of visualisation. Adam Zeman, a professor of cognitive and behavioural neurology, wants to compare the lives and experiences of people with aphantasia and its polar-opposite hyperphantasia. His team, based at the University of Exeter, coined the term aphantasia this year in a study in the journal Cortex.

Prof Zeman tells the BBC: "People who have contacted us say they are really delighted that this has been recognised and has been given a name, because they have been trying to explain to people for years that there is this oddity that they find hard to convey to others." How we imagine is clearly very subjective - one person's vivid scene could be another's grainy picture. But Prof Zeman is certain that aphantasia is real. People often report being able to dream in pictures, and there have been reported cases of people losing the ability to think in images after a brain injury.

He is adamant that aphantasia is "not a disorder" and says it may affect up to one in 50 people. But he adds: "I think it makes quite an important difference to their experience of life because many of us spend our lives with imagery hovering somewhere in the mind's eye which we inspect from time to time, it's a variability of human experience."

### Questions 1–5

Do the following statements agree with the information in the IELTS reading text?

In boxes 1-5 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. Aphantasia is a condition, which describes people, for whom it is hard to visualise mental images.
2. Niel Kenmuir was unable to count sheep in his head.
3. People with aphantasia struggle to remember personal traits and clothes of different people.
4. Niel regrets that he cannot portray an image of his fiancée in his mind.
5. Inability to picture things in someone's head is often a cause of distress for a person.
6. All people with aphantasia start to feel 'isolated' or 'alone' at some point of their lives.
7. Lauren Beard's career depends on her imagination.

8. The author met Lauren Beard when she was working on a comedy scene in her next book.

### Questions 9–13

Complete the sentences below.

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

Write your answers in boxes 9-13 on your answer sheet.

9. Only a small fraction of people has imagination as \_\_\_\_\_ as Lauren does.

10. Hyperphantasia is \_\_\_\_\_ to aphantasia.

11. There are a lot of subjectivity in comparing people's imagination - somebody's vivid scene could be another person's \_\_\_\_\_.

12. Prof Zeman is \_\_\_\_\_ that aphantasia is not an illness.

13. Many people spend their lives with \_\_\_\_\_ somewhere in the mind's eye.

### READING PASSAGE 2

You should spend about 20 minutes on Questions 14–26, which are based on Reading Passage 2 below.

#### Life lessons from villains, crooks and gangsters

**(A)** A notorious Mexican drug baron's audacious escape from prison in July doesn't, at first, appear to have much to teach corporate boards. But some in the business world suggest otherwise. Beyond the morally reprehensible side of criminals' work, some business gurus say organised crime syndicates, computer hackers, pirates and others operating outside the law could teach legitimate corporations a thing or two about how to hustle and respond to rapid change.

**(B)** Far from encouraging illegality, these gurus argue that – in the same way big corporations sometimes emulate start-ups – business leaders could learn from the underworld about flexibility, innovation and the ability to pivot quickly. "There is a nimbleness to criminal organisations that legacy corporations [with large, complex layers of management] don't have," said Marc Goodman, head of the Future Crimes Institute and global cyber-crime advisor. While traditional businesses focus on rules they have to follow, criminals look to circumvent them. "For criminals, the sky is the limit and that creates the opportunity to think much, much bigger."

**(C)** Joaquin Guzman, the head of the Mexican Sinaloa drug cartel, for instance, slipped out of his prison cell through a tiny hole in his shower that led to a mile-long tunnel fitted with lights and ventilation. Making a break for it required creative thinking, long-term planning and perseverance – essential skills similar to those needed to achieve success in big business.

**(D)** While Devin Liddell, who heads brand strategy for Seattle-based design consultancy, Teague, condemns the violence and other illegal activities he became curious as to how criminal groups endure. Some cartels stay in business despite multiple efforts by law enforcement on both sides of the US border and millions of dollars from international agencies to shut them down. Liddell genuinely believes there's a lesson in longevity here. One strategy he underlined was how the bad guys respond to change. In order to bypass the border between Mexico and the US, for example, the Sinaloa cartel went to great lengths. It built a vast underground tunnel, hired family members as border agents and even used a catapult to circumvent a high-tech fence.

**(E)** By contrast, many legitimate businesses fail because they hesitate to adapt quickly to changing market winds. One high-profile example is movie and game rental company Blockbuster, which didn't keep up with the market and lost business to mail order video rentals and streaming technologies. The brand has all but faded from view. Liddell argues the difference between the two groups is that criminal organisations often have improvisation encoded into their daily behaviour, while larger companies think of innovation as a set process. "This is a leadership challenge," said Liddell. "How well companies innovate and organise is a reflection of leadership."

### **Left-field thinking**

**(F)** Cash-strapped start-ups also use unorthodox strategies to problem solve and build their businesses up from scratch. This creativity and innovation is often borne out of necessity, such as tight budgets. Both criminals and start-up founders "question authority, act outside the system and see new and clever ways of doing things," said Goodman. "Either they become Elon Musk or El Chapo." And, some entrepreneurs aren't even afraid to operate in legal grey areas in their effort to disrupt the marketplace. The co-founders of music streaming service Napster, for example, knowingly broke music copyright rules with their first online file sharing service, but their technology paved the way for legal innovation as regulators caught up.

**(G)** Goodman and others believe thinking hard about problem solving before worrying about restrictions could prevent established companies falling victim to rivals less constrained by tradition. In their book *The Misfit Economy*, Alexa Clay and Kyra Maya Phillips examine how individuals can apply that mindset to become more innovative and entrepreneurial within corporate structures. They studied not just violent criminals like Somali pirates, but others who break the rules in order to find creative solutions to their business problems, such as people living in the slums of Mumbai or computer hackers. They picked out five common traits among this group: the ability to hustle, pivot, provoke, hack and copycat.

**(H)** Clay gives a Saudi entrepreneur named Walid Abdul-Wahab as a prime example. Abdul-Wahab worked with Amish farmers to bring camel milk to American consumers even before US regulators approved it. Through perseverance, he eventually found a network of Amish camel milk farmers and started selling the product via social media. Now his company, Desert Farms, sells to giant mainstream retailers like Whole Foods Market. Those on the fringe don't always have the option of traditional, corporate jobs and that forces them to think more creatively about how to make a living, Clay said. They must develop grit and resilience in order to last outside the cushy confines of cubicle life. "In many cases scarcity is the mother of invention," Clay said.

### Questions 14-21

Reading Passage 2 has eight paragraphs **A-H**. Match the headings below with the paragraphs. Write the correct letter, **A-H**, in boxes **14-21** on your answer sheet.

14. Jailbreak with creative thinking
15. Five common traits among rule-breakers
16. Comparison between criminals and traditional businessmen
17. Can drug baron's escape teach legitimate corporations?
18. Great entrepreneur
19. How criminal groups deceive the law
20. The difference between legal and illegal organisations
21. Similarity between criminals and start-up founders

### Questions 22–25

Complete the sentences below.

Write **ONLY ONE WORD** from the passage for each answer.

Write your answers in boxes 22–25 on your answer sheet.

22. To escape from a prison, Joaquin Guzman had to use such traits as creative thinking, long-term planning and \_\_\_\_\_.
23. The Sinaloa cartel built a grand underground tunnel and even used a \_\_\_\_\_ to avoid the fence.
24. The main difference between two groups is that criminals, unlike large corporations, often have \_\_\_\_\_ encoded into their daily life.
25. Due to being persuasive, Walid Abdul-Wahab found a \_\_\_\_\_ of Amish camel milk farmers.

### Question 26

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

26. The main goal of this article is to:

- A Show different ways of illegal activity
- B Give an overview of various criminals and their gangs
- C Draw a comparison between legal and illegal business, providing examples
- D Justify criminals with creative thinking

### READING PASSAGE 3

You should spend about 20 minutes on Questions 27–40, which are based on Reading Passage 3 below.

#### Britain needs strong TV industry

Comedy writer Armando Iannucci has called for an industry-wide defence of the BBC and British programme-makers. *"The Thick of It"* creator made his remarks in the annual MacTaggart Lecture at the Edinburgh TV Festival.

"It's more important than ever that we have more strong, popular channels... that act as beacons, drawing audiences to the best content," he said. Speaking earlier, Culture Secretary John Whittingdale rejected suggestions that he wanted to dismantle the BBC.

#### 'Champion supporters'

Iannucci co-wrote *"I'm Alan Partridge"*, wrote the movie *"In the Loop"* and created and wrote the hit *"HBO"* and *"Sky Atlantic show Veep"*. He delivered the 40th annual MacTaggart Lecture, which has previously been given by Oscar winner Kevin Spacey, former BBC director general Greg Dyke, Jeremy Paxman and Rupert Murdoch. Iannucci said: "Faced with a global audience, British television needs its champion supporters."

He continued his praise for British programming by saying the global success of American TV shows had come about because they were emulating British television. "The best US shows are modelling themselves on what used to make British TV so world-beating," he said. "US prime-time schedules are now littered with those quirky formats from the UK - the *"Who Do You Think You Are"*s and the variants on *"Strictly Come Dancing"* - as well as the single-camera non-audience sitcom, which we brought into the mainstream first. We have changed international viewing for the better."

With the renewal of the BBC's royal charter approaching, Iannucci also praised the corporation. He said: "If public service broadcasting - one of the best things we've ever done creatively as a country - if it was a car industry, our ministers would be out championing it overseas, trying to win contracts, boasting of the British jobs that would bring." In July, the government issued a green paper setting out issues that will be explored during negotiations over the future of the BBC, including the broadcaster's size, its funding and governance.

Primarily Mr Whittingdale wanted to appoint a panel of five people, but finally he invited two more people to advise on the channel renewal, namely former Channel 4 boss Dawn Airey and journalism

professor Stewart Purvis, a former editor-in-chief of ITN. Iannucci bemoaned the lack of "creatives" involved in the discussions.

"When the media, communications and information industries make up nearly 8% our GDP, larger than the car and oil and gas industries put together, we need to be heard, as those industries are heard. But when I see the panel of experts who've been asked by the culture secretary to take a root and branch look at the BBC, I don't see anyone who is a part of that cast and crew list. I see executives, media owners, industry gurus, all talented people - but not a single person who's made a classic and enduring television show."

### **'Don't be modest'**

Iannucci suggested one way of easing the strain on the licence fee was "by pushing ourselves more commercially abroad".

"Use the BBC's name, one of the most recognised brands in the world," he said. "And use the reputation of British television across all networks, to capitalise financially overseas. Be more aggressive in selling our shows, through advertising, through proper international subscription channels, freeing up BBC Worldwide to be fully commercial, whatever it takes.

"Frankly, don't be icky and modest about making money, let's monetise the beezesus Mary and Joseph out of our programmes abroad so that money can come back, take some pressure off the licence fee at home and be invested in even more ambitious quality shows, that can only add to our value."

Mr Whittingdale, who was interviewed by ITV News' Alastair Stewart at the festival, said he wanted an open debate about whether the corporation should do everything it has done in the past. He said he had a slight sense that people who rushed to defend the BBC were "trying to have an argument that's never been started".

"Whatever my view is, I don't determine what programmes the BBC should show," he added. "That's the job of the BBC." Mr Whittingdale said any speculation that the Conservative Party had always wanted to change the BBC due to issues such as its editorial line was "absolute nonsense".

### **Questions 27-31**

Do the following statements agree with the information in the IELTS reading text?  
In boxes 27–31 on your answer sheet, write

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

27. Armando Iannucci expressed a need of having more popular channels.

28. John Whittingdale wanted to dismantle the BBC.

29. Iannucci delivered the 30th annual MacTaggart Lecture.

30. Iannucci believes that British television has contributed to the success of American TV-shows.

31. There have been negotiations over the future of the BBC in July.

### Questions 32–35

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

Write the correct letter in boxes 32-35 on your answer sheet.

32. Iannucci praised everything EXCEPT

- A US shows
- B British shows
- C Corporation
- D British programming

33. To advise on the charter renewal Mr Whittingdale appointed a panel of

- A five people
- B two people
- C seven people
- D four people

34. Who of these people was NOT invited to the discussion concerning BBC renewal?

- A Armando Iannucci
- B Dawn Airey
- C John Whittingdale
- D Stewart Purvis

35. Their panel of experts lacks:

- A media owners
- B people who make enduring TV-shows
- C gurus of Television industry
- D top executives

### Questions 36–40

Complete the summary below.

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

Write your answers in boxes 37–40 on your answer sheet. Bottom of Form

#### Easing the strain on the licence fees

Iannucci recommended increasing BBC's profit by pushing ourselves more 36. \_\_\_\_\_. He suggests being more aggressive in selling British shows, through advertising and proper international 37. \_\_\_\_\_. Also, he invokes producers to stop being 38. \_\_\_\_\_ and modest about

making money and invest into even 39. \_\_\_\_\_ quality shows. However, Mr Whittingdale denied any 40. \_\_\_\_\_ that the Conservative Party had always wanted to change the BBC because of its editorial line.

## Reading Answer Key

### Reading Passage 1, Questions 1–13

- 1 False
- 2 True
- 3 Not Given
- 4 True
- 5 True
- 6 Not Given
- 7 True
- 8 False
- 9 Vibrant
- 10 Polar-opposite
- 11 Grainy picture
- 12 Adamant
- 13 Imagery hovering

### Reading Passage 2, Questions 14–26

- 14 C
- 15 G
- 16 B
- 17 A
- 18 H
- 19 D
- 20 E
- 21 F
- 22 Perseverance
- 23 Catapult
- 24 Improvisation
- 25 Network
- 26 C

### Reading Passage 3, Questions 27–40

- 27 True
- 28 False
- 29 Not Given
- 30 True
- 31 False
- 32 A
- 33 C
- 34 A
- 35 B
- 36 commercially abroad
- 37 subscription channels
- 38 icky
- 39 more ambitious
- 40 speculation



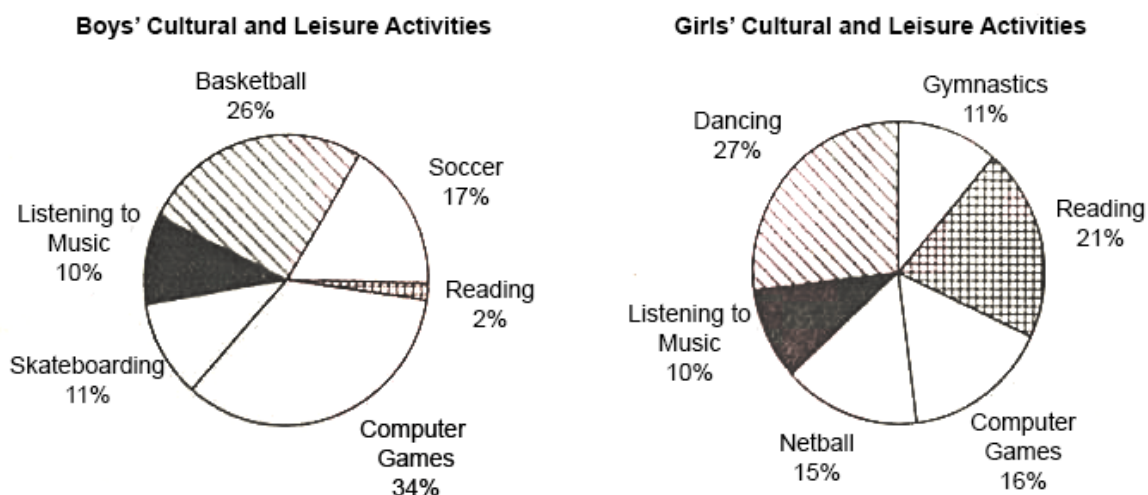
## Writing Task 1

You should spend about 20 minutes on this task.

The pie graphs below show the result of a survey of children's activities. The first graph shows the cultural and leisure activities that boys participate in, whereas the second graph shows the activities in which the girls participate.

Write a report describing the information shown in the two pie graphs.

Write at least 150 words.



### Sample answer

The two pie charts draw the conclusion of a survey of boys' and girls' cultural and leisure activities.

Overall, equal quantities of both sexes enjoyed listening to music, but a dramatically larger number of girls liked reading. There were also many differences in terms of the children's preferred sports.

Turning to the first chart, we can observe that boys prefer playing computer games (34% participation rate) than taking other activities. Playing basketball comes as the second most popular leisure, practiced by almost a third of male children. Basketball is followed by soccer, which is exercised by 17%. Skateboarding and listening to music are less preferable activities, chosen by 11% and 10% of boys respectively. Reading, the least popular cultural activity among boys, represents only two percent.

Taking a closer look at the second chart, we can see that girls' most preferred activity is dancing, being 27% of the total. In contrast to the boys' preferences, reading is chosen by more than a fifth of all girls. Although percentage of female children who play computer games is roughly twice less than

that of boys (16%), this activity is third most popular on the girls' chart. With a slight difference between computer games and netball, the latter is practiced at 15% rate. Similarly, to skateboarding popularity among boys, 11% of girls go in for gymnastics. Listening to music comes as the least popular leisure, with a proportion of 10%, equal to those on the first chart.

### **Writing Task 2**

You should spend about 40 minutes on this task.

**Some people believe that violence on television and in computer games has a damaging effect on the society. Others deny that these factors have any significant influence on people's behaviour. What is your opinion?**

Write at least 250 words

### **Sample answer**

These days, the amount of violence in media is growing. While some people argue that this trend will undoubtedly lead humans to dangerous future, others claim that it has no damaging effect on the society. I believe that in most cases media violence doesn't affect people's behaviour.

Firstly, I think that people act from their motives, regardless what they see on the television. If someone intends to do harm to somebody, that is not because of watching TV or playing computer games, but due to that person's character and education. Although it is generally considered that violent media accustoms viewers to cruelty, I doubt this opinion. In my view, reasonable and intelligent people treat others humanely irrespective of what they see or hear in fictional stories.

Moreover, video games and television may even reduce social violence by providing a safe outlet for aggressiveness. In other words, truculent people may fight in virtual reality instead of evincing their combative spirit in real world. This may not only help those people, but also reduce the level of social violence in long-term perspective.

Finally, despite many claims and assumptions about negative effects of television and computer games I have never seen any proven connection between violent media and illegal activities in social life.

Taking everything into consideration, I would say that violence in contemporary media has no substantial influence on people's behaviour. Television and computers are not the main factors that shape personal character, and they can even be useful in reducing the level of violence.

## Speaking Test

11-14 Minutes

### PART 1 – INTRODUCTION AND INTERVIEW:

Let's talk about your hometown or village.

- Do you have a lot of friends?
- How often do you see your friends?
- Is there anything special about your friends?
- For how long do you know them?

### PART 2 – INDIVIDUAL LONG TURN:

Candidate Task Card

Describe your friend. You should say:

- Who is he/she?
- When did you meet?
- Why is he/she so close to you?
- And say what do you like about your friend the most

You will have to talk about the topic for 1 to 2 minutes.

### PART 3 – TWO-WAY DISCUSSION:

We've been talking about a well-known person that you admire, and I'd like to discuss with you a few more questions related to this topic. Let's consider famous people in your country.

- Do you think friendship is important nowadays?
- What do you think is the best time to get new friends?
- Is it important to stay in touch with your friends throughout the years?

## IELTS Practice Test - 4

### SECTION 1. QUESTIONS 1-10

#### Questions 1-4

Complete the form below.

Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.

Example:	<u>Global</u> Bicycle Tours
Tour name:	River Valley tour. Tour month: (1) <input type="text"/>
Customer Name:	(2) <input type="text"/> Schmidt
Address:	P. O. Box (3) <input type="text"/> Manchester
Bicycle rental required?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Dietary restrictions:	(4) <input type="text"/>

#### Questions 5 -7

Choose the correct letters, A, B, or C.

5. What size deposit does the caller have to pay?

- A. 5 percent.
- B. 30 percent.
- C. 50 percent.

6. When does the deposit have to be paid?

- A. Two weeks from now.
- B. Four weeks from now.
- C. Six weeks from now.

7. How will the luggage be carried?

- A. By bus.
- B. By bicycle.
- C. By van.

Questions 8-10

Choose THREE letters, A-F.

Which THREE things should the caller take on the tour?

- A. raincoat

- B. spare tire
- C. maps
- D. water bottle
- E. camera
- F. guide book

**SECTION 2. QUESTIONS 11-20**

**Questions 11-15**

What change has been made to each part of the health club?

Write the correct letter, A-F next to questions 11—15.

<p>HARTFORD HEALTH CLUB</p> <p><b>A</b> installed a new floor</p> <p><b>B</b> repainted</p> <p><b>C</b> moved to a new location</p> <p><b>D</b> rebuilt</p> <p><b>E</b> enlarged</p> <p><b>F</b> replaced the equipment</p>	<p>Part of the health club</p> <p><b>11.</b> swimming pools <input type="text"/></p> <p><b>12.</b> locker rooms <input type="text"/></p> <p><b>13.</b> exercise room <input type="text"/></p> <p><b>14.</b> tennis court <input type="text"/></p> <p><b>15.</b> club store <input type="text"/></p>
---	---

**Questions 16-18**

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

16. Tomorrow, \_\_\_\_\_ for adults and children will start.

17. On Wednesday, there will be a \_\_\_\_\_.

18. A \_\_\_\_\_ is planned for next weekend.

**Questions 19 and 20**

Answer the questions below. Choose the correct letter, A, B, or C.

19. How many months did it take to complete the renovation work?

- A. Three.
- B. Nine.
- C. Twelve.

20. What project is planned for next year?

- A. An indoor pool.
- B. An outdoor tennis court.
- C. An outdoor pool.

### **SECTION 3. QUESTIONS 21-30**

#### **Questions 21-25**

Choose FIVE letters, A-I. What FIVE things will the students do during their museum internship?

A art conservation

B administrative duties

C guide tours

D attend board meetings

E give classes

F research

G write brochures

H plan a reception

I meet artists

#### **Questions 26-30**

Complete the notes below.

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

#### **City Art Museum**

The main part of museum was built in (26) \_\_\_\_\_.

The (27) \_\_\_\_\_ was built sixty years later.

Collections: modern art, works by (28) \_\_\_\_\_, sculpture, European art.

Classes: (29) \_\_\_\_\_ classes for adults

Arts and crafts workshops for children

Weekly (30) \_\_\_\_\_ in the fall and winter

#### **SECTION 4. QUESTIONS 31-40**

##### **Questions 31-35**

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

31. The tomato originally came from

- A. Mexico.
- B. Spain.
- C. Peru.

32. The original color of the tomato was

- A. red.
- B. green.
- C. yellow.

33. The Aztec word for tomato means

- A. golden apple.
- B. plump thing.
- C. small fruit.

34. In the 1500s, people in Spain and Italy

- A. enjoyed eating tomatoes.
- B. used tomatoes as ornamental plants.
- C. made medicine from tomatoes.

35. In the 1600s, the British

- A. saw tomatoes as poisonous.
- B. published tomato recipes.
- C. ate tomato sauce daily.

##### **Questions 36-40**

Complete the timeline with information about the history of the tomato in the United States.

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

1806 - Tomatoes were mentioned as food in a (36) \_\_\_\_\_.

1809 - Thomas Jefferson (37) \_\_\_\_\_ at his home in Virginia.

1820 - A man proved that tomatoes were not poisonous by eating them (38) \_\_\_\_\_.

1830s - (39) \_\_\_\_\_ appeared in newspapers and magazines.

1930s - People began to eat (40) \_\_\_\_\_.



## IELTS LISTENING ANSWER KEY

### SECTION 1

1. June
2. Karla
3. 257
4. Vegetarian
5. B
6. A
7. C
8. A
9. D
10. E

### SECTION 2

11. B
12. E
13. A
14. F
15. C
16. Swimming lessons
17. Tennis competition
18. Party / club party
19. B
20. C

### SECTION 3

21. B
22. C
23. F
24. G
25. I
26. 1895
27. New wing
28. Local artists
29. Art history
30. Concerts

### SECTION 4

31. C
32. C
33. B
34. A
35. A
36. Calendar
37. Served tomatoes
38. In public
39. Tomato recipe / tomato recipes
40. Raw tomatoes

## READING PASSAGE 1

You should spend about 20 minutes on Questions 1–16, which are based on Reading Passage 1 below.

**Sea monsters are the stuff of legend - lurking not just in the depths of the oceans, but also the darker corners of our minds. What is it that draws us to these creatures?**

"This inhuman place makes human monsters," wrote Stephen King in his novel *The Shining*. Many academics agree that monsters lurk in the deepest recesses, they prowl through our ancestral minds appearing in the half-light, under the bed - or at the bottom of the sea.

"They don't really exist, but they play a huge role in our mindscapes, in our dreams, stories, nightmares, myths and so on," says Matthias Classen, assistant professor of literature and media at Aarhus University in Denmark, who studies monsters in literature. "Monsters say something about human psychology, not the world."

One Norse legend talks of the Kraken, a deep sea creature that was the curse of fishermen. If sailors found a place with many fish, most likely it was the monster that was driving them to the surface. If it saw the ship it would pluck the hapless sailors from the boat and drag them to a watery grave.

This terrifying legend occupied the mind and pen of the poet Alfred Lord Tennyson too. In his short 1830 poem *The Kraken* he wrote: "Below the thunders of the upper deep, / Far far beneath in the abysmal sea, / His ancient, dreamless, uninvaded sleep / The Kraken sleepeth."

The deeper we travel into the ocean, the deeper we delve into our own psyche. And when we can go no further - there lurks the Kraken.

Most likely the Kraken is based on a real creature - the giant squid. The huge mollusc takes pride of place as the personification of the terrors of the deep sea. Sailors would have encountered it at the surface, dying, and probably thrashing about. It would have made a weird sight, "about the most alien thing you can imagine," says Edith Widder, CEO at the Ocean Research and Conservation Association.

"It has eight lashing arms and two slashing tentacles growing straight out of its head and it's got serrated suckers that can latch on to the slimiest of prey and it's got a parrot beak that can rip flesh. It's got an eye the size of your head, it's got a jet propulsion system and three hearts that pump blue blood."

The giant squid continued to dominate stories of sea monsters with the famous 1870 novel, *Twenty Thousand Leagues Under the Sea*, by Jules Verne. Verne's submarine fantasy is a classic story of puny man against a gigantic squid.

The monster needed no embellishment - this creature was scary enough, and Verne incorporated as much fact as possible into the story, says Emily Alder from Edinburgh Napier University. "*Twenty Thousand Leagues Under the Sea* and another contemporaneous book, Victor Hugo's *Toilers of the Sea*, both tried to represent the giant squid as they might have been actual zoological animals, much more taking the squid as a biological creature than a mythical creature." It was a given that the squid was vicious and would readily attack humans given the chance.

That myth wasn't busted until 2012, when Edith Widder and her colleagues were the first people to successfully film giant squid under water and see first-hand the true character of the monster of

the deep. They realised previous attempts to film squid had failed because the bright lights and noisy thrusters on submersibles had frightened them away.

By quietening down the engines and using bioluminescence to attract it, they managed to see this most extraordinary animal in its natural habitat. It serenely glided into view, its body rippled with metallic colours of bronze and silver. Its huge, intelligent eye watched the submarine warily as it delicately picked at the bait with its beak. It was balletic and mesmeric. It could not have been further from the gnashing, human-destroying creature of myth and literature. In reality this is a gentle giant that is easily scared and pecks at its food.

Another giant squid lies peacefully in the Natural History Museum in London, in the Spirit Room, where it is preserved in a huge glass case. In 2004 it was caught in a fishing net off the Falkland Islands and died at the surface. The crew immediately froze its body and it was sent to be preserved in the museum by the Curator of Molluscs, Jon Ablett. It is called Archie, an affectionate short version of its Latin name *Architeuthis dux*. It is the longest preserved specimen of a giant squid in the world.

"It really has brought science to life for many people," says Ablett. "Sometimes I feel a bit overshadowed by Archie, most of my work is on slugs and snails but unfortunately most people don't want to talk about that!"

And so today we can watch Archie's graceful relative on film and stare Archie herself (she is a female) eye-to-eye in a museum. But have we finally slain the monster of the deep? Now we know there is nothing to be afraid of, can the Kraken finally be laid to rest? Probably not says Classen. "We humans are afraid of the strangest things. They don't need to be realistic. There's no indication that enlightenment and scientific progress has banished the monsters from the shadows of our imaginations. We will continue to be afraid of very strange things, including probably sea monsters."

Indeed, we are. The Kraken made a fearsome appearance in the blockbuster series *Pirates of the Caribbean*. It forced Captain Jack Sparrow to face his demons in a terrifying face-to-face encounter. *Pirates* needed the monstrous Kraken, nothing else would do. Or, as the German film director Werner Herzog put it, "What would an ocean be without a monster lurking in the dark? It would be like sleep without dreams."

### Questions 1–7

Do the following statements agree with the information given in Reading Passage 1?

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. Matthias Classen is unsure about the possibility of monster's existence.
2. Kraken is probably based on an imaginary animal.
3. Previous attempts on filming the squid had failed due to the fact that the creature was scared.
4. Giant squid was caught alive in 2004 and brought to the museum.
5. Jon Ablett admits that he likes Archie.

6. According to Classen, people can be scared both by imaginary and real monsters.
7. Werner Herzog suggests that Kraken is essential to the ocean.

**Questions 8–12**

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

Write the correct letter in boxes 8–12 on your answer sheet.

8. Who wrote a novel about a giant squid?
- A. Emily Alder
  - B. Stephen King
  - C. Alfred Lord Tennyson
  - D. Jules Verne
9. What, of the featuring body parts, mollusc DOESN'T have?
- A. two tentacles
  - B. serrated suckers
  - C. beak
  - D. smooth suckers
10. Which of the following applies to the bookish Kraken?
- A. notorious
  - B. scary
  - C. weird
  - D. harmless
11. Where can we see a giant squid?
- A. at the museum
  - B. at a seaside
  - C. on TV
  - D. in supermarkets
12. The main purpose of the text is to:
- A. help us to understand more about both mythical and biological creatures of the deep
  - B. illustrate the difference between Kraken and squid
  - C. shed the light on the mythical creatures of the ocean
  - D. compare Kraken to its real relative

**Questions 13–16**

Complete the sentences below.

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

Write your answers in boxes 13–16 on your answer sheet.

13. According to the Victor Hugo's novel, the squid would \_\_\_\_\_ if he had such opportunity.

14. The real squid appeared to be \_\_\_\_\_ and \_\_\_\_\_.

15. Archie must be the \_\_\_\_\_ of its kind on Earth.

16. We are able to encounter the Kraken's \_\_\_\_\_ in a movie franchise.

## READING PASSAGE 2

You should spend about 20 minutes on Questions **17–27**, which are based on Reading Passage 2 below.

The atom bomb was one of the defining inventions of the 20th Century. So how did science fiction writer HG Wells predict its invention three decades before the first detonations?

(A) Imagine you're the greatest fantasy writer of your age. One day you dream up the idea of a bomb of infinite power. You call it the "atomic bomb". HG Wells first imagined a uranium-based hand grenade that "would continue to explode indefinitely" in his 1914 novel *The World Set Free*. He even thought it would be dropped from planes. What he couldn't predict was how a strange conjunction of his friends and acquaintances - notably Winston Churchill, who'd read all Wells's novels twice, and the physicist Leo Szilard - would turn the idea from fantasy to reality, leaving them deeply tormented by the scale of destructive power that it unleashed.

(B) The story of the atom bomb starts in the Edwardian age, when scientists such as Ernest Rutherford were grappling with a new way of conceiving the physical world. The idea was that solid elements might be made up of tiny particles in atoms. "When it became apparent that the Rutherford atom had a dense nucleus, there was a sense that it was like a coiled spring," says Andrew Nahum, curator of the Science Museum's Churchill's Scientists exhibition. Wells was fascinated with the new discoveries. He had a track record of predicting technological innovations. Winston Churchill credited Wells for coming up with the idea of using aeroplanes and tanks in combat ahead of World War One.

(C) The two men met and discussed ideas over the decades, especially as Churchill, a highly popular writer himself, spent the interwar years out of political power, contemplating the rising instability of Europe. Churchill grasped the danger of technology running ahead of human maturity, penning a 1924 article in the *Pall Mall Gazette* called "Shall we all commit suicide?". In the article, Churchill wrote: "Might a bomb no bigger than an orange be found to possess a secret power to destroy a whole block of buildings - nay to concentrate the force of a thousand tons of cordite and blast a township at a stroke?" This idea of the orange-sized bomb is credited by Graham Farmelo, author of *Churchill's Bomb*, directly to the imagery of *The World Set Free*.

(D) By 1932 British scientists had succeeded in splitting the atom for the first time by artificial means, although some believed it couldn't produce huge amounts of energy. But the same year the Hungarian emigre physicist Leo Szilard read *The World Set Free*. Szilard believed that the splitting of the atom could produce vast energy. He later wrote that Wells showed him "what the liberation of atomic energy on a large scale would mean". Szilard suddenly came up with the answer in

September 1933 - the chain reaction - while watching the traffic lights turn green in Russell Square in London. He wrote: "It suddenly occurred to me that if we could find an element which is split by neutrons and which would emit two neutrons when it absorbed one neutron, such an element, if assembled in sufficiently large mass, could sustain a nuclear chain reaction."

(E) In that eureka moment, Szilard also felt great fear - of how a bustling city like London and all its inhabitants could be destroyed in an instant as he reflected in his memoir published in 1968:

"Knowing what it would mean - and I knew because I had read HG Wells - I did not want this patent to become public." The Nazis were on the rise and Szilard was deeply anxious about who else might be working on the chain reaction theory and an atomic Bomb. Wells's novel *Things To Come*, turned into a 1936 film, *The Shape of Things to Come*, accurately predicted aerial bombardment and an imminent devastating world war. In 1939 Szilard drafted the letter Albert Einstein sent to President Roosevelt warning America that Germany was stockpiling uranium. The Manhattan Project was born.

(F) Szilard and several British scientists worked on it with the US military's massive financial backing. Britons and Americans worked alongside each other in "silos" - each team unaware of how their work fitted together. They ended up moving on from the original enriched uranium "gun" method, which had been conceived in Britain, to create a plutonium implosion weapon instead. Szilard campaigned for a demonstration bomb test in front of the Japanese ambassador to give them a chance to surrender. He was horrified that it was instead dropped on a city. In 1945 Churchill was beaten in the general election and in another shock, the US government passed the 1946 McMahon Act, shutting Britain out of access to the atomic technology it had helped create. William Penney, one of the returning Los Alamos physicists, led the team charged by Prime Minister Clement Atlee with somehow putting together their individual pieces of the puzzle to create a British bomb on a fraction of the American budget.

(G) "It was a huge intellectual feat," Andrew Nahum observes. "Essentially they reworked the calculations that they'd been doing in Los Alamos. They had the services of Klaus Fuchs, who [later] turned out to be an atom spy passing information to the Soviet Union, but he also had a phenomenal memory." Another British physicist, Patrick Blackett, who discussed the Bomb after the war with a German scientist in captivity, observed that there were no real secrets. According to Nahum he said: "It's a bit like making an omelette. Not everyone can make a good one." When Churchill was re-elected in 1951 he "found an almost complete weapon ready to test and was puzzled and fascinated by how Atlee had buried the costs in the budget", says Nahum. "He was very conflicted about whether to go ahead with the test and wrote about whether we should have 'the art and not the article'. Meaning should it be enough to have the capability... [rather] than to have a dangerous weapon in the armoury."

(H) Churchill was convinced to go ahead with the test, but the much more powerful hydrogen bomb developed three years later worried him greatly. HG Wells died in 1946. He had been working on a film sequel to *The Shape of Things To Come* that was to include his concerns about the now-realised atomic bomb he'd first imagined. But it was never made. Towards the end of his life, says Nahum, Wells's friendship with Churchill "cooled a little". "Wells considered Churchill as an enlightened but tarnished member of the ruling classes." And Churchill had little time for Wells's increasingly fanciful socialist utopian ideas.

(I) Wells believed technocrats and scientists would ultimately run a peaceful new world order like in *The Shape of Things To Come*, even if global war destroyed the world as we knew it first. Churchill, a former soldier, believed in the lessons of history and saw diplomacy as the only way to keep

mankind from self-destruction in the atomic age. Wells's scientist acquaintance Leo Szilard stayed in America and campaigned for civilian control of atomic energy, equally pessimistic about Wells's idea of a bold new scientist-led world order. If anything Szilard was tormented by the power he had helped unleash. In 1950, he predicted a cobalt bomb that would destroy all life on the planet. In Britain, the legacy of the Bomb was a remarkable period of elite scientific innovation as the many scientists who had worked on weaponry or radar returned to their civilian labs. They gave us the first commercial jet airliner, the Comet, near-supersonic aircraft and rockets, highly engineered computers, and the Jodrell Bank giant moveable radio telescope.

(J) The latter had nearly ended the career of its champion, physicist Bernard Lovell, with its huge costs, until the 1957 launch of Sputnik, when it emerged that Jodrell Bank had the only device in the West that could track it. Nahum says Lovell reflected that "during the war the question was never what will something cost. The question was only can you do it and how soon can we have it? And that was the spirit he took into his peacetime science." Austerity and the tiny size of the British market, compared with America, were to scupper those dreams. But though the Bomb created a new terror, for a few years at least, Britain saw a vision of a benign atomic future, too and believed it could be the shape of things to come.

#### Questions 17–25

Reading Passage 2 has ten paragraphs, A–J.

Which paragraph contains the following information?

Write the correct letter, A–J, in boxes 17–25 on your answer sheet. Note that one paragraph is not used.

17. Scientific success \_\_\_\_\_
18. Worsening relations \_\_\_\_\_
19. The dawn of the new project \_\_\_\_\_
20. Churchill's confusion \_\_\_\_\_
21. Different perspectives \_\_\_\_\_
22. Horrifying prediction \_\_\_\_\_
23. Leaving Britain behind the project \_\_\_\_\_
24. Long-term discussion \_\_\_\_\_
25. New idea \_\_\_\_\_

#### Questions 26–27

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

Write the correct letter in boxes 26–27 on your answer sheet.

26. How can you describe the relations between Churchill and Wells throughout the years?

- A. passionate → friendly → adverse
- B. curious → friendly
- C. respectful → friendly → inhospitable
- D. friendly → respectful → hostile

27. What is the type of this text?

- A. science-fiction story
- B. article from the magazine
- C. historical text
- D. Wells autobiography

### READING PASSAGE 3

You should spend about 20 minutes on Questions **28–40**, which are based on Reading Passage 3 below.

#### **As More Tech Start-Ups Stay Private, So Does the Money**

Not long ago, if you were a young, brash technologist with a world-conquering start-up idea, there was a good chance you spent much of your waking life working toward a single business milestone: taking your company public.

Though luminaries of the tech industry have always expressed skepticism and even hostility toward the finance industry, tech's dirty secret was that it looked to Wall Street and the ritual of a public offering for affirmation — not to mention wealth.

But something strange has happened in the last couple of years: The initial public offering of stock has become *déclassé*. For start-up entrepreneurs and their employees across Silicon Valley, an initial public offering is no longer a main goal. Instead, many founders talk about going public as a necessary evil to be postponed as long as possible because it comes with more problems than benefits.

“If you can get \$200 million from private sources, then yeah, I don't want my company under the scrutiny of the unwashed masses who don't understand my business,” said Danielle Morrill, the chief executive of Mattermark, a start-up that organizes and sells information about the start-up market. “That's actually terrifying to me.

Silicon Valley's sudden distaste for the I.P.O. — rooted in part in Wall Street's skepticism of new tech stocks — may be the single most important psychological shift underlying the current tech boom. Staying private affords start-up executives the luxury of not worrying what outsiders think and helps them avoid the quarterly earnings treadmill.

It also means Wall Street is doing what it failed to do in the last tech boom: using traditional metrics like growth and profitability to price companies. Investors have been tough on Twitter, for example, because its user growth has slowed. They have been tough on Box, the cloud-storage company that went public last year, because it remains unprofitable. And the e-commerce company Zulily, which went public last year, was likewise punished when it cut its guidance for future sales.



Scott Kupor, the managing partner at the venture capital firm Andreessen Horowitz, and his colleagues said in a recent report that despite all the attention start-ups have received in recent years, tech stocks are not seeing unusually high valuations. In fact, their share of the overall market has remained stable for 14 years, and far off the peak of the late 1990s.

That unwillingness to cut much slack to young tech companies limits risk for regular investors. If the bubble pops, the unwashed masses, if that's what we are, aren't as likely to get washed out.

Private investors, on the other hand, are making big bets on so-called unicorns — the Silicon Valley jargon for start-up companies valued at more than a billion dollars. If many of those unicorns flop, most Americans will escape unharmed, because losses will be confined to venture capitalists and hedge funds that have begun to buy into tech start-ups, as well as tech founders and their employees.

The reluctance — and sometimes inability — to go public is spurring the unicorns. By relying on private investors for a longer period of time, start-ups get more runway to figure out sustainable business models. To delay their entrance into the public markets, firms like Airbnb, Dropbox, Palantir, Pinterest, Uber and several other large start-ups are raising hundreds of millions, and in some cases billions, that they would otherwise have gained through an initial public offering.

“These companies are going public, just in the private market,” Dan Levitan, the managing partner of the venture capital firm Maveron, told me recently. He means that in many cases, hedge funds and other global investors that would have bought shares in these firms after an I.P.O. are deciding to go into late-stage private rounds. There is even an oxymoronic term for the act of obtaining private money in place of a public offering: It's called a “private I.P.O.”

The delay in I.P.O.s has altered how some venture capital firms do business. Rather than waiting for an initial offering, Maveron, for instance, says it now sells its stake in a start-up to other, larger private investors once it has made about 100 times its initial investment. It is the sort of return that once was only possible after an I.P.O.

But there is also a downside to the new aversion to initial offerings. When the unicorns do eventually go public and begin to soar — or whatever it is that fantastical horned beasts tend to do when they're healthy — the biggest winners will be the private investors that are now bearing most of the risk.

It used to be that public investors who got in on the ground floor of an initial offering could earn historic gains. If you invested \$1,000 in Amazon at its I.P.O. in 1997, you would now have nearly \$250,000. If you had invested \$1,000 in Microsoft in 1986, you would have close to half a million. Public investors today are unlikely to get anywhere near such gains from tech I.P.O.s. By the time tech companies come to the market, the biggest gains have already been extracted by private backers.

Just 53 technology companies went public in 2014, which is around the median since 1980, but far fewer than during the boom of the late 1990s and 2000, when hundreds of tech companies went public annually, according to statistics maintained by Jay Ritter, a professor of finance at the University of Florida. Today's companies are also waiting longer. In 2014, the typical tech company hitting the markets was 11 years old, compared with a median age of seven years for tech I.P.O.s since 1980.

Over the last few weeks, I've asked several founders and investors why they're waiting; few were willing to speak on the record about their own companies, but their answers all amounted to "What's the point?"

Initial public offerings were also ways to compensate employees and founders who owned lots of stock, but there are now novel mechanisms — such as selling shares on a secondary market — for insiders to cash in on some of their shares in private companies. Still, some observers cautioned that the new trend may be a bad deal for employees who aren't given much information about the company's performance.

"One thing employees may be confused about is when companies tell them, 'We're basically doing a private I.P.O.,' it might make them feel like there's less risk than there really is," said Ms. Morrill of Mattermark. But she said it was hard to persuade people that their paper gains may never materialize. "The Kool-Aid is really strong," she said.

If the delay in I.P.O.s becomes a normal condition for Silicon Valley, some observers say tech companies may need to consider new forms of compensation for workers. "We probably need to fundamentally rethink how do private companies compensate employees, because that's going to be an issue," said Mr. Kupor, of Andreessen Horowitz.

During a recent presentation for Andreessen Horowitz's limited partners — the institutions that give money to the venture firm — Marc Andreessen, the firm's co-founder, told the journalist Dan Primack that he had never seen a sharper divergence in how investors treat public- and private-company chief executives. "They tell the public C.E.O., 'Give us the money back this quarter,' and they tell the private C.E.O., 'No problem, go for 10 years,'" Mr. Andreessen said.

At some point this tension will be resolved. "Private valuations will not forever be higher than public valuations," said Mr. Levitan, of Maveron. "So the question is, Will private markets capitulate and go down or will public markets go up?"

If the private investors are wrong, employees, founders and a lot of hedge funds could be in for a reckoning. But if they're right, it will be you and me wearing the frown — the public investors who missed out on the next big thing.

### Questions 28–31

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

Write the correct letter in boxes **28–31** on your answer sheet.

28. How much funds would you gain by now, if you had invested 1000\$ in the Amazon in 1997?

- A. 250,000\$
- B. close to 500,000\$
- C. It is not stated in the text
- D. No funds

29. Nowadays founders talk about going public as a:

- A. necessity.
- B. benefit.
- C. possibility.

D. profit.

30. In which time period was the biggest number of companies going public?

- A. early 1990s
- B. late 1900s and 2000s
- C. 1980s
- D. late 1990s

31. According to the text, which of the following is true?

- A. Private valuations may be forever higher than public ones.
- B. Public valuations eventually will become even less valuable.
- C. The main question is whether the public market increase or the private market decrease.
- D. The pressure might last for a long time.

### Questions 32–36

Complete the sentences below.

Write **ONLY ONE WORD** from the passage for each answer.

Write your answers in boxes **32–36** on your answer sheet.

32. Scepticism was always expected by the \_\_\_\_\_ of tech industry.

33. The new aversion to initial offerings has its \_\_\_\_\_.

34. Selling shares on a secondary market is considered a \_\_\_\_\_ mechanism.

35. Workers' compensation might be an \_\_\_\_\_.

36. The public investors who failed to participate in the next big thing might be the ones wearing the \_\_\_\_\_.

### Questions 37–40

Do the following statements agree with the information in the IELTS reading text?

In boxes 37–40 on your answer sheet, write

- |                  |  |
|------------------|--|
| <b>TRUE</b>      | if the statement agrees with the information |
| <b>FALSE</b>     | if the statement contradicts the information |
| <b>NOT GIVEN</b> | if there is no information on this           |

37. Private investors are bearing most of the risk.

38. Not many investors were willing to speak on the record.

39. The typical tech company hitting the markets in 1990s was 5 years old.

40. Marc Andreessen, the firm's co-founder, expressed amazement with divergency in how investors treat public

## Reading Answer Key

### Reading Passage 1, Questions 1–13

- 1 False
- 2 False
- 3 True
- 4 False
- 5 Not Given
- 6 True
- 7 Not Given
- 8 D
- 9 D
- 10 B
- 11 A
- 12 A
- 13 readily attack (humans)
- 14 balletic, mesmeric
- 15 longest preserved specimen
- 16 fearsome appearance

### Reading Passage 2, Questions 14–26

- 14 C
- 15 G
- 16 B
- 17 A
- 18 H
- 19 D
- 20 E
- 21 F
- 22 Perseverance
- 23 Catapult
- 24 Improvisation
- 25 Network
- 26 C

### Reading Passage 3, Questions 27–40

- 27 True
- 28 False
- 29 Not Given
- 30 True
- 31 False
- 32 A
- 33 C
- 34 A
- 35 B
- 36 commercially abroad
- 37 subscription channels
- 38 icky
- 39 more ambitious
- 40 speculation

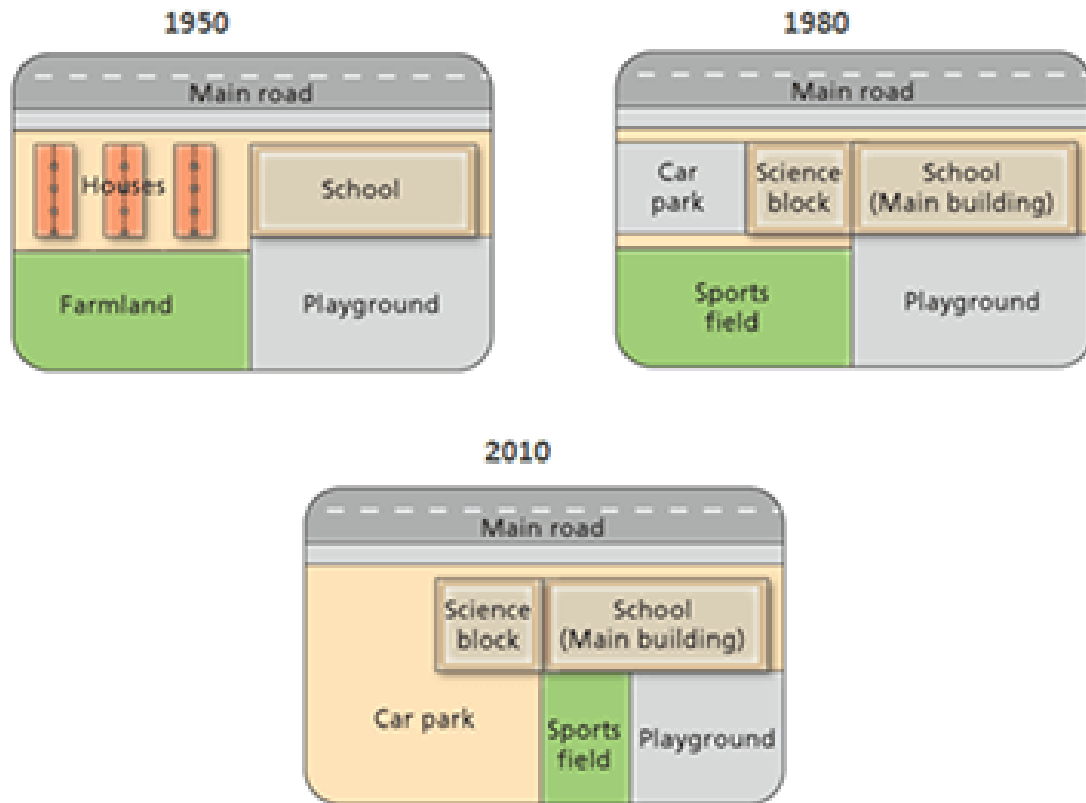
### Writing Task 1

You should spend about 20 minutes on this task.

The diagrams below show the changes that have taken place at West park Secondary School since its construction in 1950.

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

Write at least **150** words.



### Sample answer

The pictures illustrate the changes, which have taken place at West Park secondary school from 1950 to 2010.

Firstly, significant alterations occurred to the farmland, it was redesigned to a sports field in 1980 and then to a car park in 2010. There was an expansion of the car park in 2010 and the sport field was placed between the car park and the playground.

Moreover, substantial changes happened to the houses. They were removed from the map, car park and science block taking their place.

Furthermore, a science block was added to the school building in 1980 and playground was reduced in size. However, the locations of the playground and school were not modified.

In contrast, the main road remained unchanged throughout the period.

Overall, farmland and houses disappeared from the map, playground was abridged, and there were built science block, car park and sports field.

## Writing Task 2

You should spend about 40 minutes on this task.

**Big salary is much more important than job satisfaction. Do you agree or disagree? Provide relevant examples if necessary.**

Write at least **250** words

### Sample answer

It is often argued that it is more advantageous to choose a job with high wage, even if it doesn't appeal to you at all. I completely disagree with this opinion and think that job satisfaction is much more important than salary.

Firstly, I believe that job satisfaction gives people a sense of fulfilment that no money can guarantee. Even if someone is earning a high salary, but feels tensed and compromises with his conscience, this person won't enjoy his life. While pursuing one's interests will always bring pleasure and feeling of satisfaction. For example, a lot of famous researchers made their career choices not because of appealing wages, but because they were passionate about science. That's why it's more important to choose the kind of work that makes you happy than to look only at a high salary.

Secondly, doing what you like keeps you motivated and therefore leads to a career growth. In other words, there is a strong relation between job satisfaction and productivity. People who love their jobs can easily excel in their fields of work and achieve better results than those, who put salary on the first place. For instance, Henry Miller decided to leave his everyday job despite a good wage and ventured to become a writer. And after enduring years of ups and downs he became one of the most famous and well-paid authors of the twentieth century. Thus, advantages of jobs that keep you satisfied outweigh the drawback of a low salary in a long-term perspective.

To conclude, I strongly believe that job satisfaction is more beneficial than high salary because it makes people happy and motivated.

## Speaking Test

11-14 Minutes

**PART 1 – INTRODUCTION AND INTERVIEW:**

Let's talk about your hometown or village.

- Do you like clicking photos?
- Do you like clicking the pictures in group or individual?
- When was the last time you clicked a delightful photograph?
- Is there anything special that you wish to save with every photo?

**PART 2 – INDIVIDUAL LONG TURN:**

Candidate Task Card

Describe your photograph. You should say:

- Who all are there in this photograph?
- When did you clicked this photograph?
- Why do you like this photograph the most?
- If you choose to share whom would you like to share this photograph?

You will have to talk about the topic for 1 to 2 minutes.

**PART 3 – TWO-WAY DISCUSSION:**

We've been talking about a your favourite photograph, and I'd like to discuss with you a few more questions related to this topic. Let's consider famous people in your country.

- Do you think is it good to click photographs with celebrities?
- What do you think is the best time to click a perfect photo?
- Is it important to smile while clicking a photograph?

**IELTS Practice Test – 5**

**SECTION 1. QUESTIONS 1-10**

Complete the form below.

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

Example:	ClearPoint <u>Telephone Company</u>
Customer Order Form	
Order taken by:	<u>Ms. Jones</u>
Name:	Harold (1) <input type="text"/>
Address:	(2) <input type="text"/> Fulton Avenue, apartment 12
Type of service:	(3) <input type="text"/>
Employer:	Wrightsville Medical Group
Occupation:	(4) <input type="text"/>
Work phone:	(5) <input type="text"/>
Time at current job:	(6) <input type="text"/>
Special services:	(7) <input type="text"/> (8) <input type="text"/>
Installation scheduled for:	Day (9) <input type="text"/> Time of the day (10) <input type="text"/>

## SECTION 2. QUESTIONS 11-20

Questions 11-14

Answer the questions below. Choose the correct letter, A, B, or C.

11. The fair will take place at the

- A. Fairgrounds.
- B. Park.
- C. School.

12. The fair will begin on Friday

- A. Morning.
- B. Afternoon.
- C. Evening.

13. The fair will begin with a

- A. Parade.
- B. Dance performance.
- C. Speech by the major.



14. There will be free admission on

- A. Friday.
- B. Saturday.
- C. Sunday.

Questions 15-20

Complete the chart below.

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

Day/Time	Event
Saturday afternoon	(15) <input type="text"/> show
Saturday evening	(16) <input type="text"/> by the lake
Sunday afternoon	(17) <input type="text"/> contest
All weekend	(18) <input type="text"/> food
	(19) <input type="text"/> for children
	(20) <input type="text"/> for sale

### SECTION 3. QUESTIONS 21-30

Questions 21-23

Complete the information below. Write **NO MORE THAN TWO WORDS** for each answer.

#### How you get academic credit for work experience

First, read the (21) \_\_\_\_\_. Find courses that match your work experience. Then write (22) \_\_\_\_\_ of your work experience. Submit that together with a letter from your (23) \_\_\_\_\_ to the university admissions office.

#### Questions 21-23

Where can the items listed below be found?

- A. admissions office
- B. counselling centre

C. library

Write the correct letter, A, B, or C, next to questions 24-28.

24. university catalogue \_\_\_\_\_

25. application for admission form \_\_\_\_\_

26. requirements list \_\_\_\_\_

27. recommendation forms \_\_\_\_\_

28. job listings \_\_\_\_\_

**Questions 29 and 30**

Choose the correct letters, A, B, or C.

29. What are full-time students eligible for?

- A. Discounted books.
- B. The work-study program.
- C. A free bus pass.

30. How can a student get financial assistance?

- A. Speak with a counsellor.
- B. Apply to the admissions office.
- C. Make arrangements with a bank.

**SECTION 4. QUESTIONS 31-40**

Questions 31-35

Complete the chart with information about the black bear.

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

Range	Lives in (31) <input type="text"/> of North America
Diet	Ninety percent of diet consists of (32) <input type="text"/> . Also eats (33) <input type="text"/> .

Cubs	Baby bear cubs are born in (34) <input type="text"/> .
Life span	Black bears live for about (35) <input type="text"/> in the wild.

**Questions 36-40**

Which characteristics fit black bears, and which fit grizzly bears?

Write A if it is a characteristic of black bears. Write B if it is a characteristic of grizzly bears.

(36) Has a patch of light fur on its chest \_\_\_\_\_

(37) Weighs 225 kilos \_\_\_\_\_

(38) Has a shoulder hump \_\_\_\_\_

(39) Has pointed ears \_\_\_\_\_

(40) Has shorter claws \_\_\_\_\_

**IELTS LISTENING ANSWER KEY**

**SECTION 1**

**SECTION 2**

- |     |                |     |               |
|-----|----------------|-----|---------------|
| 1.  | Kramer         | 11. | B             |
| 2.  | 58             | 12. | C             |
| 3.  | Residential    | 13. | B             |
| 4.  | Office manager | 14. | A             |
| 5.  | 6375559014     | 15. | Clown         |
| 6.  | Nine years     | 16. | Concert       |
| 7.  | Long distance  | 17. | Singing       |
| 8.  | Internet       | 18. | International |
| 9.  | Friday         | 19. | Games         |
| 10. | Morning        | 20. | Crafts        |

**SECTION 3**

- 21. University catalog
- 22. A summary
- 23. Work supervisor
- 24. C
- 25. A
- 26. B
- 27. A
- 28. C
- 29. B
- 30. A

**SECTION 4**

- 31. Forested area
- 32. Plant foods
- 33. Insects/fish
- 34. The winter
- 35. Twenty-five years
- 36. A
- 37. B
- 38. B
- 39. A
- 40. A

**IELTS Reading Practice Test**

You should spend about 20 minutes on Questions 1-12, which are based on Reading Passage 1 below.

### **The potential to sniff out disease**

The fact diseases have a smell comes as no surprise - but finding someone or something that can detect them at an early stage could hold huge potential for medicine.

Breath, bodily odours and urine are all amazingly revealing about general health. Even the humble cold can give off an odour, thanks to the thick bacteria-ridden mucus that ends up in the back of the throat. The signs are not apparent to everyone - but some super-smellers are very sensitive to the odours. Joy Milne, for example, noticed her husband's smell had changed shortly before he was diagnosed with Parkinson's disease.

Humans can detect nearly 10,000 different smells. Formed by chemicals in the air, they are absorbed by little hairs, made of extremely sensitive nerve fibres, hanging from the nose's olfactory receptors. And the human sense of smell is 10,000 times more sensitive than the sense of taste. But dogs, as the old joke might have had it, smell even better.

Their ability to detect four times as many odours as humans makes them a potential early warning system for a range of diseases. Research suggesting dogs' could sniff out cancers, for example, was first published about 10 years ago. And there have been many tales of dogs repeatedly sniffing an area of their owner's body, only for it to turn out to be hiding a tumour.

What they are smelling are the "volatile molecules" given off by cells when they become cancerous. Some studies suggest dogs can be 93% accurate. Others suggest they can detect very small tumours before clinical tests can. And yet more studies have produced mixed results.

Does cancer smell?

At Milton Keynes University Hospital, a small team has recently begun to collect human urine samples to test dogs' ability to detect the smell of prostate cancer. The patients had symptoms such as difficulty urinating or a change in flow, which could turn out to be prostate, bladder or liver cancer.

Rowena Fletcher, head of research and development at the hospital, says the role of the dogs - which have been trained by Medical Detection Dogs - is to pick out samples that smell of cancer. Further down the line, a clinical test will show if the dogs' diagnosis is correct. She says the potential for using dogs in this way is far-reaching - even if it is not practical to have a dog in every surgery.

"We hope one day that there could be an electronic machine on every GP's desk which could test a urine sample for diseases by smelling it," she says. "But first we need to pick up the pattern of what the dogs are smelling."

And that's the key. Dogs can't tell us what their noses are detecting, but scientists believe that different cancers could produce different smells, although some might also be very similar.

### **Electronic noses**

Lab tests to understand what these highly-trained dogs are smelling could then inform the development of 'electronic noses' to detect the same molecules. These might then give rise to better diagnostic tests in the future. The potential for using smell to test for a wide range of diseases is huge, Ms Fletcher says.

Bacteria, cancers and chronic diseases could all have their own odour - which may be imperceptible to only the most sensitive humans, but obvious to dogs. It may be possible in the future to use disease odours as the basis for a national screening programme or to test everybody at risk of a certain cancer in a particular age group.

However, there are fewer than 20 dogs in the UK trained to detect cancer at present. Training more will take more funding and time. On the positive side, all dogs are eligible to be trained provided they are keen on searching and hunting. Whatever their breed or size, it's our four-legged friend's astounding sense of smell which could unlock a whole new way of detecting human diseases.

### Questions 1-5

Do the following statements agree with the information in the IELTS reading text?

In boxes 1-5 on your answer sheet, write

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

1. You can have a specific smell even due to simple cold.
2. Human sense of taste is 10,000 less sensitive than human sense of smell.
3. Dogs and cats can sniff out different diseases.
4. Doctors believe that different cancers might have the same specific smell.
5. There are more than 20 dogs in the UK trained to detect cancer.

### Questions 6-9

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

Write the correct letter in boxes 6-9 on your answer sheet.

6. All the studies suggest that dogs:
  - A. Can be 93% accurate
  - B. Can detect very small tumours
  - C. Can't detect tumours at all
  - D. Different studies have shown different results
7. What scientists give dogs to detect cancer?

- A. Urine samples
- B. Bacterias
- C. Different odours
- D. Nothing

8. What's an electronic nose?

- A. A specific tool for dogs
- B. A gadget to diagnose diseases
- C. A recovery tool for ill patients
- D. An artificial nose

9. The main objective of this passage is to:

- A. Bring awareness to the cancer problem
- B. Show us how good dogs are at detecting cancer
- C. Show us how important it can be to be able to diagnose a disease by an odour
- D. Tell us about new technologies

### Questions 10-12

Complete the sentences below.

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

Write your answers in boxes **10-12** on your answer sheet.

- 10. Scientists hope that one day an \_\_\_\_\_ will be on every desk.
- 11. Electronic nose would help to detect the \_\_\_\_\_.
- 12. Dogs can \_\_\_\_\_ a new way of diagnosing diseases.

### Section 2

You should spend about **20 minutes** on Questions **13-26**, which are based on Reading Passage 2 below.

#### Trash Talk

#### Sorting through a mountain of pottery to track the Roman oil trade

(A) In the middle of Rome's trendiest neighborhood, surrounded by sushi restaurants and nightclubs with names like Rodeo Steakhouse and Love Story, sits the ancient world's biggest garbage dump—a 150-foot-tall mountain of discarded Roman amphoras, the shipping drums of the ancient world. It takes about 20 minutes to walk around Monte Testaccio, from the Latin testa and Italian cocci, both meaning "potsherd." But despite its size—almost a mile in circumference—it's easy to walk by and not really notice unless you are headed for some excellent pizza at Velavevodetto, a restaurant literally stuck into the mountain's side. Most local residents don't know what's underneath the grass, dust,

and scattering of trees. Monte Testaccio looks like a big hill, and in Rome people are accustomed to hills.

(B) Although a garbage dump may lack the attraction of the Forum or Colosseum, I have come to Rome to meet the team excavating Monte Testaccio and to learn how scholars are using its evidence to understand the ancient Roman economy. As the modern global economy depends on light sweet crude, so too the ancient Romans depended on oil—olive oil. And for more than 250 years, from at least the first century A.D., an enormous number of amphoras filled with olive oil came by ship from the Roman provinces into the city itself, where they were unloaded, emptied, and then taken to Monte Testaccio and thrown away. In the absence of written records or literature on the subject, studying these amphoras is the best way to answer some of the most vexing questions concerning the Roman economy—How did it operate? How much control did the emperor exert over it? Which sectors were supported by the state and which operated in a free market environment or in the private sector?

(C) Monte Testaccio stands near the Tiber River in what was ancient Rome’s commercial district. Many types of imported foodstuffs, including oil, were brought into the city and then stored for later distribution in the large warehouses that lined the river. So, professor, just how many amphoras are there?” I ask José Remesal of the University of Barcelona, co-director of the Monte Testaccio excavations. It’s the same question that must occur to everyone who visits the site when they realize that the crunching sounds their footsteps make are not from walking on fallen leaves, but on pieces of amphoras. (Don’t worry, even the small pieces are very sturdy.) Remesal replies in his deep baritone, “Something like 25 million complete ones. Of course, it’s difficult to be exact,” he adds with a typical Mediterranean shrug. I, for one, find it hard to believe that the whole mountain is made of amphoras without any soil or rubble. Seeing the incredulous look on my face as I peer down into a 10-foot-deep trench, Remesal says, “Yes, it’s really only amphoras.” I can’t imagine another site in the world where archaeologists find so much—about a ton of pottery every day. On most Mediterranean excavations, pottery washing is an activity reserved for blisteringly hot afternoons when digging is impossible. Here, it is the only activity for most of Remesal’s team, an international group of specialists and students from Spain and the United States. During each year’s two-week field season, they wash and sort thousands of amphoras handles, bodies, shoulders, necks, and tops, counting and cataloguing, and always looking for stamped names, painted names, and numbers that tell each amphora’s story.

(D) Although scholars worked at Monte Testaccio beginning in the late 19th century, it’s only within the past 30 years that they have embraced the role amphoras can play in understanding the nature of the Roman imperial economy. According to Remesal, the main challenge archaeologists and economic historians face is the lack of “serial documentation,” that is, documents for consecutive years that reflect a true chronology. This is what makes Monte Testaccio a unique record of Roman commerce and provides a vast amount of datable evidence in a clear and unambiguous sequence. “There’s no other place where you can study economic history, food production and distribution, and how the state controlled the transport of a product,” Remesal says. “It’s really remarkable.”

### Questions 13-16

Reading Passage 2 has four paragraphs A-D. Which paragraph contains what information? Write the correct letter, A-D, in boxes 13-16 on your answer sheet.

13. Questions about the Roman economy \_\_\_\_\_

14. A unique feature \_\_\_\_\_

15. Description of the dump \_\_\_\_\_



16. Dialogue with a professor \_\_\_\_\_ -

### Questions 17–21

Do the following statements agree with the information given in Reading Passage 2?

In boxes **17–21** 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

17. World's biggest garbage dump is surrounded by restaurants and nightclubs.

18. The garbage dump is as popular as the Colosseum in Rome.

19. Ancient Roman economy depended on oil.

20. There is no information on how many amphoras are there.

21. Remesal says that Monte Testaccio is a great place to study economics.

### Questions 22–26

Complete the sentences below.

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

Write your answers in boxes **22–26** on your answer sheet.

22. It is unknown for \_\_\_\_\_ what's underneath the grass, dust, and scattering of trees.

23. Monte Testaccio stands near the ancient Rome's \_\_\_\_\_.

24. Remesal doesn't believe that the whole mountain is made of \_\_\_\_\_ without any soil or rubble.

25. Remesal's team washes and sorts thousands of amphoras each year's two-week \_\_\_\_\_.

26. \_\_\_\_\_ started working at Monte Testaccio in the late 19th century.

You should spend about **20 minutes** on Questions **27-40**, which are based on Reading Passage 3 below.

### **Mysterious Dark Matter May Not Always Have Been Dark**

Dark matter particles may have interacted extensively with normal matter long ago, when the universe was very hot, a new study suggests. The nature of dark matter is currently one of the greatest mysteries in science. The invisible substance — which is detectable via its gravitational influence on "normal" matter - is thought to make up five-sixths of all matter in the universe.

Astronomers began suspecting the existence of dark matter when they noticed the cosmos seemed to possess more mass than stars could account for. For example, stars circle the center of the Milky Way so fast that they should overcome the gravitational pull of the galaxy's core and zoom into the intergalactic void. Most scientists think dark matter provides the gravity that helps hold these stars back. Astronomers know more about what dark matter is not than what it actually is.

Scientists have mostly ruled out all known ordinary materials as candidates for dark matter. The consensus so far is that this missing mass is made up of new species of particles that interact only very weakly with ordinary matter. One potential clue about the nature of dark matter has to do with the fact that it's five times more abundant than normal matter, researchers said.

"This may seem a lot, and it is, but if dark and ordinary matter were generated in a completely independent way, then this number is puzzling," said study co-author Pavlos Vranas, a particle physicist at Lawrence Livermore National Laboratory in Livermore, California. "Instead of five, it could have been a million or a billion. Why five?" The researchers suggest a possible solution to this puzzle: Dark matter particles once interacted often with normal matter, even though they barely do so now. "This may have happened in the early universe, when the temperature was very high — so high that both ordinary and dark matter were 'melted' in a plasma state made up of their ingredients".

The protons and neutrons making up atomic nuclei are themselves each made up of a trio of particles known as quarks. The researchers suggest dark matter is also made of a composite "stealth" particle, which is composed of a quartet of component particles and is difficult to detect (like a stealth airplane). The scientists' supercomputer simulations suggest these composite particles may have masses ranging up to more than 200 billion electron-volts, which is about 213 times a proton's mass. Quarks each possess fractional electrical charges of positive or negative one-third or two-thirds. In protons, these add up to a positive charge, while in neutrons, the result is a neutral charge. Quarks are confined within protons and neutrons by the so-called "strong interaction."

The researchers suggest that the component particles making up stealth dark matter particles each have a fractional charge of positive or negative one-half, held together by a "dark form" of the strong interaction. Stealth dark matter particles themselves would only have a neutral charge, leading them to interact very weakly at best with ordinary matter, light, electric fields and magnetic fields. The researchers suggest that at the extremely high temperatures seen in the newborn universe, the electrically charged components of stealth dark matter particles could have interacted with ordinary matter. However, once the universe cooled, a new, powerful and as yet unknown force might have bound these component particles together tightly to form electrically neutral composites. Stealth dark matter particles should be stable — not decaying over eons, if at all, much like protons. However, the researchers suggest the components making up stealth dark matter particles can form different unstable composites that decay shortly after their creation. "For example, one could have composite particles made out of just two component particles," Vranas said.

These unstable particles might have masses of about 100 billion electron-volts or more, and could be created by particle accelerators such as the Large Hadron Collider (LHC) beneath the France-Switzerland border. They could also have an electric charge and be visible to particle detectors, Vranas said. Experiments at the LHC, or sensors designed to spot rare instances of dark matter colliding with ordinary matter, "may soon find evidence of, or rule out, this new stealth dark matter theory," Vranas said in a statement. If stealth dark matter exists, future research can investigate whether there are any effects it might have on the cosmos.

"Are there any signals in the sky that telescopes may find?" Vranas said. "In order to answer these questions, our calculations will require larger supercomputing resources. Fortunately, supercomputing development is progressing fast towards higher computational speeds." The scientists, the Lattice Strong Dynamics Collaboration, will detail their findings in an upcoming issue of the journal Physical Review Letters.

### Questions 27-34

Complete the sentences below.

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

Write your answers in boxes **27-34** on your answer sheet.

27. One of the greatest mysteries in science is the nature of the \_\_\_\_\_.
28. All known material have been mostly \_\_\_\_\_ as candidates for dark matter.
29. Dark matter is a lot more \_\_\_\_\_ than normal matter.
30. Due to high temperature, both ordinary and dark matter were 'melted' in a \_\_\_\_\_.
31. It is confirmed that quarks are within protons and neutrons by \_\_\_\_\_.
32. It is suggested that stealth dark matter particle would only have a \_\_\_\_\_.
33. Experiments at the LHC may soon find \_\_\_\_\_ of the new stealth dark matter theory.
34. To answer questions we require \_\_\_\_\_ resources.

### Questions 35-39

Do the following statements agree with the information given in Reading Passage 3?

In boxes **35-39** on your answer sheet, write

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

35. The nature of dark matter is a mystery.

36. It is likely that dark matter consists of ordinary materials.

37. Quarks have neither positive nor negative charge.

38. Protons are not stable.

39. Dark matter has a serious impact on the cosmos.

**Question 40**

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

40. Passage 3 is:

A. a scientific article

B. a sci-fi article

C. a short sketch

D. an article from a magazine

## Reading Answer Key

### Reading Passage 1, Questions 1–12

- 1 True
- 2 True
- 3 Not Given
- 4 False
- 5 False
- 6 D
- 7 A
- 8 B
- 9 C
- 10 Electronic machine
- 11 Same molecules
- 12 Unlock

### Reading Passage 2, Questions 13–26

- 13 B
- 14 D
- 15 A
- 16 C
- 17 True
- 18 False
- 19 True
- 20 False
- 21 True
- 22 Most local residents
- 23 Commercial district
- 24 Amphoras
- 25 Field season
- 26 Scholars

### Reading Passage 3, Questions 27–40

- 27 Dark matter
- 28 Ruled out
- 29 Abundant
- 30 Plasma state
- 31 Strong interaction
- 32 Neutral charge
- 33 Evidence
- 34 Larger supercomputing
- 35 True
- 36 False
- 37 False
- 38 False
- 39 Not given
- 40 A

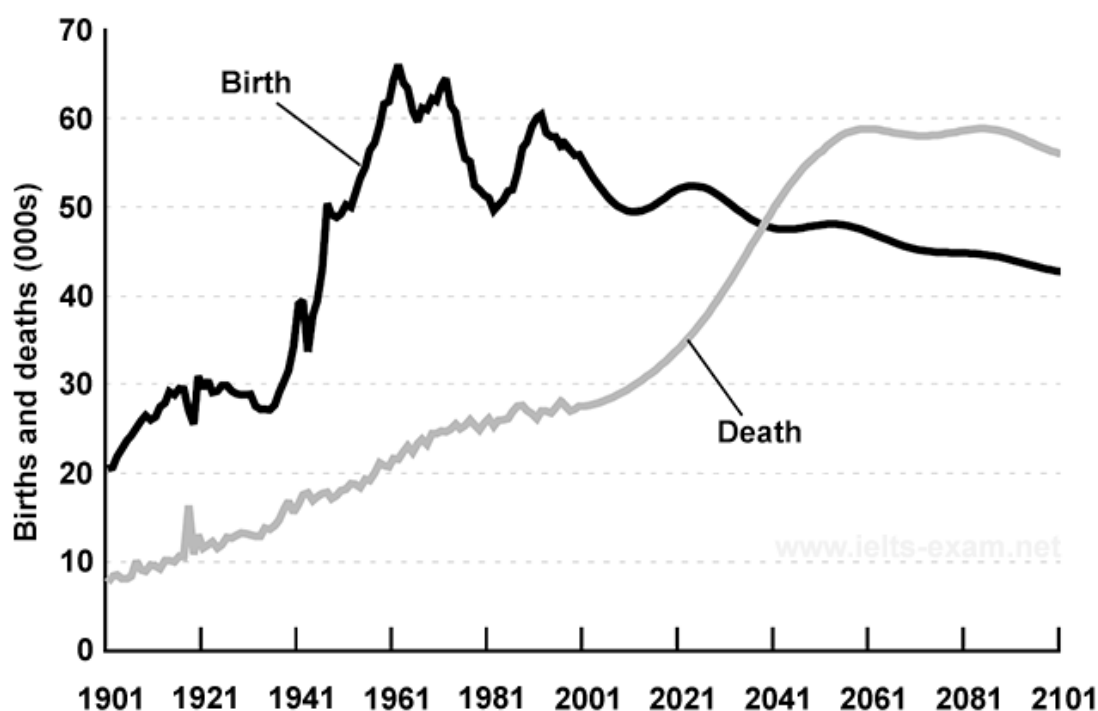
## Writing Task 1

You should spend about 20 minutes on this task.

The graph below gives information about changes in the birth and death rates in New Zealand between 1901 and 2101.

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

Write at least 150 words.



### Sample answer

The graph shows changes in the birth and death rates in New Zealand since 1901, and forecasts trends up until 2101.

Between 1901 and the present day, the birth rate has been consistently higher than the death rate. It stood at 20,000 at the start of this period and increased to a peak of 66,000 in 1961. Since then the rate has fluctuated between 65 and 50 thousand and it is expected to decline slowly to around 45,000 births by the end of the century.

In contrast, the death rate started below 10,000 and has increased steadily until the present time. This increase is expected to be more rapid between 2021 and 2051 when the rate will probably level off at around 60,000, before dropping slightly in 2101.

Overall, these opposing trends mean that the death rate will probably overtake the birth rate in around 2041 and the large gap between the two levels will be reversed in the later part of this century.

## Writing Task 2

You should spend about 40 minutes on this task.

**Longer life spans and improvements in the health of older people suggest that people over the age of sixty-five can continue to live full and active lives.**

**In what ways can society benefit from the contribution that older people can make?**

Write at least **250** words

### Sample answer

People today can expect to live a longer and healthier life than people in the past. People often see retirement as a time for relaxation and letting go of the stresses of working life. However, many who reach retirement age are more interested than ever in contributing actively to their communities. This essay will outline two ways in which this interest can benefit society.

Becoming involved in schools is one of the ways in which the life experience of the elderly can be made available to the community. Because families now are often more mobile than in the past, many children do not have regular contact with grandparents. Yet children are often fascinated by stories of life in the past. Inviting local retired people into schools to speak to children can help to maintain a vital link between past and present.

Another way in which society can benefit from a more active older generation is by inviting older employees to remain in work part-time. Older people may not want to or indeed be able to do a full day's work; however, their experience may continue to be valuable to their employers. A good example of this can be seen in one scheme in the UK in which elder employees remained in work as mentors for younger employees.

In my opinion, schools and the workplace are just two of the areas in which those who have reached retirement age can continue to contribute to their communities. As life expectancy improves, the need to maintain an active and socially meaningful life may also increase. Experience suggests that this trend can have benefits for all, not just the elderly.

## Speaking Test

11-14 Minutes

### PART 1 – INTRODUCTION AND INTERVIEW:

Let's talk about your approach towards Money.

- When you go shopping, do you prefer to pay for things in cash or by card? Why?
- Do you ever save money to buy special things? Why/Why not?
- Would you ever take a job which had low pay? Why/Why not?
- Would winning a lot of money make a big difference to your life? Why/Why not?

**PART 2 – INDIVIDUAL LONG TURN:**

Candidate Task Card

Describe a website you use that helps you a lot in your work or studies. You should say:

- What that website is?
- How often you use the website?
- What information the website gives you?
- Explain how your work or studies would change if this website didn't exist.

You will have to talk about the topic for 1 to 2 minutes.

**PART 3 – TWO-WAY DISCUSSION:**

Discussion topics:

- Why do some people find the internet addictive?
- What would the world be like without the internet?
- Do you think that the way people use the internet may change in the future?
- Tell us a few advantages and disadvantages of using the internet?