I  IELTS

NAME/SURNAME:

CLASS:

NUMBER:

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IELTS Factfile

The exam is divided into four modules, taken in the following order.

Listening

30 minutes

In each section you will hear a recording. The four sections become progressively more difficult and each recording is played once only. There are pauses to divide the recording into smaller parts. For each part you need to answer a series of questions of one type.

Section	Number of items	Text type	Task types
1	10	social or transactional conversation (2 speakers)	completing notes, table, sentences, diagram, flow chart or summary
2	10	talk or speech on social needs (1 speaker)	short-answer questions
3	10	conversation in educational context (2–4 speakers)	various kinds of multiple-choice questions
4	10	talk or lecture on topic of general interest (1 speaker)	labelling parts of a diagram classification matching lists sentence completion correcting notes

Tips and hints

- Read the questions before each section of the recording begins.
- Use the pauses to prepare for the next set of questions.
- Study the instructions to find out what you have to write and where.
- Use the example at the beginning of the first section to familiarize yourself with the sound, the situation, and the speakers.
- Keep listening all the time, looking only at the questions that relate to the part being played.
- Remember that the topics are non-technical and no more difficult for you than for students of other subjects.
- Answer questions in the order they appear on the Question Paper – they normally follow the order of information in the recording.
- You have some time after the tape ends to transfer your answers to the Answer Sheet – check your grammar and spelling as you do so.
- There may be a variety of English accents and dialects, so practise listening to speakers from different places and backgrounds.

Academic Reading

60 minutes

The three passages contain 2000–2750 words in total and become progressively more difficult, but they are always suitable for non-specialist readers. If any technical terms are used, they will be explained in a glossary. While the number of questions for each passage may vary, there are always forty items in total.

Passage	Number of items	Text type	Task types
1	11–15	topics of general interest	various kinds of multiple-choice questions
2	11–15	non-specialist articles or extracts from books, journals, magazines and newspapers	short-answer questions
3	11–15	one, at least, has a detailed logical argument	sentence completion
			classification
			matching headings with paragraphs or sections of text
			completing notes, sentences, tables, summary, diagram or flow chart
			matching lists/phrases
			matching information with paragraphs
			true/false/not given (text information)
			yes/no/not given (writer's views)

Tips and hints

- First read each passage quickly and ask yourself questions, e.g. What is the topic? Where is the text probably taken from? What is the writer's main purpose? Who is the intended reader? In what style is it written?
- Don't try to understand the exact meaning of every word. There isn't time, and a particular word or sentence may not be tested anyway.
- Study any example answer and decide why it is correct.
- If you have to choose from alternatives, check how many of them you have to use.
- Check whether you have to use words from the text in your answers or your own words.
- Keep to the stated word limit by avoiding unnecessary words in your answer.
- If a question type uses both unfinished statements and direct questions, decide which are which and check the grammar of your answers.
- After you fill in all the answers on a diagram, chart or table, check that it makes sense overall.

Academic Writing

60 minutes

There is no choice of task, either in Part 1 or 2, so you must be prepared to write about any topic. However, the topics in the exam are of general interest and you do not need to be an expert to write about them.

Task	Time	Format	Task types
1	20 minutes	150-word report, describing or explaining a table or diagram	presenting information based on: • data, e.g. bar charts, line graph, table • a process/procedure in various stages • an object, event or series of events
2	40 minutes	250-word essay, responding to a written opinion/problem	presenting and/or discussing: • your opinions • solutions to problems • evidence, opinions and implications • ideas or arguments

Tips and hints

- Your answer must be relevant to the task: never write pre-prepared sections of text.
- There are no marks for copying the question in your answer, but if you wish you can rephrase it in your own words.
- There is a minimum number of words, but no maximum. This means that if you write fewer than 150 words you will lose marks.
- Task 2 carries more marks than Task 1, so keep to the suggested timing.
- Always leave some time to check your essay after you have finished.
- Essays are often on topics that are of current interest: read and listen to the news on a wide range of subjects, thinking about the issues involved.

In Task 1, you are tested on:

Task Fulfilment – answer the question, keeping to the topic at all times.

Coherence and Cohesion – organize your writing well, connecting your ideas and sentences with suitable linking expressions.

Vocabulary and Sentence Structure – use a wide range of language both accurately and appropriately.

In Task 2, you are tested on:

Arguments, Ideas and Evidence – show you can discuss these and put forward your own opinions.

Communicative Quality – express your ideas clearly, organizing and linking them logically.

Vocabulary and Sentence Structure – use a wide range of language both accurately and appropriately.

Speaking
11–14 minutes

You will be interviewed, on your own, by one Examiner, and the conversation will be recorded on audio cassette. The three-part structure of the interview is always the same, although the topics will vary from candidate to candidate.

Part	Time	Format	Task types
1	4–5 minutes	introduction, interview	• Introduction, ID check • You answer questions about yourself, your home/family, job/studies, interests, other familiar topics.
2	3–4 minutes	independent long turn	• You are given a topic verbally and on a card. You have a minute to prepare a talk. • You speak for 1–2 minutes on the topic, e.g. a person, place, object or event. • You answer one or two follow-up questions.
3	4–5 minutes	two-way discussion	• You answer verbal questions, discussing more abstract ideas linked to the topic of Part 2.

Tips and hints

- Do not try to make any kind of prepared speech.
- Add to any 'Yes' or 'No' answers you give, explaining at least one point.
- Remember that it is your ability to communicate effectively that is being assessed, not your general knowledge.
- Speak directly to the Examiner, not to the cassette player.
- The Examiner cannot tell you the result of this (or any other) module: don't ask for comments.
- Practise for Part 2 by speaking continuously for 1–2 minutes, timing yourself with a clock or watch.

In all parts of Speaking, you are tested on the following:

Fluency and Coherence – talk at normal speed, without over-long pauses. Organize your ideas and sentences logically, connecting them with suitable linking expressions.

Lexical Resource – use a wide range of vocabulary both precisely and appropriately to express your ideas.

Grammatical Range and Accuracy – use a wide range of structures. Try to make as few errors as possible, in particular avoid any that make it difficult to understand you.

Pronunciation – make sure that your speech sounds natural and that it can be understood at all times.

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IELTS TASK 1 Writing band descriptors (public version)

Band	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	▪ fully satisfies all the requirements of the task ▪ clearly presents a fully developed response	▪ uses cohesion in such a way that it attracts no attention ▪ skilfully manages paragraphing	▪ uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	▪ uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	▪ covers all requirements of the task sufficiently ▪ presents, highlights and illustrates key features/bullet points clearly and appropriately	▪ sequences information and ideas logically ▪ manages all aspects of cohesion well ▪ uses paragraphing sufficiently and appropriately	▪ uses a wide range of vocabulary fluently and flexibly to convey precise meanings ▪ skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation ▪ produces rare errors in spelling and/or word formation	▪ uses a wide range of structures ▪ the majority of sentences are error-free ▪ makes only very occasional errors or inappropriacies
7	▪ covers the requirements of the task ▪ (Academic) presents a clear overview of main trends, differences or stages ▪ (General Training) presents a clear purpose, with the tone consistent and appropriate ▪ clearly presents and highlights key features/bullet points but could be more fully extended	▪ logically organises information and ideas; there is clear progression throughout ▪ uses a range of cohesive devices appropriately although there may be some under-/over-use	▪ uses a sufficient range of vocabulary to allow some flexibility and precision ▪ uses less common lexical items with some awareness of style and collocation ▪ may produce occasional errors in word choice, spelling and/or word formation	▪ uses a variety of complex structures ▪ produces frequent error-free sentences ▪ has good control of grammar and punctuation but may make a few errors
6	▪ addresses the requirements of the task ▪ (Academic) presents an overview with information appropriately selected ▪ (General Training) presents a purpose that is generally clear; there may be inconsistencies in tone ▪ presents and adequately highlights key features/bullet points but details may be irrelevant, inappropriate or inaccurate	▪ arranges information and ideas coherently and there is a clear overall progression ▪ uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical ▪ may not always use referencing clearly or appropriately	▪ uses an adequate range of vocabulary for the task ▪ attempts to use less common vocabulary but with some inaccuracy ▪ makes some errors in spelling and/or word formation, but they do not impede communication	▪ uses a mix of simple and complex sentence forms ▪ makes some errors in grammar and punctuation but they rarely reduce communication

5	▪ addresses the task only partially; the format may be inappropriate in places ▪ expresses a position but the development is not always clear and there may be no conclusions drawn ▪ presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail	▪ presents information with some organisation but there may be a lack of overall progression ▪ makes inadequate, inaccurate or over use of cohesive devices ▪ may be repetitive because of lack of referencing and substitution ▪ may not write in paragraphs, or paragraphing may be inadequate	▪ uses a limited range of vocabulary, but this is minimally adequate for the task ▪ may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader	▪ uses only a limited range of structures ▪ attempts complex sentences but these tend to be less accurate than simple sentences ▪ may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	▪ responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate ▪ presents a position but this is unclear ▪ presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported	▪ presents information and ideas but these are not arranged coherently and there is no clear progression in the response ▪ uses some basic cohesive devices but these may be inaccurate or repetitive ▪ may not write in paragraphs or their use may be confusing	▪ uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task ▪ has limited control of word formation and/or spelling; errors may cause strain for the reader	▪ uses only a very limited range of structures with only rare use of subordinate clauses ▪ some structures are accurate but errors predominate, and punctuation is often faulty
3	▪ does not adequately address any part of the task ▪ does not express a clear position ▪ presents few ideas, which are largely undeveloped or irrelevant	▪ does not organise ideas logically ▪ may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas	▪ uses only a very limited range of words and expressions with very limited control of word formation and/or spelling ▪ errors may severely distort the message	▪ attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	▪ barely responds to the task ▪ does not express a position ▪ may attempt to present one or two ideas but there is no development	▪ has very little control of organisational features	▪ uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling	▪ cannot use sentence forms except in memorised phrases
1	▪ answer is completely unrelated to the task	▪ fails to communicate any message	▪ can only use a few isolated words	▪ cannot use sentence forms at all
0	▪ does not attend ▪ does not attempt the task in any way ▪ writes a totally memorised response			

IELTS

SPEAKING: Band Descriptors (public version)

Band	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
9	• speaks fluently with only rare repetition or self-correction; • any hesitation is content-related rather than to find words or grammar • speaks coherently with fully appropriate cohesive features • develops topics fully and appropriately	• uses vocabulary with full flexibility and precision in all topics • uses idiomatic language naturally and accurately	• uses a full range of structures naturally and appropriately • produces consistently accurate structures apart from 'slips' characteristic of native speaker speech	• uses a full range of pronunciation features with precision and subtlety • sustains flexible use of features throughout • is effortless to understand
8	• speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language • develops topics coherently and appropriately	• uses a wide vocabulary resource readily and flexibly to convey precise meaning • uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies • uses paraphrase effectively as required	• uses a wide range of structures flexibly • produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors	• uses a wide range of pronunciation features • sustains flexible use of features, with only occasional lapses • is easy to understand throughout; L1 accent has minimal effect on intelligibility
7	• speaks at length without noticeable effort or loss of coherence • may demonstrate language-related hesitation at times, or some repetition and/or self-correction • uses a range of connectives and discourse markers with some flexibility	• uses vocabulary resource flexibly to discuss a variety of topics • uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices • uses paraphrase effectively	• uses a range of complex structures with some flexibility • frequently produces error-free sentences, though some grammatical mistakes persist	• shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8
6	• is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation • uses a range of connectives and discourse markers but not always appropriately	• has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies • generally paraphrases successfully	• uses a mix of simple and complex structures, but with limited flexibility • may make frequent mistakes with complex structures though these rarely cause comprehension problems	• uses a range of pronunciation features with mixed control • shows some effective use of features but this is not sustained • can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times
5	• usually maintains flow of speech but uses repetition, self correction and/or slow speech to keep going • may over-use certain connectives and discourse markers • produces simple speech fluently, but more complex communication causes fluency problems	• manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility • attempts to use paraphrase but with mixed success	• produces basic sentence forms with reasonable accuracy • uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems	• shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6
4	• cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction • links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence	• is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice • rarely attempts paraphrase	• produces basic sentence forms and some correct simple sentences but subordinate structures are rare • errors are frequent and may lead to misunderstanding	• uses a limited range of pronunciation features • attempts to control features but lapses are frequent • mispronunciations are frequent and cause some difficulty for the listener
3	• speaks with long pauses • has limited ability to link simple sentences • gives only simple responses and is frequently unable to convey basic message	• uses simple vocabulary to convey personal information • has insufficient vocabulary for less familiar topics	• attempts basic sentence forms but with limited success, or relies on apparently memorised utterances • makes numerous errors except in memorised expressions	• shows some of the features of Band 2 and some, but not all, of the positive features of Band 4
2	• pauses lengthily before most words • little communication possible	• only produces isolated words or memorised utterances	• cannot produce basic sentence forms	• Speech is often unintelligible
1	• no communication possible • no rateable language			
0	• does not attend			

Test 2

LISTENING

SECTION 1 *Questions 1–10*

Questions 1–3

Complete the form below.

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

TOTAL INSURANCE INCIDENT REPORT

Example	*Answer*
Name	Michael Alexander
Address	24 Manly Street, **1** ..... , Sydney
Shipping agent	**2** .....
Place of origin	China
Date of arrival	**3** .....
Reference number	601 ACK

Test 2

Questions 4–10

Complete the table below.

*Write **ONE WORD AND/OR A NUMBER** for each answer.*

Item	Damage	Cost to repair/ replace
Television	The **4** ..... needs to be replaced	not known
The **5** ..... cabinet	The **6** ..... of the cabinet is damaged	**7** $ .....
Dining room table	A **8** ..... is split	$200
Set of china	Six **9** ..... were broken	about **10** $ ..... in total

SECTION 2 *Questions 11–20*

Question 11

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

11 According to the speaker, the main purposes of the park are

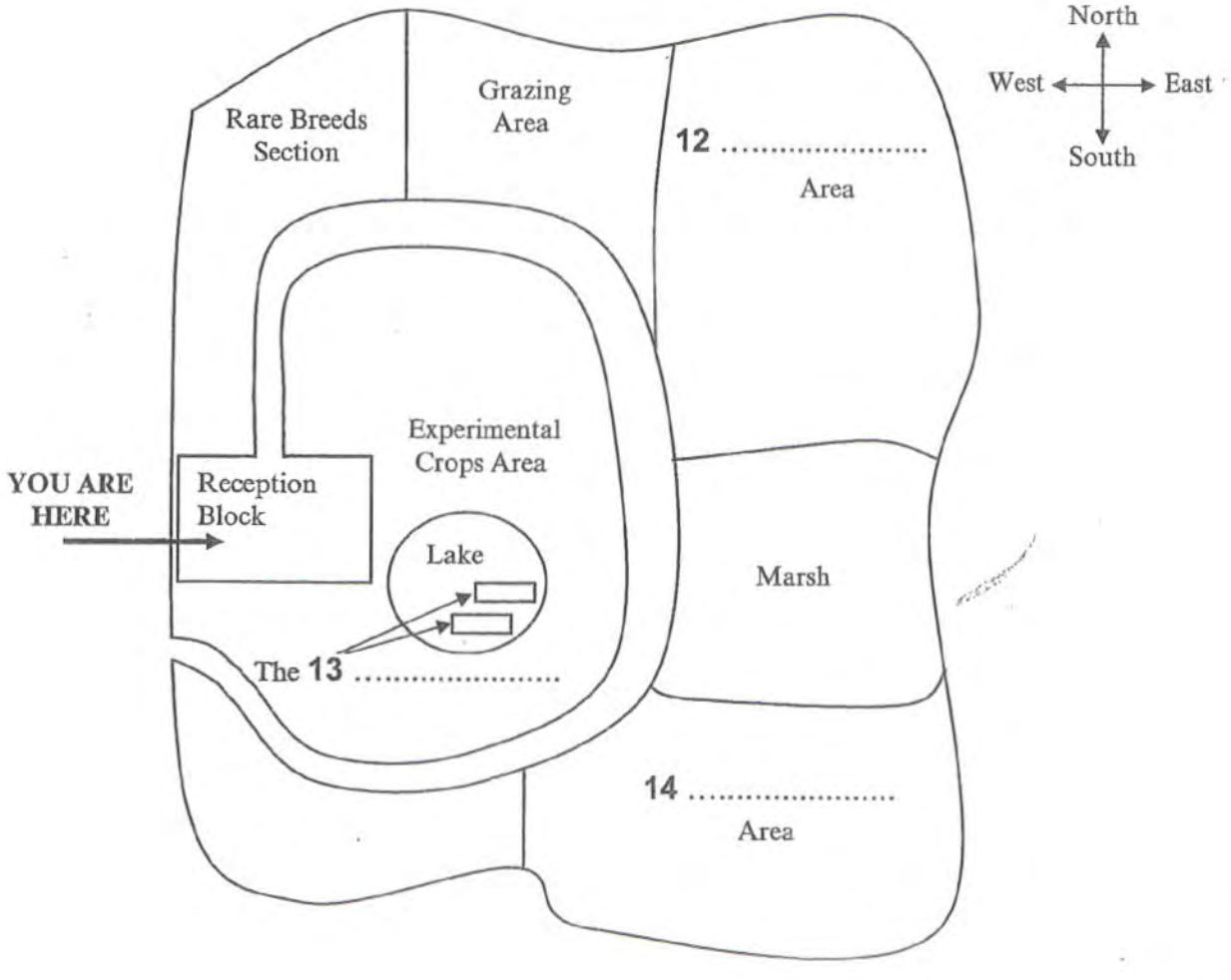
- **A** education and entertainment.
- **B** research and education.
- **C** research and entertainment.

Questions 12–14

Label the plan below.

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

Agricultural Park



12

Questions 15–20

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

15 When are the experimental areas closed to the public?

A all the year round
B almost all the year
C a short time every year

16 How can you move around the park?

A by tram, walking or bicycle
B by solar car or bicycle
C by bicycle, walking or bus

17 The rare breed animals kept in the park include

A hens and horses.
B goats and cows.
C goats and hens.

18 What is the main purpose of having the Rare Breeds Section?

A to save unusual animals
B to keep a variety of breeds
C to educate the public

19 What can you see in the park at the present time?

A the arrival of wild birds
B fruit tree blossom
C a demonstration of fishing

20 The shop contains books about

A animals.
B local traditions.
C the history of the park.

SECTION 3 *Questions 21–30*

Questions 21–24

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

Honey Bees in Australia

21 Where in Australia have Asian honey bees been found in the past?

- **A** Queensland
- **B** New South Wales
- **C** several states

22 A problem with Asian honey bees is that they

- **A** attack native bees.
- **B** carry parasites.
- **C** damage crops.

23 What point is made about Australian bees?

- **A** Their honey varies in quality.
- **B** Their size stops them from pollinating some flowers.
- **C** They are sold to customers abroad.

24 Grant Freeman says that if Asian honey bees got into Australia,

- **A** the country's economy would be affected.
- **B** they could be used in the study of allergies.
- **C** certain areas of agriculture would benefit.

Questions 25–30

Complete the summary below.

*Write **ONE WORD ONLY** for each answer.*

Looking for Asian honey bees

Birds called Rainbow Bee Eaters eat only **25** ..... , and cough up small bits of skeleton and other products in a pellet.

Researchers go to the locations the bee eaters like to use for **26** ..... .
They collect the pellets and take them to a **27** ..... for analysis.
Here **28** ..... is used to soften them, and the researchers look for the **29** ..... of Asian bees in the pellets.

The benefit of this research is that the result is more **30** ..... than searching for live Asian bees.

SECTION 4 *Questions 31–40*

Questions 31–36

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

Research on questions about doctors

31 In order to set up her research programme, Shona got

A advice from personal friends in other countries.
B help from students in other countries.
C information from her tutor's contacts in other countries.

32 What types of people were included in the research?

A young people in their first job
B men who were working
C women who were unemployed

33 Shona says that in her questionnaire her aim was

A to get a wide range of data.
B to limit people's responses.
C to guide people through interviews.

34 What do Shona's initial results show about medical services in Britain?

A Current concerns are misrepresented by the press.
B Financial issues are critical to the government.
C Reforms within hospitals have been unsuccessful.

35 Shona needs to do further research in order to

A present the government with her findings.
B decide the level of extra funding needed.
C identify the preferences of the public.

36 Shona has learnt from the research project that

A it is important to plan projects carefully.
B people do not like answering questions.
C colleagues do not always agree.

Questions 37–40

Which statement applies to each of the following people who were interviewed by Shona?

*Choose **FOUR** answers from the box and write the correct letter, **A–F**, next to questions 37–40.*

A	gave false data
B	decided to stop participating
C	refused to tell Shona about their job
D	kept changing their mind about participating
E	became very angry with Shona
F	was worried about confidentiality

People interviewed by Shona

37 a person interviewed in the street .....

38 an undergraduate at the university .....

39 a colleague in her department .....

40 a tutor in a foreign university .....

Test 4

LISTENING

SECTION 1 *Questions 1–10*

Complete the notes below.

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

Example	*Answer*
Title of conference:	***Future Directions*** in Computing

Three day cost: 1 £ .....
Payment by 2 ..... or on arrival

Accommodation:

Conference Centre

- 3 £ ..... per night
- near to conference rooms

Guest House

- 4 £ ..... per night
- approximately 5 ..... walk from Conference Centre

Further documents to be sent:

- 6 .....
- an application form

Location:

Conference Centre is on 7 ..... Park Road, next to the 8 ..... .

Taxi costs 9 £ ..... or take bus number 10 ..... from station.

SECTION 2 *Questions 11–20*

Questions 11–13

Which team will do each of the following jobs?

*Choose **THREE** answers from the box and write the correct letter, **A–D**, next to questions 11–13.*

Teams	
A	the blue team
B	the yellow team
C	the green team
D	~~the red team~~

11 checking entrance tickets .....

12 preparing refreshments .....

13 directing car-park traffic .....

Test 4

Questions 14–20

Complete the table below.

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

Travel Expo Temporary Staff Orientation Programme		
Time	Event	Details
9.30 am	Talk by Anne Smith	• information about pay • will give out the **14** ..... forms
10.00 am	Talk by Peter Chen	• will discuss Conference Centre plan • will explain about arrangements for **15** ..... and fire exits
10.30 am	Coffee Break	• go to Staff Canteen on the **16** .....
11.00 am	Video Presentation	• go to **17** ..... • video title: **18** .....
12.00	Buffet Lunch	• go to the **19** ..... on 1st floor
1.00 pm	Meet the **20**	
3.00 pm	Finish	

SECTION 3 *Questions 21–30*

Questions 21–25

Complete the summary below.

Write ***ONE WORD ONLY*** *for each answer.*

The School of Education Libraries

The libraries on both sites provide internet access and have a variety of **21** ..... materials on education.

The Castle Road library has books on sociology, together with **22** ..... and other resources relevant to the majority of **23** ..... school subjects.

The Fordham library includes resources for teaching in **24** ..... education and special needs.

Current issues of periodicals are available at both libraries, although **25** ..... issues are only available at Fordham.

Questions 26 and 27

Answer the questions below.

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

26 Which books cannot be renewed by telephone or email?

.....

27 How much time is allowed to return recalled books?

.....

Questions 28–30

*Choose **THREE** letters, A–G.*

Which **THREE** topics do this term's study skills workshops cover?

A An introduction to the Internet

B How to carry out research for a dissertation

C Making good use of the whole range of library services

D Planning a dissertation

E Standard requirements when writing a dissertation

F Using the Internet when doing research

G What books and technical resources are available in the library

SECTION 4 *Questions 31–40*

Questions 31–34

Choose the correct letter, A, B or C.

31 When did Asiatic lions develop as a separate sub-species?

A about 10,000 years ago
B about 100,000 years ago
C about 1,000,000 years ago

32 Pictures of Asiatic lions can be seen on ancient coins from

A Greece.
B The Middle East.
C India.

33 Asiatic lions disappeared from Europe

A 2,500 years ago.
B 2,000 years ago.
C 1,900 years ago.

34 Very few African lions have

A a long mane.
B a coat with varied colours.
C a fold of skin on their stomach.

Questions 35–40

Complete the sentences below.

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

THE GIR SANCTUARY

35 The sanctuary has an area of approximately ..... square kilometres.

36 One threat to the lions in the sanctuary is ..... .

37 The ancestors of the Gir Sanctuary lions were protected by a ..... .

38 A large part of the lions' ..... consists of animals belonging to local farmers.

39 The lions sometimes ..... , especially when water is short.

40 In ancient India a man would fight a lion as a test of ..... .

READING

READING PASSAGE 1

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

BAKELITE

The birth of modern plastics

In 1907, Leo Hendrick Baekeland, a Belgian scientist working in New York, discovered and patented a revolutionary new synthetic material. His invention, which he named 'Bakelite', was of enormous technological importance, and effectively launched the modern plastics industry.

The term 'plastic' comes from the Greek *plassein*, meaning 'to mould'. Some plastics are derived from natural sources, some are semi-synthetic (the result of chemical action on a natural substance), and some are entirely synthetic, that is, chemically engineered from the constituents of coal or oil. Some are 'thermoplastic', which means that, like candlewax, they melt when heated and can then be reshaped. Others are 'thermosetting': like eggs, they cannot revert to their original viscous state, and their shape is thus fixed for ever. Bakelite had the distinction of being the first totally synthetic thermosetting plastic.

The history of today's plastics begins with the discovery of a series of semi-synthetic thermoplastic materials in the mid-nineteenth century. The impetus behind the development of these early plastics was generated by a number of factors – immense technological progress in the domain of chemistry, coupled with wider cultural changes, and the pragmatic need to find acceptable substitutes for dwindling supplies of 'luxury' materials such as tortoiseshell and ivory.

Baekeland's interest in plastics began in 1885 when, as a young chemistry student in Belgium, he embarked on research into phenolic resins, the group of sticky substances produced when phenol (carbolic acid) combines with an aldehyde (a volatile fluid similar to alcohol). He soon abandoned the subject, however, only returning to it some years later. By 1905 he was a wealthy New Yorker, having recently made his fortune with the invention of a new photographic paper. While Baekeland had been busily amassing dollars, some advances had been made in the development of plastics. The years 1899 and 1900 had seen the patenting of the first semi-synthetic thermosetting material that could be manufactured on an industrial scale. In purely scientific terms, Baekeland's major contribution to the field is not so much the actual discovery of the material to which he gave his name, but rather the method by which a reaction between phenol and formaldehyde could be controlled, thus

making possible its preparation on a commercial basis. On 13 July 1907, Baekeland took out his famous patent describing this preparation, the essential features of which are still in use today.

The original patent outlined a three-stage process, in which phenol and formaldehyde (from wood or coal) were initially combined under vacuum inside a large egg-shaped kettle. The result was a resin known as Novalak, which became soluble and malleable when heated. The resin was allowed to cool in shallow trays until it hardened, and then broken up and ground into powder. Other substances were then introduced: including fillers, such as woodflour, asbestos or cotton, which increase strength and moisture resistance, catalysts (substances to speed up the reaction between two chemicals without joining to either) and hexa, a compound of ammonia and formaldehyde which supplied the additional formaldehyde necessary to form a thermosetting resin. This resin was then left to cool and harden, and ground up a second time. The resulting granular powder was raw Bakelite, ready to be made into a vast range of manufactured objects. In the last stage, the heated Bakelite was poured into a hollow mould of the required shape and subjected to extreme heat and pressure, thereby 'setting' its form for life.

The design of Bakelite objects, everything from earrings to television sets, was governed to a large extent by the technical requirements of the moulding process. The object could not be designed so that it was locked into the mould and therefore difficult to extract. A common general rule was that objects should taper towards the deepest part of the mould, and if necessary the product was moulded in separate pieces. Moulds had to be carefully designed so that the molten Bakelite would flow evenly and completely into the mould. Sharp corners proved impractical and were thus avoided, giving rise to the smooth, 'streamlined' style popular in the 1930s. The thickness of the walls of the mould was also crucial: thick walls took longer to cool and harden, a factor which had to be considered by the designer in order to make the most efficient use of machines.

Baekeland's invention, although treated with disdain in its early years, went on to enjoy an unparalleled popularity which lasted throughout the first half of the twentieth century. It became the wonder product of the new world of industrial expansion – 'the material of a thousand uses'. Being both non-porous and heat-resistant, Bakelite kitchen goods were promoted as being germ-free and sterilisable. Electrical manufacturers seized on its insulating properties, and consumers everywhere relished its dazzling array of shades, delighted that they were now, at last, no longer restricted to the wood tones and drab browns of the pre-plastic era. It then fell from favour again during the 1950s, and was despised and destroyed in vast quantities. Recently, however, it has been experiencing something of a renaissance, with renewed demand for original Bakelite objects in the collectors' marketplace, and museums, societies and dedicated individuals once again appreciating the style and originality of this innovative material.

Questions 1–3

Complete the summary.

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

Write your answers in boxes 1–3 on your answer sheet.

Some plastics behave in a similar way to **1** ..... in that they melt under heat and can be moulded into new forms. Bakelite was unique because it was the first material to be both entirely **2** ..... in origin, and thermosetting.

There were several reasons for the research into plastics in the nineteenth century, among them the great advances that had been made in the field of **3** ..... and the search for alternatives to natural resources like ivory.

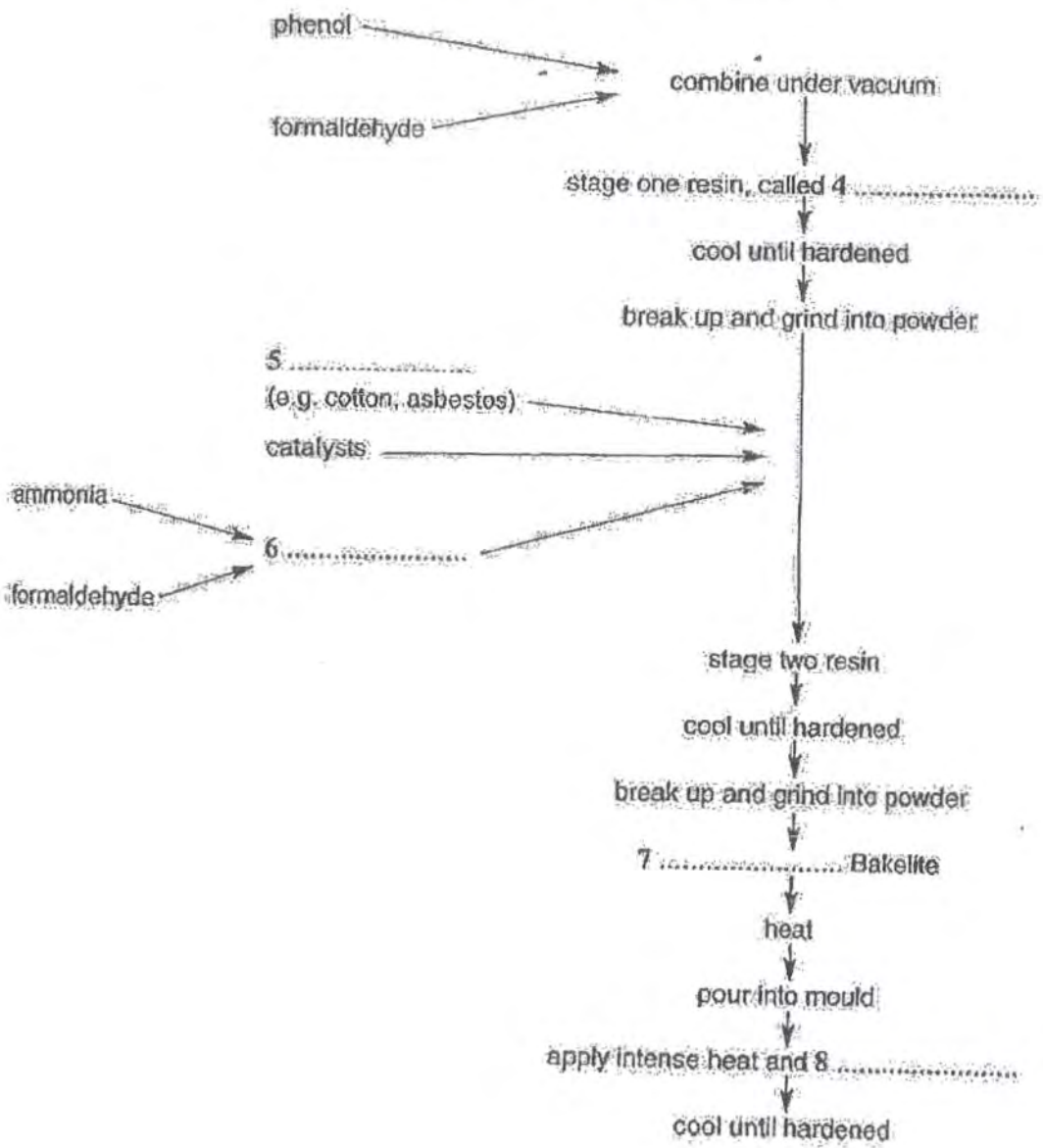
Questions 4–8

Complete the flow-chart.

Choose ONE WORD ONLY from the passage for each answer.

Write your answers in boxes 4–8 on your answer sheet.

The Production of Bakelite



Questions 9 and 10

Choose TWO letters A–E.

Write your answers in boxes 9 and 10 on your answer sheet.

NB Your answers may be given in either order.

Which TWO of the following factors influencing the design of Bakelite objects are mentioned in the text?

A the function which the object would serve

B the ease with which the resin could fill the mould

C the facility with which the object could be removed from the mould

D the limitations of the materials used to manufacture the mould

E the fashionable styles of the period

Questions 11–13

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

In boxes 11–13 on your answer sheet, write

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

11 Modern-day plastic preparation is based on the same principles as that patented in 1907.

12 Bakelite was immediately welcomed as a practical and versatile material.

13 Bakelite was only available in a limited range of colours.

READING PASSAGE 2

*You should spend about 20 minutes on **Questions 14–27**, which are based on Reading Passage 2 below.*

What's so funny?

John McCrone reviews recent research on humour

The joke comes over the headphones: 'Which side of a dog has the most hair? The left.' No, not funny. Try again. 'Which side of a dog has the most hair? The outside.' Hah! The punchline is silly yet fitting, tempting a smile, even a laugh. Laughter has always struck people as deeply mysterious, perhaps pointless. The writer Arthur Koestler dubbed it the luxury reflex: 'unique in that it serves no apparent biological purpose'.

Theories about humour have an ancient pedigree. Plato expressed the idea that humour is simply a delighted feeling of superiority over others. Kant and Freud felt that joke-telling relies on building up a psychic tension which is safely punctured by the ludicrousness of the punchline. But most modern humour theorists have settled on some version of Aristotle's belief that jokes are based on a reaction to or resolution of incongruity, when the punchline is either a nonsense or, though appearing silly, has a clever second meaning.

Graeme Ritchie, a computational linguist in Edinburgh, studies the linguistic structure of jokes in order to understand not only humour but language understanding and reasoning in machines. He says that while there is no single format for jokes, many revolve around a sudden and surprising conceptual shift. A comedian will present a situation followed by an unexpected interpretation that is also apt.

So even if a punchline sounds silly, the listener can see there is a clever semantic fit and that sudden mental 'Aha!' is the buzz that makes us laugh. Viewed from this angle, humour is just a form of creative insight, a sudden leap to a new perspective.

However, there is another type of laughter, the laughter of social appeasement and it is important to understand this too. Play is a crucial part of development in most young mammals. Rats produce ultrasonic squeaks to prevent their scuffles turning nasty. Chimpanzees have a 'play-face' – a gaping expression accompanied by a panting 'ah, ah' noise. In humans, these signals have mutated into smiles and laughs. Researchers believe social situations, rather than cognitive events such as jokes, trigger these instinctual markers of play or appeasement. People laugh on fairground rides or when tickled to flag a play situation, whether they feel amused or not.

Both social and cognitive types of laughter tap into the same expressive machinery in our brains, the emotion and motor circuits that produce smiles and excited vocalisations. However, if cognitive laughter is the product of more general thought processes, it should result from more expansive brain activity.

Test 2

Psychologist Vinod Goel investigated humour using the new technique of 'single event' functional magnetic resonance imaging (fMRI). An MRI scanner uses magnetic fields and radio waves to track the changes in oxygenated blood that accompany mental activity. Until recently, MRI scanners needed several minutes of activity and so could not be used to track rapid thought processes such as comprehending a joke. New developments now allow half-second 'snapshots' of all sorts of reasoning and problem-solving activities.

Although Goel felt being inside a brain scanner was hardly the ideal place for appreciating a joke, he found evidence that understanding a joke involves a widespread mental shift. His scans showed that at the beginning of a joke the listener's prefrontal cortex lit up, particularly the right prefrontal believed to be critical for problem-solving. But there was also activity in the temporal lobes at the side of the head (consistent with attempts to rouse stored knowledge) and in many other brain areas. Then when the punchline arrived, a new area sprang to life – the orbital prefrontal cortex. This patch of brain tucked behind the orbits of the eyes is associated with evaluating information.

Making a rapid emotional assessment of the events of the moment is an extremely demanding job for the brain, animal or human. Energy and arousal levels may need to be retuned in the blink of an eye. These abrupt changes will produce either positive or negative feelings. The orbital cortex, the region that becomes active in Goel's experiment, seems the best candidate for the site that feeds such feelings into higher-level thought processes, with its close connections to the brain's sub-cortical arousal apparatus and centres of metabolic control.

All warm-blooded animals make constant tiny adjustments in arousal in response to external events, but humans, who have developed a much more complicated internal life as a result of language, respond emotionally not only to their surroundings, but to their own thoughts. Whenever a sought-for answer snaps into place, there is a shudder of pleased recognition. Creative discovery being pleasurable, humans have learned to find ways of milking this natural response. The fact that jokes tap into our general evaluative machinery explains why the line between funny and disgusting, or funny and frightening, can be so fine. Whether a joke gives pleasure or pain depends on a person's outlook.

Humour may be a luxury, but the mechanism behind it is no evolutionary accident. As Peter Derks, a psychologist at William and Mary College in Virginia, says: 'I like to think of humour as the distorted mirror of the mind. It's creative, perceptual, analytical and lingual. If we can figure out how the mind processes humour, then we'll have a pretty good handle on how it works in general.'

Questions 14–20

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

In boxes 14–20 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*

14 Arthur Koestler considered laughter biologically important in several ways.

15 Plato believed humour to be a sign of above-average intelligence.

16 Kant believed that a successful joke involves the controlled release of nervous energy.

17 Current thinking on humour has largely ignored Aristotle's view on the subject.

18 Graeme Ritchie's work links jokes to artificial intelligence.

19 Most comedians use personal situations as a source of humour.

20 Chimpanzees make particular noises when they are playing.

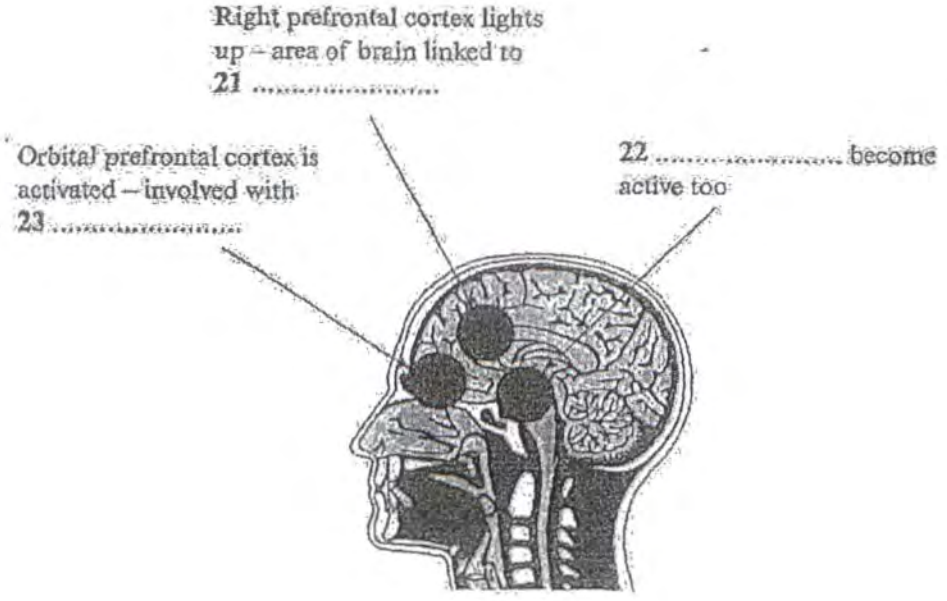
Questions 21–23

The diagram below shows the areas of the brain activated by jokes.

Label the diagram.

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

Write your answers in boxes 21–23 on your answer sheet.



Questions 24–27

Complete each sentence with the correct ending A–G below.

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

24 One of the brain's most difficult tasks is to

25 Because of the language they have developed, humans

26 Individual responses to humour

27 Peter Derks believes that humour

A	react to their own thoughts.
B	helped create language in humans.
C	respond instantly to whatever is happening.
D	may provide valuable information about the operation of the brain.
E	cope with difficult situations.
F	relate to a person's subjective views.
G	led our ancestors to smile and then laugh.

READING PASSAGE 3

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

The Birth of Scientific English

World science is dominated today by a small number of languages, including Japanese, German and French, but it is English which is probably the most popular global language of science. This is not just because of the importance of English-speaking countries such as the USA in scientific research; the scientists of many non-English-speaking countries find that they need to write their research papers in English to reach a wide international audience. Given the prominence of scientific English today, it may seem surprising that no one really knew *how* to write science in English before the 17th century. Before that, Latin was regarded as the *lingua franca*[1] for European intellectuals.

The European Renaissance (c. 14th–16th century) is sometimes called the 'revival of learning', a time of renewed interest in the 'lost knowledge' of classical times. At the same time, however, scholars also began to test and extend this knowledge. The emergent nation states of Europe developed competitive interests in world exploration and the development of trade. Such expansion, which was to take the English language west to America and east to India, was supported by scientific developments such as the discovery of magnetism (and hence the invention of the compass), improvements in cartography and – perhaps the most important scientific revolution of them all – the new theories of astronomy and the movement of the Earth in relation to the planets and stars, developed by Copernicus (1473–1543).

England was one of the first countries where scientists adopted and publicised Copernican ideas with enthusiasm. Some of these scholars, including two with interests in language – John Wallis and John Wilkins – helped found the Royal Society in 1660 in order to promote empirical scientific research.

Across Europe similar academies and societies arose, creating new national traditions of science. In the initial stages of the scientific revolution, most publications in the national languages were popular works, encyclopaedias, educational textbooks and translations. Original science was not done in English until the second half of the 17th century. For example, Newton published his mathematical treatise, known as the *Principia*, in Latin, but published his later work on the properties of light – *Opticks* – in English.

There were several reasons why original science continued to be written in Latin. The first was simply a matter of audience. Latin was suitable for an international audience of scholars, whereas English reached a socially wider, but more local, audience. Hence, popular science was written in English.

[1] *lingua franca*: a language which is used for communication between groups of people who speak different languages

A second reason for writing in Latin may, perversely, have been a concern for secrecy. Open publication had dangers in putting into the public domain preliminary ideas which had not yet been fully exploited by their 'author'. This growing concern about intellectual property rights was a feature of the period – it reflected both the humanist notion of the individual, rational scientist who invents and discovers through private intellectual labour, and the growing connection between original science and commercial exploitation. There was something of a social distinction between 'scholars and gentlemen' who understood Latin, and men of trade who lacked a classical education. And in the mid-17th century it was common practice for mathematicians to keep their discoveries and proofs secret, by writing them in cipher, in obscure languages, or in private messages deposited in a sealed box with the Royal Society. Some scientists might have felt more comfortable with Latin precisely because its audience, though international, was socially restricted. Doctors clung the most keenly to Latin as an 'insider language'.

A third reason why the writing of original science in English was delayed may have been to do with the linguistic inadequacy of English in the early modern period. English was not well equipped to deal with scientific argument. First, it lacked the necessary technical vocabulary. Second, it lacked the grammatical resources required to represent the world in an objective and impersonal way, and to discuss the relations, such as cause and effect, that might hold between complex and hypothetical entities.

Fortunately, several members of the Royal Society possessed an interest in language and became engaged in various linguistic projects. Although a proposal in 1664 to establish a committee for improving the English language came to little, the society's members did a great deal to foster the publication of science in English and to encourage the development of a suitable writing style. Many members of the Royal Society also published monographs in English. One of the first was by Robert Hooke, the society's first curator of experiments, who described his experiments with microscopes in *Micrographia* (1665). This work is largely narrative in style, based on a transcript of oral demonstrations and lectures.

In 1665 a new scientific journal, *Philosophical Transactions*, was inaugurated. Perhaps the first international English-language scientific journal, it encouraged a new genre of scientific writing, that of short, focused accounts of particular experiments.

The 17th century was thus a formative period in the establishment of scientific English. In the following century much of this momentum was lost as German established itself as the leading European language of science. It is estimated that by the end of the 18th century 401 German scientific journals had been established as opposed to 96 in France and 50 in England. However, in the 19th century scientific English again enjoyed substantial lexical growth as the industrial revolution created the need for new technical vocabulary, and new, specialised, professional societies were instituted to promote and publish in the new disciplines.

Questions 28–34

Complete the summary.

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

Write your answers in boxes 28–34 on your answer sheet.

In Europe, modern science emerged at the same time as the nation state. At first, the scientific language of choice remained **28** ..... . It allowed scientists to communicate with other socially privileged thinkers while protecting their work from unwanted exploitation. Sometimes the desire to protect ideas seems to have been stronger than the desire to communicate them, particularly in the case of mathematicians and **29** ..... . In Britain, moreover, scientists worried that English had neither the **30** ..... nor the **31** ..... to express their ideas. This situation only changed after 1660 when scientists associated with the **32** ..... set about developing English. An early scientific journal fostered a new kind of writing based on short descriptions of specific experiments. Although English was then overtaken by **33** ..... , it developed again in the 19th century as a direct result of the **34** ..... .

Questions 35–37

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

In boxes 35–37 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*

35 There was strong competition between scientists in Renaissance Europe.

36 The most important scientific development of the Renaissance period was the discovery of magnetism.

37 In 17th-century Britain, leading thinkers combined their interest in science with an interest in how to express ideas.

Questions 38–40

Complete the table.

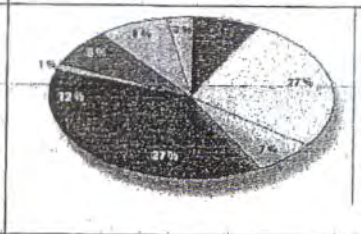
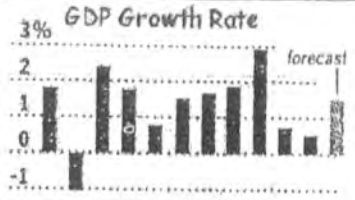
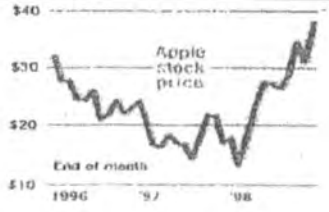
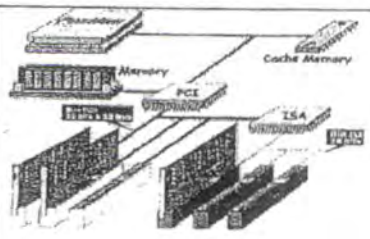
Choose ***NO MORE THAN TWO WORDS*** *from the passage for each answer.*

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

Science written in the first half of the 17th century		
Language used	Latin	English
Type of science	Original	38 .....
Examples	39	Encyclopaedias
Target audience	International scholars	40 ..... , but socially wider

HOW TO TALK ABOUT A VISUAL AID

1. Choosing the right visual aid

A **flow chart** is a diagram showing the progress of material through the ***steps*** (*étapes*) of a manufacturing ***process*** (*processus*) or the succession of operations in a complex activity	A **pie chart** displays the ***size*** (*taille*) of each part as a percentage of a ***whole*** (*un tout*).	A (vertical or horizontal) **bar chart** is used to compare ***unlike*** (*different*) items
		
A **line chart** depicts changes over a period of time, showing data and trends	A **table** is a convenient way to show large amount of ***data*** (*données, informations*) in a small space	A **diagram** is a drawing showing arrangements and situations, such as ***networks*** (*réseaux*), distribution, fluctuation ...
		

2. Presenting a graph

Introduction	Topic	Circumstances
This graph **shows** ...	the results of our products ...	over 10 years.
The diagram **outlines** ...	rates of economic growth ...	between 1990 and 1996.
This table **lists** ...	the top ten agencies ...	in the industrial world.
This pie chart **represents**	the company's turnover ...	for this year in our sector.
This line chart **depicts** ...	the changes in sales ...	over the past year.
This chart **breaks down** (*ventile*) ...	the sales of each salesman ...	during the past ten weeks.

3. The four basic trends (*tendances*) are :

- upward movement : ↗
- downward movement : ↘
- no movement : →
- change in direction : ↘ or ←

4. Indicating upward movement : ↗

Verbs		Nouns
Transitive	Intransitive	
(to) increase	(to) increase	(an) increase
(to) raise	(to) rise (rose, risen)	(a) raise (US), a rise (UK)
(to) push/put/step up	(to) go/be up	(an) upswing
	(to) grow	(a) growth
(to) extend, (to) expand	(to) extend, (to) expand	(an) extension, expansion
	(to) progress	(a) progression
	(to) boom/soar/climb	(a) boom
	(to) jump, (to) skyrocket	(a) jump
	(to) reach a peak, (to) peak	(a) peak
	(to) reach an all-time high	

5. Indicating downward movement : ↘

Verbs		Nouns
Transitive	Intransitive	
(to) decrease	(to) decrease	(a) decrease
(to) cut, (to) reduce		(a) cut, (a) reduction
	(to) fall (off) (fall, fell, fallen)	(a) fall
	(to) plunge, to plummet	(a) plunge
	(to) drop (off)	(a) drop
	(to) go down	(a) downswing
	(to) decline	(a) decline
	(to) collapse	(a) collapse (dramatic fall)
	(to) slump, (to) go bust	(a) slump
	(to) bottom out	

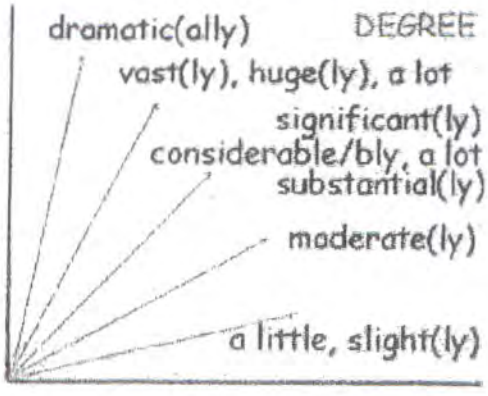
6. Indicating no movement : →

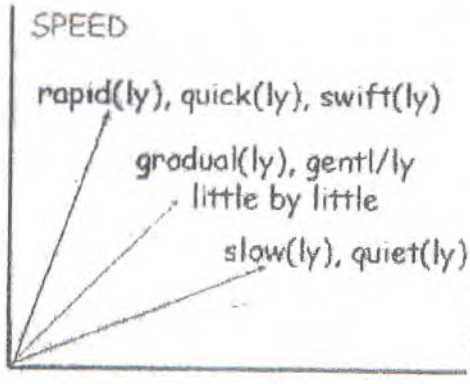
Verbs		Nouns
Transitive	Intransitive	
(to) keep ... stable	(to) remain stable	
(to) hold ... constant	(to) stay constant	
(to) stabilize	(to) stabilize	stability

7. Indicating a change of direction : ↘ or ← ...

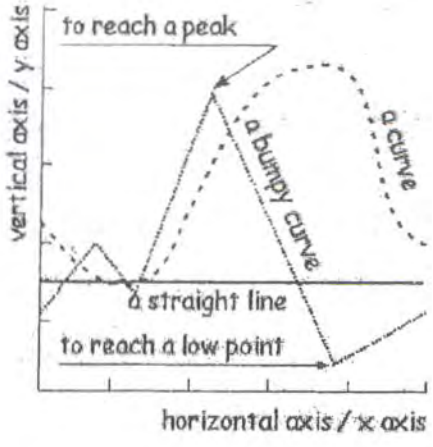
Verbs		Nouns
Transitive	Intransitive	
(to) level off	(to) level off/out, to flatten out	(a) levelling-off
	(to) stop falling/rising	(a) change
(to) stand at	(to) remain steady	
	(to) stop falling and start rising	
	(to) stop rising and start falling	

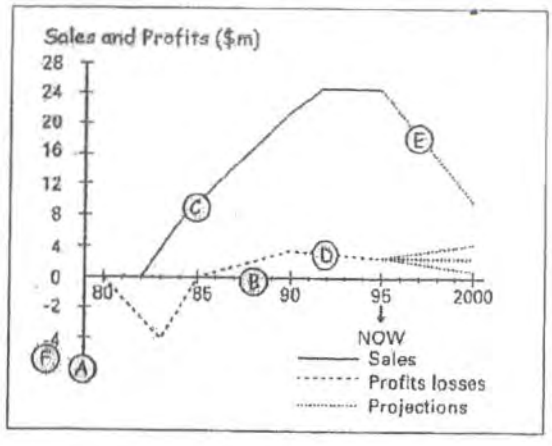
8. Indicating the degree or the speed of change





9. Describing the elements of a graph



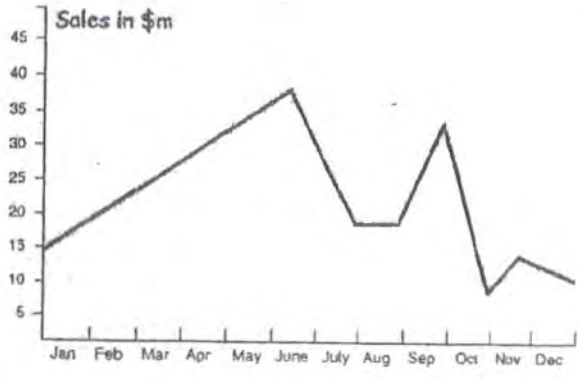


Look at the graph and write the appropriate letters in front of each definition :

- ❍ : the horizontal axis (or the x axis)
- ❍ : the vertical axis (or the y axis)
- ❍ : the scale
- ❍ : a solid line
- ❍ : a broken line
- ❍ : a dotted line

10. Analysing an example

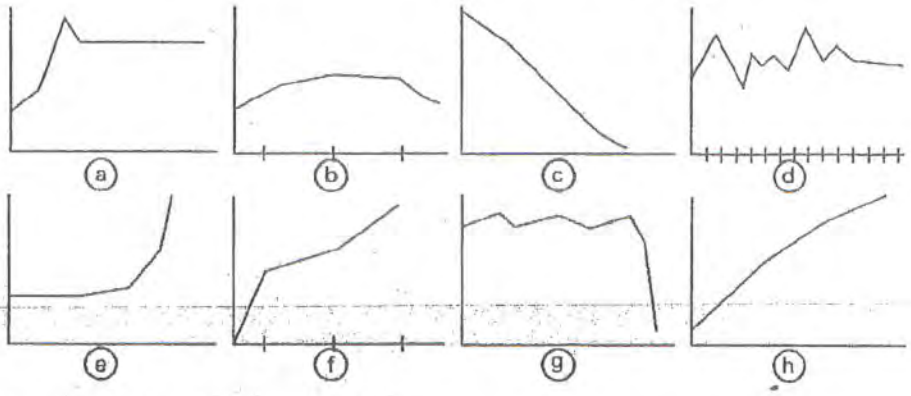
The x axis of this graph shows the twelve months of the past year while our sales in millions of dollars appear on the y axis. It may be seen clearly that sales rose steadily in the first half of the year (from January to May) and reached their peak in June. Then they dropped off in July and levelled out in August. After rising sharply during September, they suffered a **dramatic** (*spectaculaire*) fall in October but then made a **significant** (*sensible*) **recovery** (*redressement*) in November. However, the year ended with a slight downturn.



DESCRIBING GRAPHS AND TRENDS (EXERCISES 1)

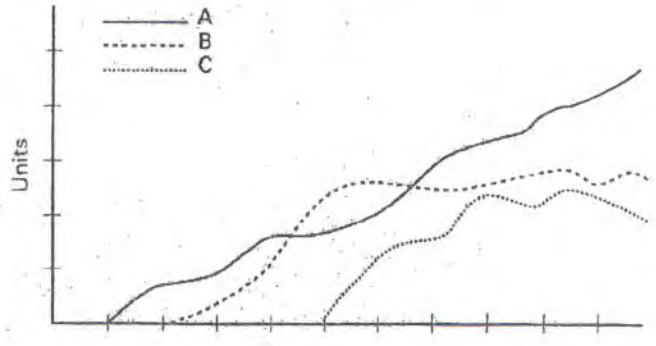
NAME : FORM : DATE :

1.Match each sentence below with one of the following graphs



1. ○ The investment level rose suddenly.
2. ○ The sales of our products fell slightly in the final quarter.
3. ○ The Research and Development budget has stabilized over the past few years.
4. ○ At the end of the first year, sales stood at 50 per cent of the present level.
5. ○ The price reached a peak before falling a little and then maintaining the same level.
6. ○ There has been a steady increase in costs over several years.
7. ○ The sudden collapse in share prices has surprised everyone.
8. ○ The value of the shares has shown a steady decline.

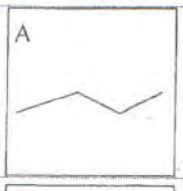
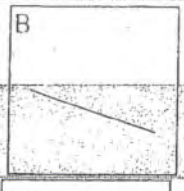
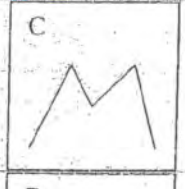
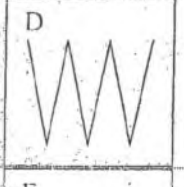
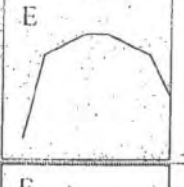
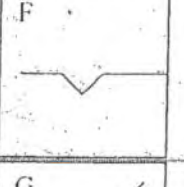
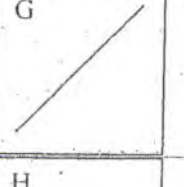
2. Look at the graph below, then complete the sentences.



1. The compares three products : A, B and C. .
2. The . shows time over ten years while the shows sales in number of units.
3. As you can see, product A is represented by the
4. The performance of Product B is shown by the .
5. And a . has been used to show the results of Product C.
6. Clearly, is the most successful product ..
7. Sales of Product B . in recent years while sales of Product C
8. On the contrary, product A has shown a ..

DESCRIBING GRAPHS

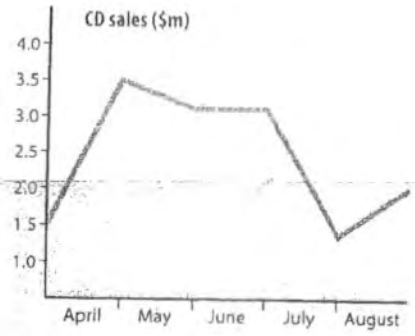
Match the following graphs and statements.

A 	1. There was a peak in customer numbers
B 	2. Customer numbers were erratic
C 	3. Numbers fell steadily
D 	4. There was a steep rise in customer numbers
E 	5. There was a slight dip in customer numbers
F 	6. Customer numbers fluctuated wildly
G 	7. Customer numbers plunged
H 	8. Customer numbers fluctuated slightly

4 COMPANY PERFORMANCE

1 Describing graphs

1 Look at the graph and fill in the blanks in the report on CD sales at Save-O-Mart discount stores. Use the words in the box.



rose slightly	rose sharply	remained constant
fell slightly	fell sharply	

CD sales were very uneven last year. In April sales [1]..... from $1.5 million to $3.5 million. In May they [2]..... to just over $3 million. In June sales [3]..... but [4]..... in July to just under $1.5 million. In August they [5]..... to $2 million.

2 Now use the graph below to write a short report on footwear sales. Use the report in Exercise 1 to help you.

.....

.....

.....

.....

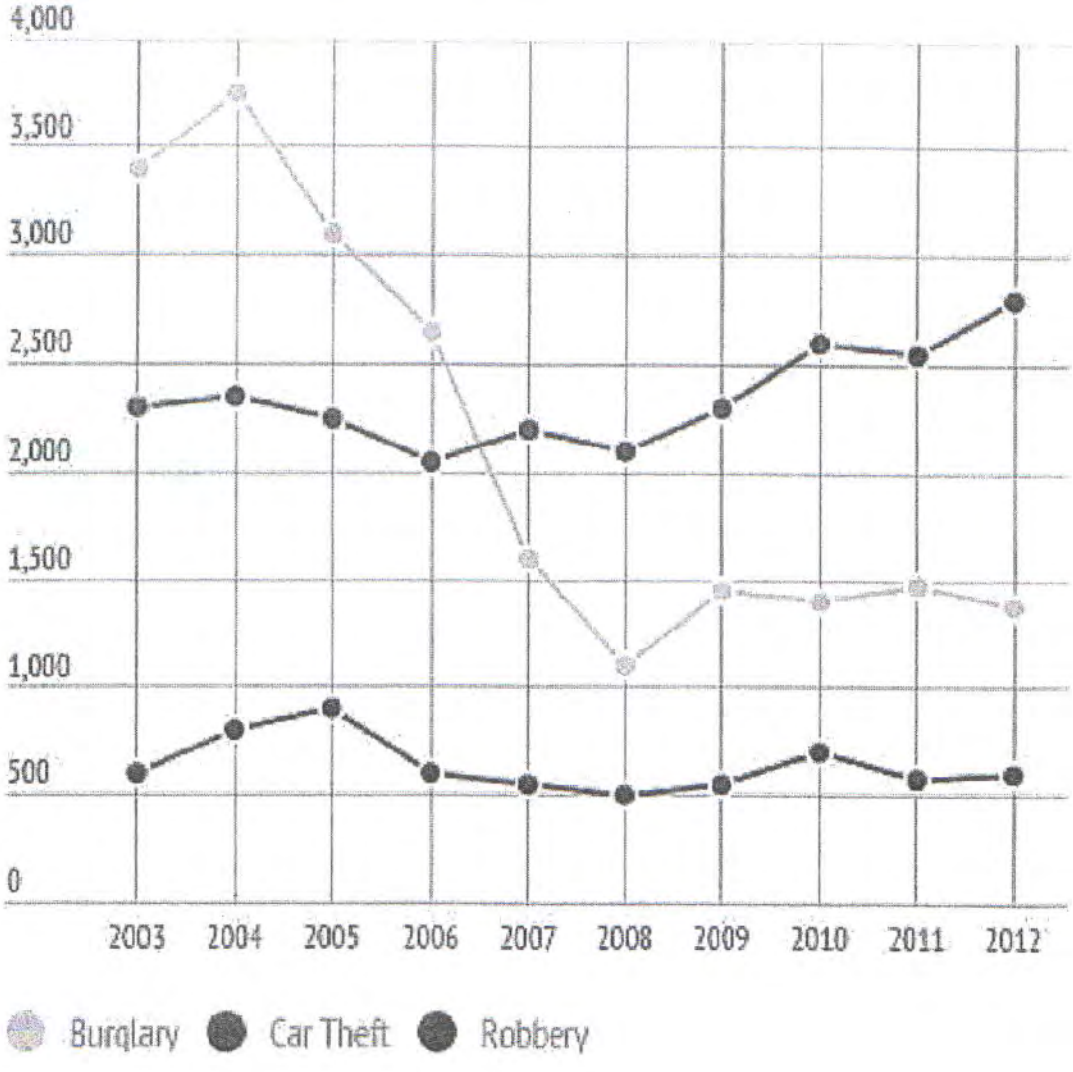
.....

.....

GRAPH WRITING

The chart below shows the changes in three different areas of crime in Manchester city centre from 2003-2012.

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



1-Paraphrase Question

Our very first sentence in Task 1 should always be a paraphrase of the question. Paraphrasing is when we rewrite phrase or sentence so that it has different words but keeps the same meaning. We can do this in a number of different ways, but the simplest way is to use synonyms.

Question: 'The chart below shows the changes in three different areas of crime in Manchester city centre from 2003-2012.'

Paraphrased:

2. Overview

The overview is the most important paragraph in the whole essay and it is impossible to get a high score if you don't write a good one.

When things are complicated in the IELTS exam, think of a way to simplify them. To make this task easier, think about this way: *if someone asked you to tell them three things and three things only about the graph what would they be?*

!!!With line graphs we should look out for what happens generally between the start date and the end date.

1.

2.

3.

Our overview paragraph will look like this:

3. Support Overview with Detail

We reported three main features in the overview and now we must take each of those features and describe them in more detail.

1.

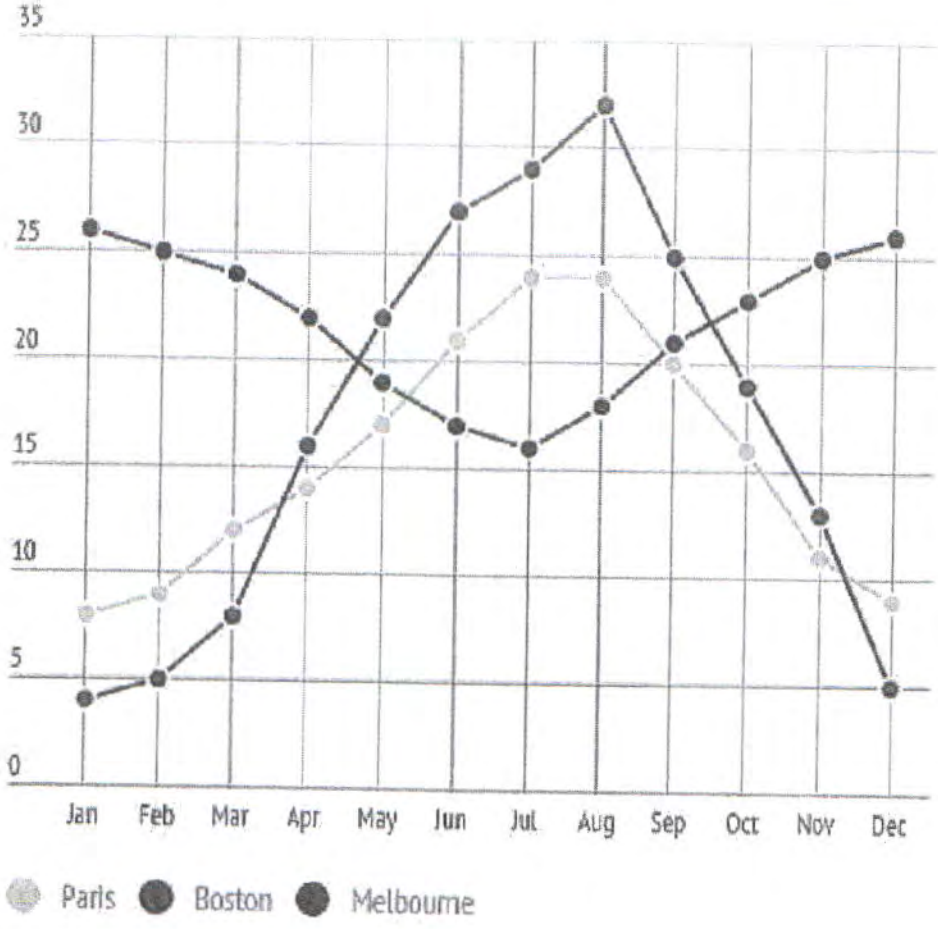
2.

3.

Now that we have looked at these in more detail we need to put them into sentences.

The graph below shows the average monthly temperatures in three major cities.

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



Writing practice test 1 - IELTS Academic

You will be allowed 1 hour to complete two tasks in the IELTS Academic Writing test.

The two parts of this practice Writing test are presented on two separate web pages. Make sure you move swiftly from one page to the next so that your practice is as realistic as possible. If you prefer to work offline, download the test paper. In the actual test you will do your writing in an answer booklet.

Timing

The total time allowed for the IELTS Academic Writing test is 60 minutes.
Time yourself and allow just one hour to complete both parts of the test.
Task 2 contributes twice as much as task 1 to the Writing score.

Writing task 1

You should spend about 20 minutes on task 1

- write in a formal style
- write at least 150 words

Writing task 2

You should spend about 40 minutes on task 2

- write in a formal style
- write at least 250 words

Instructions to candidates

In the actual test you will be given the following instructions:

- do not open this question paper until you are told to do so
- write your name and candidate number in the spaces at the top of this page
- read the instructions for each task carefully
- answer both of the tasks
- write at least 150 words for task 1
- write at least 250 words for task 2
- write your answers in the answer booklet
- write clearly in pen or pencil; you may make alterations, but make sure your work is easy to read

Tips for Line Graphs

1. Paraphrase the line graph information for your overview
2. Put main trends and highlights in an overall statement
3. Write one or two sentences about each line
4. Make sure each sentence in the body paragraphs have numbers and dates t support them

IELTS Writing Task 1: 9 sentences

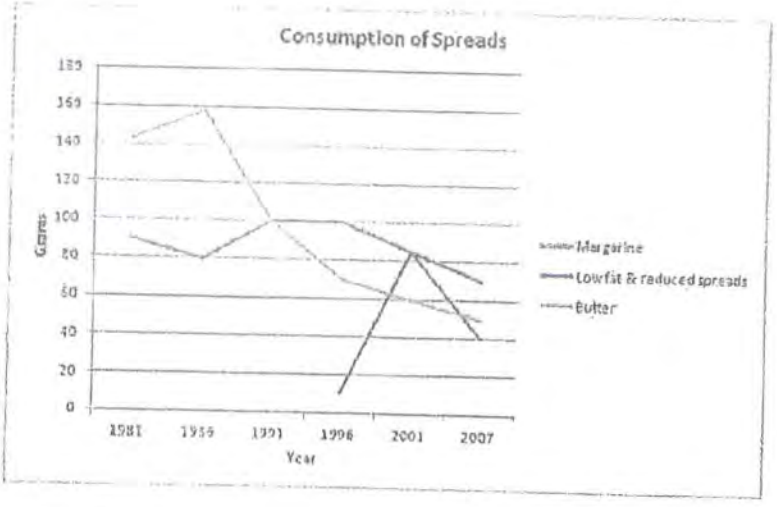
Yesterday I wrote that you only need 13 sentences in your task 2 essay. For the task 1 report, I aim for 9 sentences:

- Introduction: 1 sentence
- Overview (summary): 2 sentences
- First 'details' paragraph: 3 sentences
- Second 'details' paragraph: 3 sentences

Remember that this is just my approach, and it's what I tell my students to ***aim*** for (some reports might contain 8, 10 or 11 sentences, which is fine).

Now anaylse the sample task below in order to fully understand what is required in this part.

The graph below shows the consumption of 3 spreads from 1981 to 2007.



Sample Answer

The line graph illustrates the amount of three kinds of spreads (margarine, low fat and reduced spreads and butter) which were consumed over 26 years from 1981 to 2007. Units are measured in grams.

Overall, the consumption of margarine and butter decreased over period given while for low fat and reduced spreads, it rose. At the start of the period, butter was the most popular spread, which was replaced by margarine from 1991 to 2001, and following that low fat and reduced spreads became the most widely used spread in the final years.

With regards to the amount of butter used, it began at around 140 grams and then peaked at 160 grams in 1986 before falling dramatically to about 50 grams in the last year. Likewise, approximately 90 grams of margarine was eaten in the first year after which the figure fluctuated slightly and dropped to a low of 40 grams in 2007.

On the other hand, the consumption of low fats and reduced spreads only started in 1996 at about 10 grams. This figure, which reached a high of just over 80 grams 5 years later, fell slightly in the final years to approximately 70 grams in 2007.

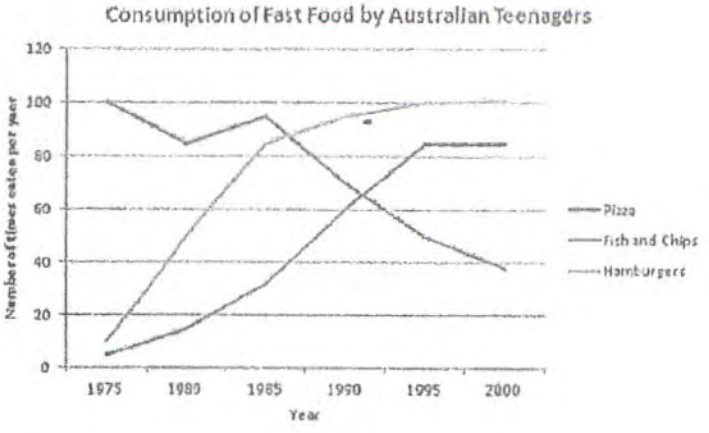
NOW YOUR TURN

You should spend about 20 minutes on this task.

The line graph below shows changes in the amount and type of fast food consumed by Australian teenagers from 1975 to 2000.

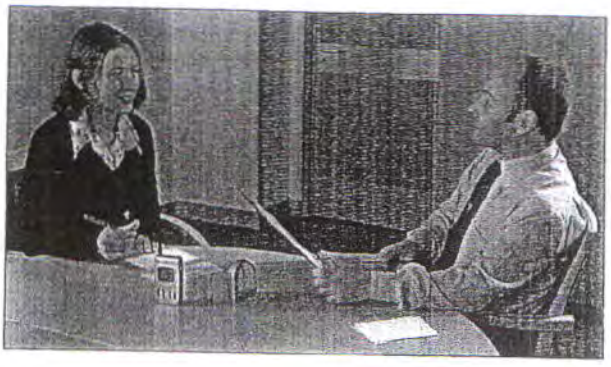
Summarize the information by selecting and reporting the main features and make comparisons where relevant.

Write at least 150 words.



The Speaking module

The IELTS Speaking test takes the form of a one-to-one interview. There are three parts to the Speaking test. These allow you to demonstrate your spoken English skills through a number of tasks. The tasks are designed so that you can use a range of language on a variety of topics. The whole interview takes between 11 and 14 minutes. Here is an overview of the Speaking test format showing the three parts and the approximate timing of each.



	Interaction
Part 1 **Introduction and interview** 4–5 minutes	You will have the chance to speak on familiar topics. The examiner will ask you a number of straightforward questions about yourself and about familiar topics, and you should find these easy to answer. This is an opportunity to overcome any nerves and demonstrate your basic fluency.
Part 2 **Short talk** 3–4 minutes	You will be asked to talk for 1 or 2 minutes on a topic chosen by the examiner. You will have a minute to prepare and then you will have to speak on the topic without stopping. The topic will be based on your personal experiences and feelings, so your talk should be lively and interesting.
Part 3 **Two-way discussion** 4–5 minutes	You will be asked more abstract questions, broadly linked to the topic introduced in Part 2, and you will be encouraged to discuss these more fully. This is where you can demonstrate control of language, your ability to express abstract ideas, and to support your opinions appropriately. You should aim to give longer replies than you did to the Part 1 questions.
11–14 minutes	

The examiner's role

IELTS examiners have been specially trained to rate spoken English on the IELTS scale. They will be clear and encouraging so that you can do your best on the day of the test. They know that you may be nervous but they can only assess what they hear, so they will expect you to speak up and to produce plenty of language.

The examiners rate your language on a scale of **1–9** in four broad areas: fluency, vocabulary, grammar and accuracy, and pronunciation. This book provides guidance in these four areas and explains how they are assessed in the Speaking test.

The candidate's role

It is important that you listen carefully to what you are asked and provide full and extended answers to the questions. However, you must stick to the topic and avoid rehearsed language or answers which do not relate to the questions.

IELTS Speaking test — Assessment criteria

There are four areas (called the *assessment criteria*) which the examiner will focus on during the Speaking test. You will be rated on the IELTS scale in each of these four areas.

1 Look at the table and the box below. The table on the left shows the four Speaking assessment criteria and the box on the right shows a list of skills or strategies that you need to use when you are speaking.

Match each of these skills and strategies, **A–R**, to one of the four assessment criteria. The first four have been done for you.

Assessment criteria	Skills and strategies
Fluency	A C
Vocabulary	B
Grammar and accuracy	D
Pronunciation	

Skills and strategies

A ✓ Use linking words
B ✓ Choose appropriate words
C ✓ Correct yourself
D ✓ Use articles correctly
E Use the right tense
F Emphasise words to convey meaning
G Get the stress right on long words
H Be able to keep going and talk on the topic
I Find a way to say something when you don't have the right word
J Be able to join your ideas
K Use complex spoken sentences
L Use a variety of words and expressions
M Get the word order right
N Speak clearly
O Produce sounds so that they can be understood
P Choose words that go well together
Q Use idiomatic language
R Use conditionals correctly

2 Work with a partner. Together, discuss these questions.

a Which of the four areas of assessment do you find most difficult when speaking English?
b What do you think are the most important skills for a good speaker to have?

■ Exercises to practice these skills can be found throughout the Workbook.

Using vocabulary to link and expand your ideas

In **Part 1** of the IELTS test you will have to respond by giving full and rounded answers. This means you need to know how to use a range of vocabulary.

8 Match the Speaking Part 1 questions 1–8 to the answers a–h which follow.

1 What is the best way to stay healthy?

2 Are you a student or do you work?

3 What kind of music are you interested in?

4 What is your favourite time of the year?

5 How do you feel about living in a big city?

6 Do you prefer watching DVDs at home or going to the cinema?

7 How do people get to work in your home town?

8 What is the most important festival in your country?

a I prefer staying at home. I'm not very keen on crowds and also, it's much cheaper than going to the movies.	**b** Both, in fact. I have a part-time job. But it's not the job I want to do when I finish my course. It's just a way of earning some extra money while I'm studying.
c I think walking is good for you, as well as watching what you eat. So I try to take some exercise every day and on top of that I eat lots of fruit and vegetables.	**d** At first I didn't like being in London, because of the crowds, but now I'm used to it and I think it will be quite hard to go back to my quiet little village.
e By public transport normally. We still have trams in my city and as they're really efficient, a lot of people use them.	**f** Well ... I really enjoy listening to songs, particularly songs from my country. And I like to have music playing when I'm studying. In fact, I can't study without music.
g New Year is a very important celebration. For instance, in our family we all get together to enjoy each other's company. It's a very special occasion.	**h** Um ... that's hard to answer. I suppose I like summer best of all because I love the warm weather, and I have lots of good memories of summer holidays with my family.

- Your answer will be better if you don't simply repeat the words that the examiner uses. Try to vary your vocabulary by using words with a similar meaning to key words in the question.

9 Read the responses **a–h** again and underline the content words which link back to the question. The first one has been done for you.

2 Make a note of some ideas that you could use to answer questions 1–5.

3 With your partner, discuss which of the words and phrases in the table below you would use for the questions on the previous page. Add some more expressions of your own if you can.

Giving an explanation	Making a suggestion	Comparing two things	Making a prediction about the future	Agreeing or disagreeing with something
Firstly, One reason is That's why I think So Consequently, That's why As a result of Because of It's possibly due to It may be because of It may come from the fact that	I think we should It would be a good idea to What about ... ? One idea would be to One thing we could do would be to	I think ... is preferable to better than more comfortable than less useful than I prefer My favourite ... is If you compare ... with	It's quite likely that It's possible that It's not very likely that It's unlikely that I doubt whether ... will happen. In the long run In the future, I think In years to come By the year By the time we are	Yes, absolutely (because) Certainly, yes, (because) Yes, I think we should actually, (because) Yes, I personally like ... (because) Not really (because) To be honest, no, (because) I'm not sure that I agree with I don't really think I'm afraid I can't agree with that idea (because)

IELTS Speaking test practice — Part 3

4 Follow these instructions for a detailed discussion of the themes in the five questions in exercise 1.

- Take turns to be the examiner and ask your partner the questions.
- When it is your turn to answer, try to give reasons for all your ideas.
- When it is your turn to be the examiner, ask at least one more question about the ideas and reasons your partner gives.
- Try to establish a genuine discussion on each topic.
- If possible, record your discussions and then listen to them, using the check list on page 79 in Speaking Unit 4 of the Workbook.

Summary of IELTS Speaking strategies

Approach	Reason
Make sure you know what you have to do in the Speaking test and what you are being assessed on.	Even good candidates can lose marks because they are not prepared for the requirements of the different parts of the test.

Part 1	Use this part to develop your confidence and fluency.	The questions are about you and should be straightforward to answer.
	Give full answers but do not talk for too long.	Fuller answers are expected in Part 3.
	Do not memorise answers.	Your examiner will recognise prepared answers and you will not get credit for them.

Part 2	Use the preparation time wisely.	Useful notes will help you speak for longer.
	Refer to the task card as you talk.	The points on the task card are designed to help you structure your talk.
	Be aware of how long 2 minutes is.	You need to produce a rounded talk that is long enough, but not too long.

Part 3	Make sure you know what the discussion topic is.	Your answers need to be relevant to the topic.
	Re-phrase the questions in your mind, so that you know what the examiner expects.	The questions aim to get you to talk about things using a range of language functions.
	Support and extend your answers.	You must show that you can discuss the Part 3 topics fully.

All parts	Listen carefully to each question the examiner asks and think about the tenses and vocabulary you should use in your answer.	You will get better marks if your answer is grammatically correct and shows a range of vocabulary.
	Have some views on typical Part 1 and 3 topics.	You cannot discuss topics if you do not have any views. This is especially important for Part 3.
	Ask the examiner to repeat a question if you do not understand it.	This is much better than talking about something which is irrelevant to the topic.
	Try to develop your answers using linkers and structural markers.	You will get better marks for fluency if you can sequence ideas, rather than repeating them or hesitating over them.
	Speak clearly and use stress and intonation to help you get your points across.	This will help improve your marks for pronunciation. Even good speakers can lose marks if they speak much too quickly.

SPEAKING

PART 1

School days

- Tell me something about your secondary school.
- Which subject did you find most difficult at school? [Why?]
- Do you ever need that subject now? [Why? / Why not?]
- What did you enjoy about being a school student?

Buildings

- Are there any famous buildings in your home town? [What are they?]
- In what type of building do most people in your home town live?
- Should buildings be attractive to look at? [Why? / Why not?]
- What is the most unusual building you have ever seen? [Why?]

PART 2

Candidate task card:

Describe an interesting story that you heard or read about in the news.

You should say:
when you heard or read about the story
what the story was about
why the story was in the news
and explain why you thought the story was interesting.

Test Tip In Part 2, the examiner will ask you some more questions on familiar topics.

Listen carefully to the questions. Use the correct tense for each answer and include some relevant vocabulary.

Study Tip Use the one-minute preparation time to think about your topic and what you will say; make notes on each point. (Choose a story that you can easily talk about.)

PART 3

Reading newspapers

- When do people like to read the newspaper?
- How important is it for people to have a choice of newspaper?
- What does a 'good' newspaper contain?

The future of newspapers

- Why do some people choose to read the news on the Internet rather than in a newspaper?
- How is Internet news different from the news you read in the newspaper?
- Will Internet news ever replace newspapers? [Why? / Why not?]

Test Tip In Part 3, introduce your topic, link your ideas and aim to speak for two minutes.

Speak clearly and at a natural speed so that the examiner can understand you. Use stress and intonation to highlight important information and feelings.

Test 4

LISTENING

SECTION 1 *Questions 1–10*

Questions 1 and 2

Complete the form opposite.

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

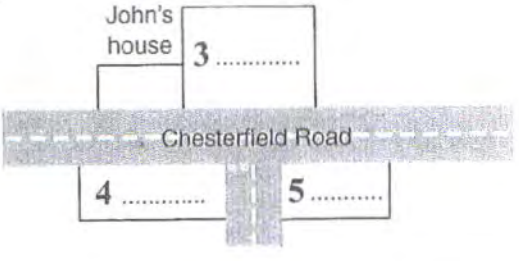
Birth Statistics

Example	Answer
Date of birth:	10 August
Sex:	male
First name:	Tom
Surname:	Lightfoot
Weight:	1 ..... kgs
Length:	2 ..... cms
Colour of hair:	black

Questions 3–5

Label the map. Choose your answers from the box below.

Write the appropriate letters ***A–E*** *on the map.*



A State Bank
B St George's Hospital
C Garage
D Library
E University

Questions 6–10

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

	Gift for Susan	Gift for baby
What will they buy?	**6**	**7** .....
Where will they buy the gifts?	**8**	**9** .....
Approximate prices?	$15	**10** $ .....

SECTION 2 *Questions 11–20*

Complete the table below.

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

For the recommendation column, write

A You **must** buy this.

B **Maybe** you should buy this.

C You **should never** buy this.

Name	Advantage(s)	Disadvantage(s)	Recommendation
Unbreakable Vacuum Flask	• Contains no **11** ..... • Steel guaranteed for 20 years • Keeps warm for **12**	• Expensive • Leaves **13**	B
Whistle Key Holder	• Press-button light useful for finding keyhole • **14**	• Unpleasant noise • Doesn't work through **15**	**16** .....
Army Flashlight (squeeze light)	• Useful for **17** ..... • Works **18**	• Has **19**	C
Decoy Camera (to trick burglars)	• Realistic **20**	• Difficult to fix onto wall	A

SECTION 3 *Questions 21–30*

Questions 21–23

Choose the correct letters A–C.

21 Amina's project is about a local

A school.
B hospital.
C factory.

22 Dr Bryson particularly liked

A the introduction.
B the first chapter.
C the middle section.

23 Amina was surprised because she

A thought it was bad.
B wrote it quickly.
C found it difficult to do.

Questions 24–26

What suggestions does Dr Bryson make?

Complete the table as follows.

*Write **A*** *if he says **KEEP UNCHANGED***
*Write **B*** *if he says **REWRITE***
*Write **C*** *if he says **REMOVE COMPLETELY***

Example	*Answer*
Section headings	**B**

Information on housing	**24**	.....
Interview data	**25**	.....
Chronology	**26**	.....

Questions 27–30

Complete the notes below.

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

SCHEDULE OF ACTION

- Read 'Approaches to Local History' by John Mervis.
- Read **27** '.....' by Kate Oakwell.
- Make changes and show to **28** ..... .
- Do **29** ..... by 29 June.
- Laser print before **30** ..... .
- Hand in to Faculty Office.

SECTION 4 *Questions 31–40*

Questions 31–34

*Write **NUMBERS AND/OR NO MORE THAN FOUR WORDS** for each answer.*

31 Between what times is the road traffic lightest?

.....

32 Who will notice the noise most?

.....

33 Which day of the week has the least traffic?

.....

34 What will be the extra cost of modifying houses?

.....

Question 35

*Choose the correct letter **A–D**.*

The noise levels at the site can reach

A 45 decibels.
B 55 decibels.
C 67 decibels.
D 70 decibels.

Questions 36–38

Complete the table showing where devices used in reducing noise could be fitted in the houses.

Write: **W** for walls
D for doors
C for ceilings

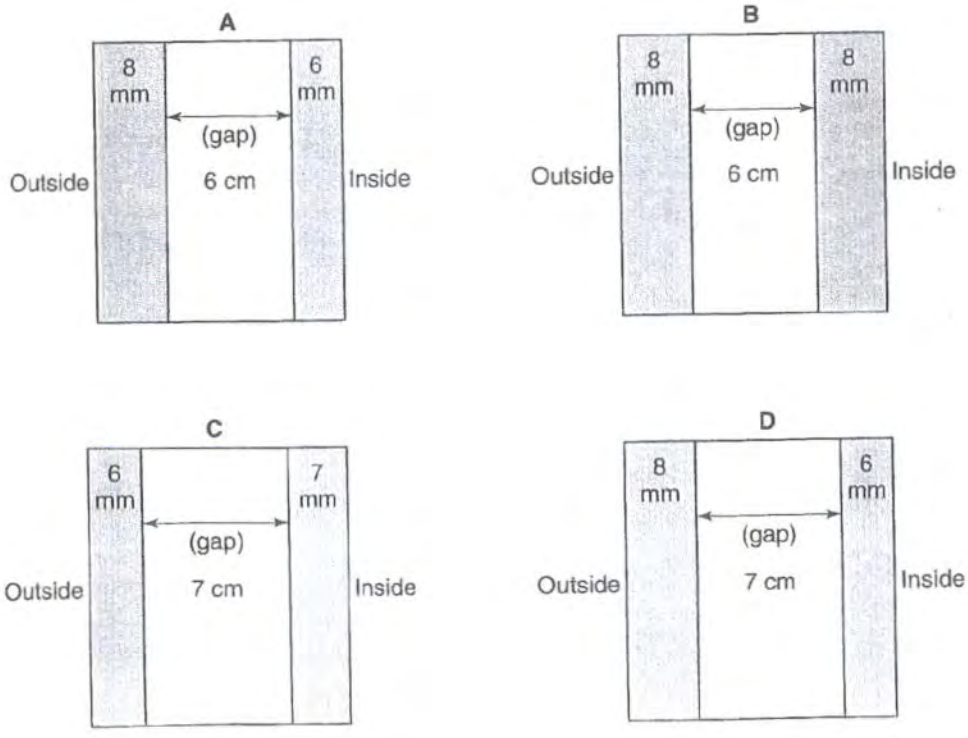
Example		*Answer*
	acoustic seals	D

36	double thickness plaster board	
37	mechanical ventilation	
38	air conditioning	

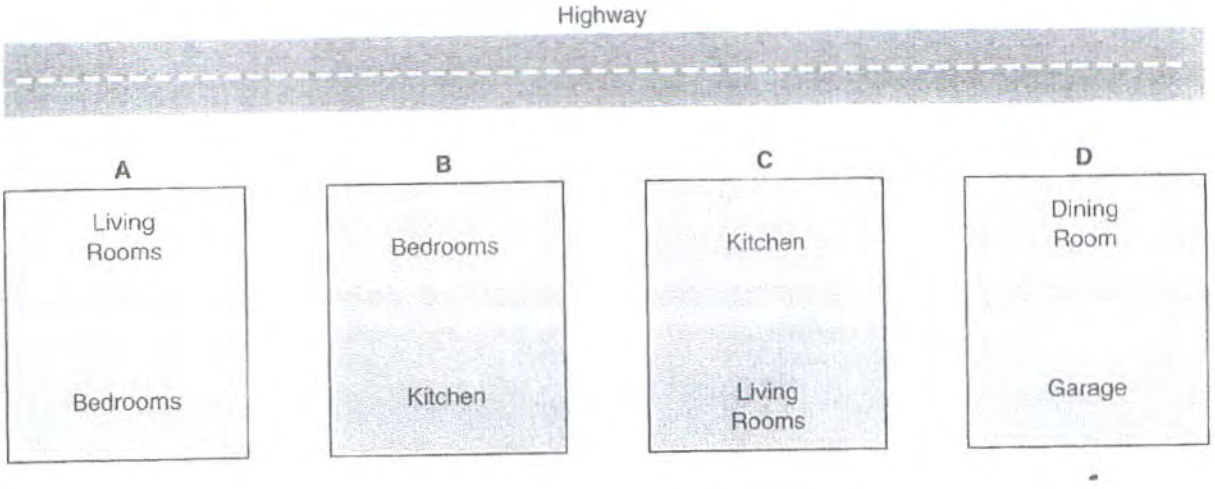
Questions 39 and 40

*Choose the correct letters **A–D**.*

39 Which is the correct construction for acoustic double glazing?



40 What is the best layout for the houses?



READING

READING PASSAGE 1

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

Part One

A Air pollution is increasingly becoming the focus of government and citizen concern around the globe. From Mexico City and New York, to Singapore and Tokyo, new solutions to this old problem are being proposed, trialled and implemented with ever increasing speed. It is feared that unless pollution reduction measures are able to keep pace with the continued pressures of urban growth, air quality in many of the world's major cities will deteriorate beyond reason.

B Action is being taken along several fronts: through new legislation, improved enforcement and innovative technology. In Los Angeles, state regulations are forcing manufacturers to try to sell ever cleaner cars: their first of the cleanest, titled 'Zero Emission Vehicles', have to be available soon, since they are intended to make up 2 per cent of sales in 1997. Local authorities in London are campaigning to be allowed to enforce anti-pollution laws themselves; at present only the police have the power to do so, but they tend to be busy elsewhere. In Singapore, renting out road space to users is the way of the future.

C When Britain's Royal Automobile Club monitored the exhausts of 60,000 vehicles, it found that 12 per cent of them produced more than half the total pollution. Older cars were the worst offenders; though a sizeable number of quite new cars were also identified as *gross polluters*, they were simply badly tuned. California has developed a scheme to get these gross polluters off the streets: they offer a flat $700 for any old, run-down vehicle driven in by its owner. The aim is to remove the heaviest-polluting, most decrepit vehicles from the roads.

D As part of a European Union environmental programme, a London council is testing an infra-red spectrometer from the University of Denver in Colorado. It gauges the pollution from a passing vehicle – more useful than the annual stationary test that is the

British standard today – by bouncing a beam through the exhaust and measuring what gets blocked. The council's next step may be to link the system to a computerised video camera able to read number plates automatically.

E The effort to clean up cars may do little to cut pollution if nothing is done about the tendency to drive them more. Los Angeles has some of the world's cleanest cars – far better than those of Europe – but the total number of miles those cars drive continues to grow. One solution is car-pooling, an arrangement in which a number of people who share the same destination share the use of one car. However, the average number of people in a car on the freeway in Los Angeles, which is 1.3, has been falling steadily. Increasing it would be an effective way of reducing emissions as well as easing congestion. The trouble is, Los Angelenos seem to like being alone in their cars.

F Singapore has for a while had a scheme that forces drivers to buy a badge if they wish to visit a certain part of the city. Electronic innovations make possible increasing sophistication: rates can vary according to road conditions, time of day and so on. Singapore is advancing in this direction, with a city-wide network of transmitters to collect information and charge drivers as they pass certain points. Such road-pricing, however, can be controversial. When the local government in Cambridge, England, considered introducing Singaporean techniques, it faced vocal and ultimately successful opposition.

Part Two

The scope of the problem facing the world's cities is immense. In 1992, the United Nations Environmental Programme and the World Health Organisation (WHO) concluded that all of a sample of twenty megacities – places likely to have more than ten million inhabitants in the year 2000 – already exceeded the level the WHO deems healthy in at least one major pollutant. Two-thirds of them exceeded the guidelines for two, seven for three or more.

Of the six pollutants monitored by the WHO – carbon dioxide, nitrogen dioxide, ozone, sulphur dioxide, lead and particulate matter – it is this last category that is attracting the most attention from health researchers. PM10, a sub-category of particulate matter measuring ten-millionths of a metre across, has been implicated in thousands of deaths a year in Britain alone. Research being conducted in two counties of Southern California is reaching similarly disturbing conclusions concerning this little-understood pollutant.

A world-wide rise in allergies, particularly asthma, over the past four decades is now said to be linked with increased air pollution. The lungs and brains of children who grow up in polluted air offer further evidence of its destructive power. The old and ill, however, are the most vulnerable to the acute effects of heavily polluted stagnant air. It can actually hasten death, as it did in December 1991 when a cloud of exhaust fumes lingered over the city of London for over a week.

The United Nations has estimated that in the year 2000 there will be twenty-four megacities and a further eighty-five cities of more than three million people. The pressure on public officials, corporations and urban citizens to reverse established trends in air pollution is likely to grow in proportion with the growth of cities themselves. Progress is being made. The question, though, remains the same: 'Will change happen quickly enough?'

Questions 1–5

Look at the following solutions (Questions 1–5) and locations.

Match each solution with one location.

Write the appropriate locations in boxes 1–5 on your answer sheet.

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

SOLUTIONS

1 Manufacturers must sell cleaner cars.

2 Authorities want to have power to enforce anti-pollution laws.

3 Drivers will be charged according to the roads they use.

4 Moving vehicles will be monitored for their exhaust emissions.

5 Commuters are encouraged to share their vehicles with others.

LOCATIONS

Singapore
Tokyo
London
New York
Mexico City
Cambridge
Los Angeles

Questions 6–10

Do the following statements reflect the claims of the writer in Reading Passage 1?

In boxes 6–10 on your answer sheet write

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

6 According to British research, a mere twelve per cent of vehicles tested produced over fifty per cent of total pollution produced by the sample group.

7 It is currently possible to measure the pollution coming from individual vehicles whilst they are moving.

8 Residents of Los Angeles are now tending to reduce the yearly distances they travel by car.

9 Car-pooling has steadily become more popular in Los Angeles in recent years.

10 Charging drivers for entering certain parts of the city has been successfully done in Cambridge, England.

Questions 11–13

*Choose the appropriate letters **A–D** and write them in boxes 11–13 on your answer sheet.*

11 How many pollutants currently exceed WHO guidelines in all megacities studied?

A one
B two
C three
D seven

12 Which pollutant is currently the subject of urgent research?

A nitrogen dioxide
B ozone
C lead
D particulate matter

13 Which of the following groups of people are the most severely affected by intense air pollution?

A allergy sufferers
B children
C the old and ill
D asthma sufferers

READING PASSAGE 2

You should spend about 20 minutes on ***Questions 14–27*** *which are based on Reading Passage 2 below.*

VOTES FOR WOMEN

The suffragette movement, which campaigned for votes for women in the early twentieth century, is most commonly associated with the Pankhurst family and militant acts of varying degrees of violence. The Museum of London has drawn on its archive collection to convey a fresh picture with its exhibition *The Purple, White and Green: Suffragettes in London 1906–14.*

The name is a reference to the colour scheme that the Women's Social and Political Union (WSPU) created to give the movement a uniform, nationwide image. By doing so, it became one of the first groups to project a corporate identity, and it is this advanced marketing strategy, along with the other organisational and commercial achievements of the WSPU, to which the exhibition is devoted.

Formed in 1903 by the political campaigner Mrs Emmeline Pankhurst and her daughters Christabel and Sylvia, the WSPU began an educated campaign to put women's suffrage on the political agenda. New Zealand, Australia and parts of the United States had already enfranchised women, and growing numbers of their British counterparts wanted the same opportunity.

With their slogan 'Deeds not words', and the introduction of the colour scheme, the WSPU soon brought the movement the cohesion and focus it had previously lacked. Membership grew rapidly as women deserted the many other, less directed, groups and joined it. By 1906 the WSPU headquarters, called the Women's Press Shop, had been established in Charing Cross Road and in spite of limited communications (no radio or television, and minimal use of the telephone) the message had spread around the country, with members and branch officers stretching to as far away as Scotland.

The newspapers produced by the WSPU, first *Votes for Women* and later *The Suffragette*, played a vital role in this communication. Both were sold throughout the country and proved an

invaluable way of informing members of meetings, marches, fund-raising events and the latest news and views on the movement.

Equally importantly for a rising political group, the newspaper returned a profit. This was partly because advertising space was bought in the paper by large department stores such as Selfridges, and jewellers such as Mappin & Webb. These two, together with other like-minded commercial enterprises sympathetic to the cause, had quickly identified a direct way to reach a huge market of women, many with money to spend.

The creation of the colour scheme provided another money-making opportunity which the WSPU was quick to exploit. The group began to sell playing cards, board games, Christmas and greeting cards, and countless other goods, all in the purple, white and green colours. In 1906 such merchandising of a corporate identity was a new marketing concept.

But the paper and merchandising activities alone did not provide sufficient funds for the WSPU to meet organisational costs, so numerous other fund-raising activities combined to fill the coffers of the 'war chest'. The most notable of these was the Woman's Exhibition, which took place in 1909 in a Knightsbridge ice-skating rink, and in 10 days raised the equivalent of £250,000 today.

The Museum of London's exhibition is largely visual, with a huge number of items on show. Against a quiet background hum of street sounds, copies of *The Suffragette*, campaign banners and photographs are all on display, together with one of Mrs Pankhurst's shoes and a number of purple, white and green trinkets.

Photographs depict vivid scenes of a suffragette's life: WSPU members on a self-proclaimed 'monster' march, wearing their official uniforms of a white frock decorated with purple, white and green accessories; women selling *The Suffragette* at street corners, or chalking up pavements with details of a forthcoming meeting.

Windows display postcards and greeting cards designed by women artists for the movement, and the quality of the artwork indicates the wealth of resources the WSPU could call on from its talented members.

Visitors can watch a short film made up of old newsreels and cinema material which clearly reveals the political mood of the day towards the suffragettes. The programme begins with a short film devised by the 'antis' – those opposed to women having the vote – depicting a suffragette as a fierce harridan bullying her poor, abused husband. Original newsreel footage shows the suffragette Emily Wilding Davison throwing herself under King George V's horse at a famous race-course.

Although the exhibition officially charts the years 1906 to 1914, graphic display boards outlining the bills of enfranchisement of 1918 and 1928, which gave the adult female populace of Britain the vote, show what was achieved. It demonstrates how advanced the suffragettes were in their thinking, in the marketing of their campaign, and in their work as shrewd and skilful image-builders. It also conveys a sense of the energy and ability the suffragettes brought to their fight for freedom and equality. And it illustrates the intelligence employed by women who were at that time deemed by several politicians to have 'brains too small to know how to vote'.

Questions 14 and 15

*Choose the appropriate letters **A–D** and write them in boxes 14 and 15 on your answer sheet.*

14 What is the main aspect of the suffragette movement's work to which the exhibition at the Museum of London is devoted?

A the role of the Pankhurst family in the suffrage movement
B the violence of the movement's political campaign
C the success of the movement's corporate image
D the movement's co-operation with suffrage groups overseas

15 Why was the WSPU more successful than other suffrage groups?

A Its leaders were much better educated.
B It received funding from movements abroad.
C It had access to new technology.
D It had a clear purpose and direction.

Question 16

*Choose **TWO** letters **A–E** and write them in box 16 on your answer sheet.*

In which **TWO** of the following years were laws passed allowing British women to vote?

A 1906
B 1909
C 1914
D 1918
E 1928

Questions 17–19

Complete the notes below.

*Choose **NO MORE THAN THREE WORDS** from Reading Passage 2 for each answer.*

Write your answers in boxes 17–19 on your answer sheet.

Three ways in which the WSPU raised money:

- the newspapers: mainly through selling ...**17**...
- merchandising activities: selling a large variety of goods produced in their ...**18**...
- additional fund-raising activities: for example, ...**19**...

Questions 20–26

Do the following statements reflect the situation as described by the writer in Reading Passage 2?

In boxes 20–26 on your answer sheet write

YES *if the statement reflects the situation as described by the writer*
NO *if the statement contradicts the writer*
NOT GIVEN *if it is impossible to know what the situation is from the passage*

Example	*Answer*
The WSPU was founded in 1906 by Emmeline Pankhurst.	**NO**

20 In 1903 women in Australia were still not allowed to vote.

21 The main organs of communication for the WSPU were its two newspapers.

22 The work of the WSPU was mainly confined to London and the south.

23 The WSPU's newspapers were mainly devoted to society news and gossip.

24 The Woman's Exhibition in 1909 met with great opposition from Parliament.

25 The Museum of London exhibition includes some of the goods sold by the movement.

26 The opponents of the suffragettes made films opposing the movement.

Question 27

*Choose the appropriate letter **A–D** and write it in box 27 on your answer sheet.*

The writer of the article finds the exhibition to be

A misleading.
B exceptional.
C disappointing.
D informative.

READING PASSAGE 3

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

Measuring Organisational Performance

There is clear-cut evidence that, for a period of at least one year, supervision which increases the direct pressure for productivity can achieve significant increases in production. However, such short-term increases are obtained only at a substantial and serious cost to the organisation.

To what extent can a manager make an impressive earnings record over a short period of one-to three years by exploiting the company's investment in the human organisation in his plant or division? To what extent will the quality of his organisation suffer if he does so? The following is a description of an important study conducted by the Institute for Social Research designed to answer these questions.

The study covered 500 clerical employees in four parallel divisions. Each division was organised in exactly the same way, used the same technology, did exactly the same kind of work, and had employees of comparable aptitudes.

Productivity in all four of the divisions depended on the number of clerks involved. The work entailed the processing of accounts and generating of invoices. Although the volume of work was considerable, the nature of the business was such that it could only be processed as it came along. Consequently, the only way in which productivity could be increased was to change the size of the work group.

The four divisions were assigned to two experimental programmes on a random basis. Each programme was assigned at random a division that had been historically high in productivity and a division that had been below average in productivity. No attempt was made to place a division in the programme that would best fit its habitual methods of supervision used by the manager, assistant managers, supervisors and assistant supervisors.

The experiment at the clerical level lasted for one year. Beforehand, several months were devoted to planning, and there was also a training period of approximately six months. Productivity was measured continuously and computed weekly throughout the year. The attitudes of employees and supervisory staff towards their work were measured just before and after the period.

Turning now to the heart of the study, in two divisions an attempt was made to change the supervision so that the decision levels were pushed *down* and detailed supervision of the workers reduced. More general supervision of the clerks and their supervisors was introduced. In addition, the managers, assistant managers, supervisors and assistant supervisors of these two divisions

were trained in group methods of leadership, which they endeavoured to use as much as their skill would permit during the experimental year. For easy reference, the experimental changes in these two divisions will be labelled the 'participative programme'.

In the other two divisions, by contrast, the programme called for modifying the supervision so as to increase the closeness of supervision and move the decision levels *upwards*. This will be labelled the 'hierarchically controlled programme'. These changes were accomplished by a further extension of the scientific management approach. For example, one of the major changes made was to have the jobs timed and to have standard times computed. This showed that these divisions were overstaffed by about 30%. The general manager then ordered the managers of these two divisions to cut staff by 25%. This was done by transfers without replacing the persons who left; no one was to be dismissed.

Results of the Experiment

Changes in Productivity

Figure 1 shows the changes in salary costs per unit of work, which reflect the change in productivity that occurred in the divisions. As will be observed, the hierarchically controlled programmes increased productivity by about 25%. This was a result of the direct orders from the general manager to reduce staff by that amount. Direct pressure produced a substantial increase in production.

A significant increase in productivity of 20% was also achieved in the participative programme, but this was not as great an increase as in the hierarchically controlled programme. To bring about this improvement, the clerks themselves participated in the decision to reduce the size of the work group. (They were aware of course that productivity increases were sought by management in conducting these experiments.) Obviously, deciding to reduce the size of a work group by eliminating some of its members is probably one of the most difficult decisions for a work group to make. Yet the clerks made it. In fact, one division in the participative programme increased its productivity by about the same amount as each of the two divisions in the hierarchically controlled programme. The other participative division, which historically had been the poorest of all the divisions, did not do so well and increased productivity by only 15%.

Changes in Attitudes

Although both programmes had similar effects on productivity, they had significantly different results in other respects. The productivity increases in the hierarchically controlled programme were accompanied by shifts in an adverse direction in such factors as loyalty, attitudes, interest, and involvement in the work. But just the opposite was true in the participative programme.

For example, Figure 2 shows that when more general supervision and increased participation were provided, the employees' feeling of responsibility to see that the work got done increased. Again, when the supervisor was away, they kept on working. In the hierarchically controlled programme, however, the feeling of responsibility decreased, and when the supervisor was absent, work tended to stop.

As Figure 3 shows, the employees in the participative programme at the end of the year felt that their manager and assistant manager were 'closer to them' than at the beginning of the year. The opposite was true in the hierarchical programme. Moreover, as Figure 4 shows, employees in the participative programme felt that their supervisors were more likely to 'pull' for them, or for the company and them, and not be solely interested in the company, while in the hierarchically controlled programme, the opposite trend occurred.

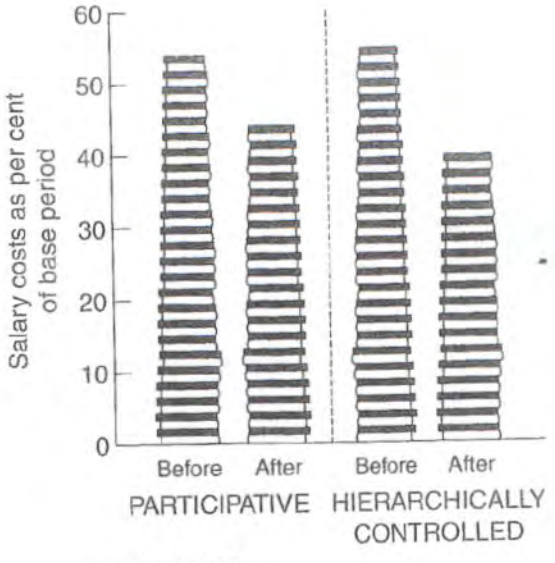


FIGURE 1

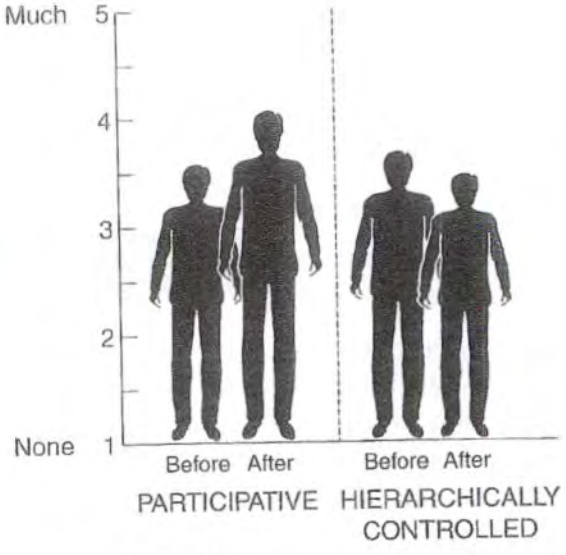


FIGURE 2

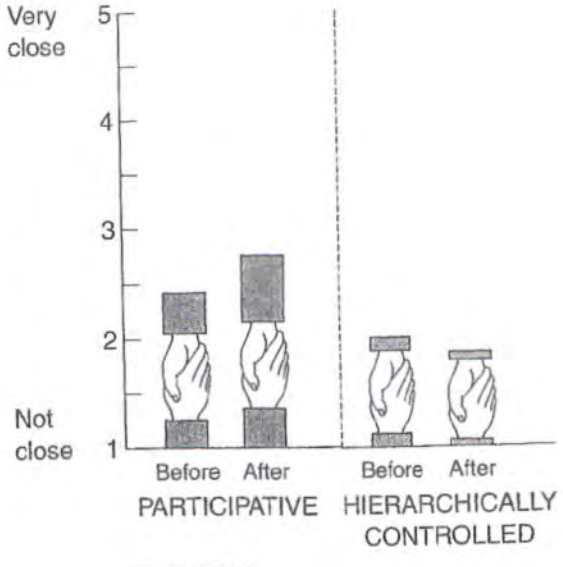


FIGURE 3

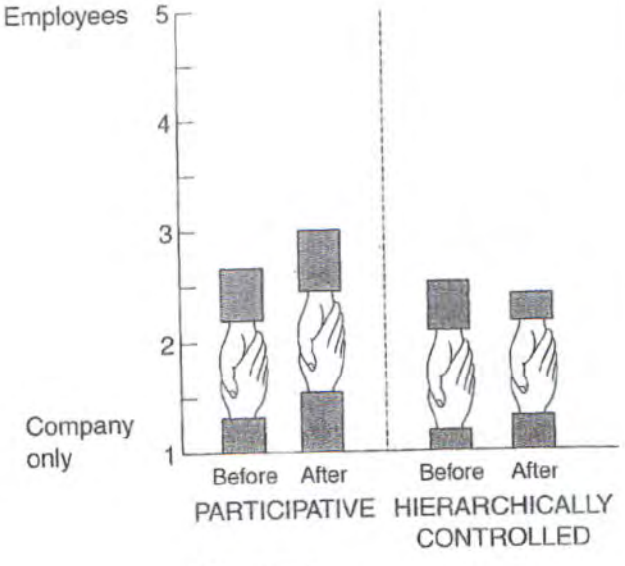


FIGURE 4

Questions 28–30

*Choose the appropriate letters **A–D** and write them in boxes 28–30 on your answer sheet.*

28 The experiment was designed to

- **A** establish whether increased productivity should be sought at any cost.
- **B** show that four divisions could use the same technology.
- **C** perfect a system for processing accounts.
- **D** exploit the human organisation of a company in order to increase profits.

29 The four divisions

- **A** each employed a staff of 500 clerks.
- **B** each had equal levels of productivity.
- **C** had identical patterns of organisation.
- **D** were randomly chosen for the experiment.

30 Before the experiment

- **A** the four divisions were carefully selected to suit a specific programme.
- **B** each division was told to reduce its level of productivity.
- **C** the staff involved spent a number of months preparing for the study.
- **D** the employees were questioned about their feelings towards the study.

Questions 31–36

*Complete the summary below. Choose **ONE** word from Reading Passage 3 for each answer.*

Write your answers in boxes 31–36 on your answer sheet.

This experiment involved an organisation comprising four divisions, which were divided into two programmes: the hierarchically controlled programme and the participative programme. For a period of one year a different method of . . . **31** . . . was used in each programme. Throughout this time . . . **32** . . . was calculated on a weekly basis. During the course of the experiment the following changes were made in an attempt to improve performance.

In the participative programme:

- supervision of all workers was . . . **33** . . .
- supervisory staff were given training in . . . **34** . . .

In the hierarchically controlled programme:

- supervision of all workers was increased.
- work groups were found to be . . . **35** . . . by 30%.
- the work force was . . . **36** . . . by 25%.

Questions 37–40

Look at Figures 1, 2, 3 and 4 in Reading Passage 3.

*Choose the most appropriate label, **A–I**, for each Figure from the box below.*

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

A	Employees' interest in the company
B	Cost increases for the company
C	Changes in productivity
D	Employees' feelings of responsibility towards completion of work
E	Changes in productivity when supervisor was absent
F	Employees' opinion as to extent of personal support from management
G	Employees feel closer to their supervisors
H	Employees' feelings towards increased supervision
I	Supervisors' opinion as to closeness of work group

37 *Fig 1*.....

38 *Fig 2*.....

39 *Fig 3*.....

40 *Fig 4*.....

WRITING

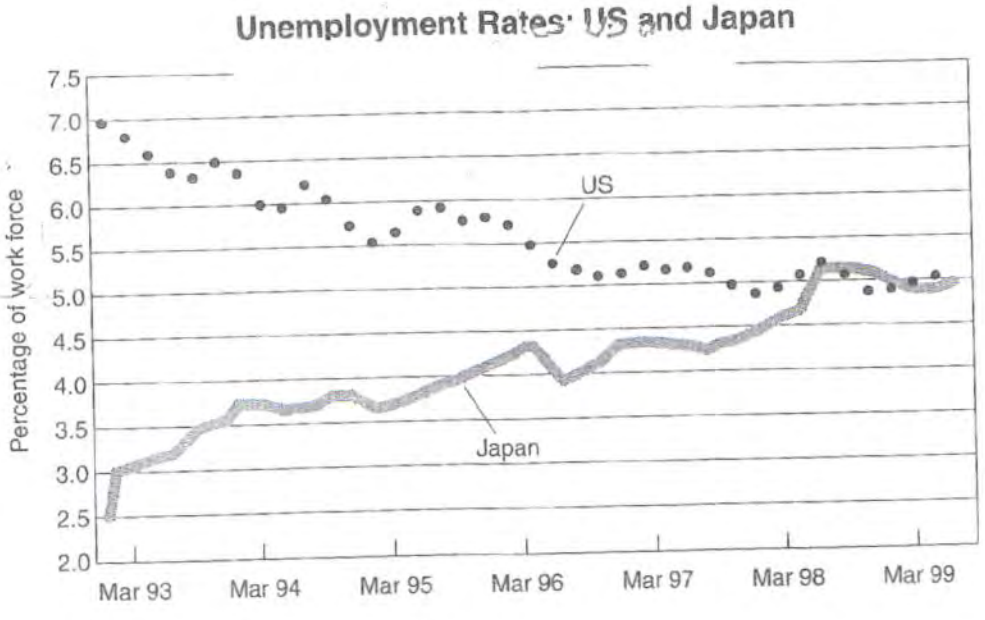
WRITING TASK 1

You should spend about 20 minutes on this task.

The graph below shows the unemployment rates in the US and Japan between March 1993 and March 1999.

Write a report for a university lecturer describing the information shown below.

You should write at least 150 words.



SPEAKING

PART 1

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

EXAMPLE

Newspapers and Magazines

- Which magazines and newspapers do you read? [Why?]
- What kinds of article are you most interested in? [Why?]
- Have you ever read a newspaper or magazine in a foreign language? [When/Why?]
- Do you think reading a newspaper or magazine in a foreign language is a good way to learn the language? [Why/Why not?]

PART 2

Describe a restaurant that you enjoyed going to.

You should say:
where the restaurant was
why you chose this restaurant
what type of food you ate in this restaurant and
explain why you enjoyed eating in this restaurant.

You will have to talk about the topic for one to two minutes.
You have one minute to think about what you are going to say.
You can make some notes to help you if you wish.

PART 3

Discussion topics:

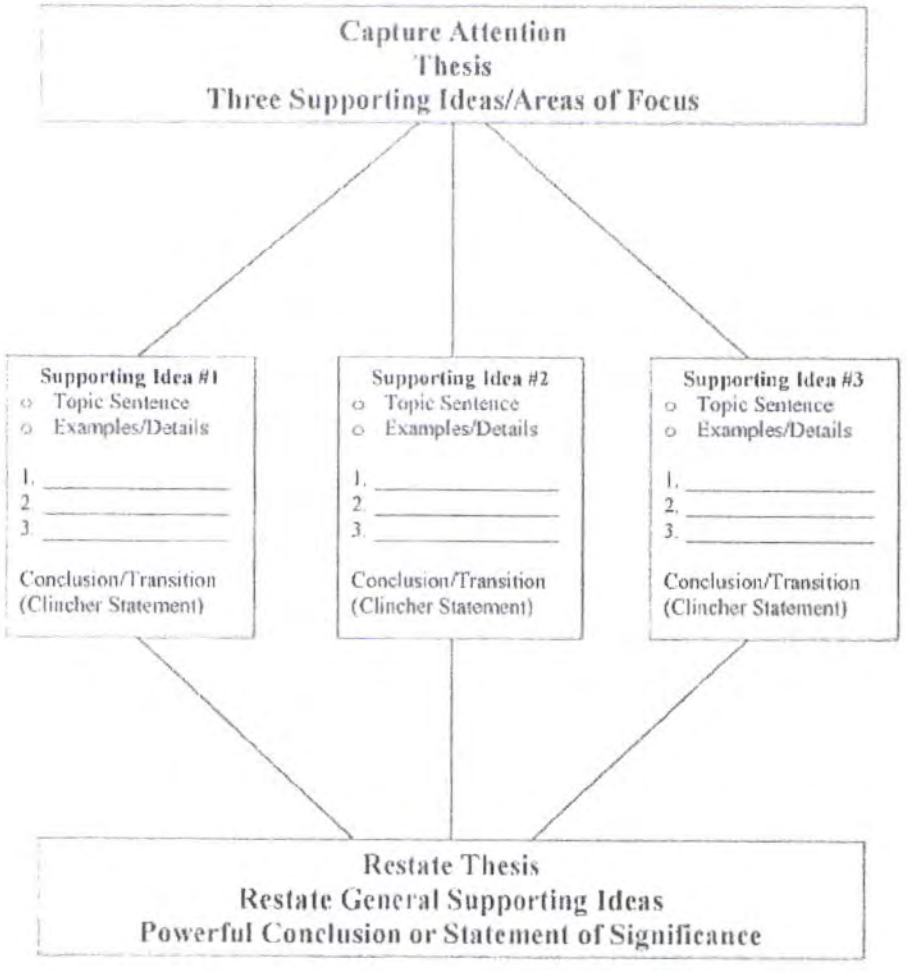
Restaurants

Example questions:
Why do you think people go to restaurants when they want to celebrate something?
Which are more popular in your country: fast food restaurants or traditional restaurants? Why do you think that is?
Some people say that food in an expensive restaurant is always better than food in a cheap restaurant – would you agree?

Producing food

Example questions:
Do you think there will be a greater choice of food available in shops in the future, or will there be less choice?
What effects has modern technology had on the way food is produced?
How important is it for a country to be able to grow all the food it needs, without importing any from other countries?

Essay Format
A Visual Example



ESSAY WRITING

These are some of the types of IELTS essay we will look at:

Agree / disagree
Discuss two opinions
Advantages & disadvantages
Causes (reasons) & solutions
Causes (reasons) & effects
Problems & solutions
Compare & contrast

Not every essay will fit one of these patterns, but many do. You may get some of these tasks mixed up. For example, you could be asked to give your opinion on an issue, and then discuss the advantages or disadvantages of it.

The golden rule is to **ALWAYS read the question very carefully** to see exactly what you are being asked to do.

How do I Write an IELTS Essay?

In order to answer this, lets first look at a sample question:

You should spend about 40 minutes on this task.

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

> ***In the last 20 years there have been significant developments in the field of information technology (IT), for example the World Wide Web and communication by email. However, these developments in IT are likely to have more negative effects than positive in the future.***
>
> ***To what extent do you agree with this view?***

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

You should write at least 250 words.

An IELTS essay is structured like any other essay; you just need to make it shorter. There are three key elements:

1 Introduction
2 Body Paragraphs
3 Conclusion

1) Introduction

You should do just two things:

State the topic of the essay, using some basic facts (that you may be able to take from the question)
Say what you are going to write about

*EX: The last two decades have seen enormous changes in the way people's lives are affected by IT, with many advances in this field. However, while these technological advances have brought many benefits to the world, it can be argued that **these developments in IT will result in more negative impacts than positive.***

2) Body Paragraphs

For an IELTS essay, you should have 2 or 3 body paragraphs - no more, and no less.

For your body paragraph, each paragraph should contain one controlling idea, and have sentences to support this.

Here is the first body paragraph:

*To begin, **email** has made communication, especially abroad, much simpler and faster, resulting in numerous benefits for commerce and business. Furthermore, the **World Wide Web** means that information on every conceivable subject is now available to us. For example, people can access news, medical advice, online education courses and much more via the internet. It is evident that these improvements have made life far easier and more convenient for large numbers of people and will continue to do so for decades to come.*

The **controlling idea** in this first paragraph is the **'benefits of IT'**, and there are two supporting ideas, which are underlined. No drawbacks are discussed as the paragraph would then lose coherence.
Most of the essay will focus on the negative aspects of IT, as the writer says there are more negative effects in the introduction. So the next two paragraphs are about these.

The topic sentence in the next paragraph therefore tells us we are changing the focus to the negative points:

Nevertheless, the effects of this new technology have not all been beneficial. For example, many people feel that the widespread use of email is destroying traditional forms of communication such as letter writing, telephone and face-to-face conversation. This could result in a decline in people's basic ability to socialize and interact with each other on a day-to-day basis.

The final body paragraph gives the last negative effect:

In addition, the large size of the Web has meant that it is nearly impossible to regulate and control. This has led to many concerns regarding children accessing unsuitable websites and viruses. Unfortunately, this kind of problem might even get worse in the future at least until more regulated systems are set up.

3) Conclusion

The conclusion only needs to be one or two sentences, and you can do the following:

Re-state what the essay is about (re-write the last sentence of your introduction in different words)

Give some thoughts about the future

Here is an example:

In conclusion, developments in IT have brought many benefits, yet I believe developments relating to new technology are likely to produce many negative effects in the future that must be addressed if we are to avoid damaging impacts on individuals and society.

Agree or Disagree Essay

The best structure you can use for this type of essay is:

Paragraph 1- Introduction
Sentence 1- Paraphrase Question
Sentence 2- Thesis Statement
Sentence 3- Outline Statement

Paragraph 2- Supporting Paragraph 1
Sentence 1- Topic Sentence
Sentence 2- Explain Topic Sentence
Sentence 3- Example
Sentence 4- Concession Sentence

Paragraph 3- Supporting Paragraph 2
Sentence 1- Topic Sentence
Sentence 2- Explain Topic Sentence
Sentence 3- Example
Sentence 4- Concession Sentence

Paragraph 4- Conclusion
Sentence 1- Summary
Sentence 2- Prediction or Recommendation

The last two decades have seen enormous changes in the way people's lives are affected by IT, with many advances in this field. However, while these technological advances have brought many benefits to the world, it can be argued that these developments in IT will result in more negative impacts than positive.

To begin, email has made communication, especially abroad, much simpler and faster, resulting in numerous benefits for commerce and business. Furthermore, the World Wide Web means that information on every conceivable subject is now available to us. For example, people can access news, medical advice, online education courses and much more via the internet. It is evident that these improvements have made life far easier and more convenient for large numbers of people and will continue to do so for decades to come.

Nevertheless, the effects of this new technology have not all been beneficial. For example, many people feel that the widespread use of email is destroying traditional forms of communication such as letter writing, telephone and face-to-face conversation. This could result in a decline in people's basic ability to socialize and interact with each other on a day-to-day basis.

In addition, the large size of the Web has meant that it is nearly impossible to regulate and control. This has led to many concerns regarding children accessing unsuitable websites and viruses. Unfortunately, this kind of problem might even get worse in the future at least until more regulated systems are set up.

In conclusion, developments in IT have brought many benefits, yet I believe developments relating to new technology are likely to produce many negative effects in the future that must be addressed if we are to avoid damaging impacts on individuals and society.

Comments

The IELTS essay introduction talks in general about the increasing use of IT, thus introducing the topic well. The thesis then clearly sets out the writers opinion.

*The following paragraph mentions the present benefits of these developments, but the opening sentence in the third paragraph is a qualifying statement (**Nevertheless, not all the effects...**), so the writer can now focus on the negative elements.*

*The fourth paragraph provides two other negative examples (**lack of regulation, viruses**). Both paragraphs suggest that these problems will continue in the future.*

The essay concludes with a clear opinion that agrees with the statement.

*Overall, it is a well-balanced text that mentions the present situation (...**this has made life...**) but importantly, also refers to the future of IT (...**likely to increase...**, **might get worse...**).*

ACADEMIC WRITING SAMPLE TASK 2B

You should spend about 40 minutes on this task.

Write about the following topic:

The threat of nuclear weapons maintains world peace. Nuclear power provides cheap and clean energy.

The benefits of nuclear technology far outweigh the disadvantages.

To what extent do you agree or disagree?

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

Write at least 250 words.

Test 1

LISTENING

SECTION 1 *Questions 1–10*

Complete the notes below.

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

JOB ENQUIRY

Example

- **Work at:** a restaurant

- **Type of work: 1** .....
- **Number of hours per week:** 12 hours
- **Would need work permit**
- **Work in the: 2** ..... branch
- **Nearest bus stop: next to 3** .....
- **Pay: 4 £** ..... an hour
- **Extra benefits:**
  - a free dinner
  - extra pay when you work on **5** .....
  - transport home when you work **6** .....
- **Qualities required:**
  - **7** .....
  - ability to **8** .....
- **Interview arranged for:** Thursday **9** ..... at 6 p.m.
- **Bring the names of two referees**
- **Ask for:** Samira **10** .....

SECTION 2 *Questions 11–20*

Questions 11–16

Complete the notes below.

*Write **ONE WORD AND/OR A NUMBER** for each answer.*

SPORTS WORLD

- a new **11** ..... of an international sports goods company
- located in the shopping centre to the **12** ..... of Bradcaster
- has sports **13** ..... and equipment on floors 1 – 3
- can get you any item within **14** ..... days
- shop specialises in equipment for **15** .....
- has a special section which just sells **16** .....

Questions 17 and 18

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

17 A champion athlete will be in the shop

- **A** on Saturday morning only.
- **B** all day Saturday.
- **C** for the whole weekend.

18 The first person to answer 20 quiz questions correctly will win

- **A** gym membership.
- **B** a video.
- **C** a calendar.

Questions 19 and 20

*Choose **TWO** letters, **A–E**.*

Which **TWO** pieces of information does the speaker give about the fitness test?

- **A** You need to reserve a place.
- **B** It is free to account holders.
- **C** You get advice on how to improve your health.
- **D** It takes place in a special clinic.
- **E** It is cheaper this month.

SECTION 3 *Questions 21–30*

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

Course Feedback

21 One reason why Spiros felt happy about his marketing presentation was that

A he was not nervous.
B his style was good.
C the presentation was the best in his group.

22 What surprised Hiroko about the other students' presentations?

A Their presentations were not interesting.
B They found their presentations stressful.
C They didn't look at the audience enough.

23 After she gave her presentation, Hiroko felt

A delighted.
B dissatisfied.
C embarrassed.

24 How does Spiros feel about his performance in tutorials?

A not very happy
B really pleased
C fairly confident

25 Why can the other students participate so easily in discussions?

A They are polite to each other.
B They agree to take turns in speaking.
C They know each other well.

26 Why is Hiroko feeling more positive about tutorials now?

A She finds the other students' opinions more interesting.
B She is making more of a contribution.
C The tutor includes her in the discussion.

27 To help her understand lectures, Hiroko

A consulted reference materials.
B had extra tutorials with her lecturers.
C borrowed lecture notes from other students.

28 What does Spiros think of his reading skills?

- **A** He reads faster than he used to.
- **B** It still takes him a long time to read.
- **C** He tends to struggle with new vocabulary.

29 What is Hiroko's subject area?

- **A** environmental studies
- **B** health education
- **C** engineering

30 Hiroko thinks that in the reading classes the students should

- **A** learn more vocabulary.
- **B** read more in their own subject areas.
- **C** develop better reading strategies.

SECTION 4 *Questions 31–40*

Complete the notes below.

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

Mass Strandings of Whales and Dolphins

Mass strandings: situations where groups of whales, dolphins, etc. swim onto the beach and die

Common in areas where the **31** ..... can change quickly

Several other theories:

Parasites

e.g. some parasites can affect marine animals' **32** ....., which they depend on for navigation

Toxins

Poisons from **33** ..... or ..... are commonly consumed by whales

e.g. Cape Cod (1988) – whales were killed by saxitoxin

Accidental Strandings

Animals may follow prey ashore, e.g. Thurston (1995)

Unlikely because the majority of animals were not **34** ..... when they stranded

Human Activity

35 ..... from military tests are linked to some recent strandings

The Bahamas (2000) stranding was unusual because the whales

- were all **36** .....
- were not in a **37** .....

Group Behaviour

- More strandings in the most **38** ..... species of whales

- 1994 dolphin stranding – only the **39** ..... was ill

Further Reading

Marine Mammals Ashore (Connor) – gives information about stranding **40** .....

READING

READING PASSAGE 1

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

William Henry Perkin

The man who invented synthetic dyes

William Henry Perkin was born on March 12, 1838, in London, England. As a boy, Perkin's curiosity prompted early interests in the arts, sciences, photography, and engineering. But it was a chance stumbling upon a run-down, yet functional, laboratory in his late grandfather's home that solidified the young man's enthusiasm for chemistry.

As a student at the City of London School, Perkin became immersed in the study of chemistry. His talent and devotion to the subject were perceived by his teacher, Thomas Hall, who encouraged him to attend a series of lectures given by the eminent scientist Michael Faraday at the Royal Institution. Those speeches fired the young chemist's enthusiasm further, and he later went on to attend the Royal College of Chemistry, which he succeeded in entering in 1853, at the age of 15.

At the time of Perkin's enrolment, the Royal College of Chemistry was headed by the noted German chemist August Wilhelm Hofmann. Perkin's scientific gifts soon caught Hofmann's attention and, within two years, he became Hofmann's youngest assistant. Not long after that, Perkin made the scientific breakthrough that would bring him both fame and fortune.

At the time, quinine was the only viable medical treatment for malaria. The drug is derived from the bark of the cinchona tree, native to South America, and by 1856 demand for the drug was surpassing the available supply. Thus, when Hofmann made some passing comments about the desirability of a synthetic substitute for quinine, it was unsurprising that his star pupil was moved to take up the challenge.

During his vacation in 1856, Perkin spent his time in the laboratory on the top floor of his family's house. He was attempting to manufacture quinine from aniline, an inexpensive and readily available coal tar waste product. Despite his best efforts, however, he did not end up with quinine. Instead, he produced a mysterious dark sludge. Luckily, Perkin's scientific training and nature prompted him to investigate the substance further. Incorporating potassium dichromate and alcohol into the aniline at various stages of the experimental process, he finally produced a deep purple solution. And, proving the truth of the famous scientist Louis Pasteur's words 'chance favours only the prepared mind', Perkin saw the potential of his unexpected find.

Historically, textile dyes were made from such natural sources as plants and animal excretions. Some of these, such as the glandular mucus of snails, were difficult to obtain and outrageously expensive. Indeed, the purple colour extracted from a snail was once so costly that in society at the time only the rich could afford it. Further, natural dyes tended to be muddy in hue and fade quickly. It was against this backdrop that Perkin's discovery was made.

Perkin quickly grasped that his purple solution could be used to colour fabric, thus making it the world's first synthetic dye. Realising the importance of this breakthrough, he lost no time in patenting it. But perhaps the most fascinating of all Perkin's reactions to his find was his nearly instant recognition that the new dye had commercial possibilities.

Perkin originally named his dye Tyrian Purple, but it later became commonly known as mauve (from the French for the plant used to make the colour violet). He asked advice of Scottish dye works owner Robert Pullar, who assured him that manufacturing the dye would be well worth it if the colour remained fast (i.e. would not fade) and the cost was relatively low. So, over the fierce objections of his mentor Hofmann, he left college to give birth to the modern chemical industry.

With the help of his father and brother, Perkin set up a factory not far from London. Utilising the cheap and plentiful coal tar that was an almost unlimited byproduct of London's gas street lighting, the dye works began producing the world's first synthetically dyed material in 1857. The company received a commercial boost from the Empress Eugénie of France, when she decided the new colour flattered her. Very soon, mauve was the necessary shade for all the fashionable ladies in that country. Not to be outdone, England's Queen Victoria also appeared in public wearing a mauve gown, thus making it all the rage in England as well. The dye was bold and fast, and the public clamoured for more. Perkin went back to the drawing board.

Although Perkin's fame was achieved and fortune assured by his first discovery, the chemist continued his research. Among other dyes he developed and introduced were aniline red (1859) and aniline black (1863) and, in the late 1860s, Perkin's green. It is important to note that Perkin's synthetic dye discoveries had outcomes far beyond the merely decorative. The dyes also became vital to medical research in many ways. For instance, they were used to stain previously invisible microbes and bacteria, allowing researchers to identify such bacilli as tuberculosis, cholera, and anthrax. Artificial dyes continue to play a crucial role today. And, in what would have been particularly pleasing to Perkin, their current use is in the search for a vaccine against malaria.

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 Michael Faraday was the first person to recognise Perkin's ability as a student of chemistry.

2 Michael Faraday suggested Perkin should enrol in the Royal College of Chemistry.

3 Perkin employed August Wilhelm Hofmann as his assistant.

4 Perkin was still young when he made the discovery that made him rich and famous.

5 The trees from which quinine is derived grow only in South America.

6 Perkin hoped to manufacture a drug from a coal tar waste product.

7 Perkin was inspired by the discoveries of the famous scientist Louis Pasteur.

Questions 8–13

Answer the questions below.

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

Write your answers in boxes 8–13 on your answer sheet.

8 Before Perkin's discovery, with what group in society was the colour purple associated?

9 What potential did Perkin immediately understand that his new dye had?

10 What was the name finally used to refer to the first colour Perkin invented?

11 What was the name of the person Perkin consulted before setting up his own dye works?

12 In what country did Perkin's newly invented colour first become fashionable?

13 According to the passage, which disease is now being targeted by researchers using synthetic dyes?

READING PASSAGE 2

*You should spend about 20 minutes on **Questions 14–26**, which are based on Reading Passage 2 on the following pages.*

Questions 14–17

Reading Passage 2 has five paragraphs, **A–E**.

*Choose the correct heading for paragraphs **B–E** from the list of headings below.*

*Write the correct number, **i–vii**, in boxes 14–17 on your answer sheet.*

List of Headings

i	Seeking the transmission of radio signals from planets
ii	Appropriate responses to signals from other civilisations
iii	Vast distances to Earth's closest neighbours
iv	Assumptions underlying the search for extra-terrestrial intelligence
v	Reasons for the search for extra-terrestrial intelligence
vi	Knowledge of extra-terrestrial life forms
vii	Likelihood of life on other planets

Example	*Answer*
Paragraph **A**	**v**

14 Paragraph **B**

15 Paragraph **C**

16 Paragraph **D**

17 Paragraph **E**

IS THERE ANYBODY OUT THERE?
The Search for Extra-terrestrial Intelligence

The question of whether we are alone in the Universe has haunted humanity for centuries, but we may now stand poised on the brink of the answer to that question, as we search for radio signals from other intelligent civilisations. This search, often known by the acronym SETI (search for extra-terrestrial intelligence), is a difficult one. Although groups around the world have been searching intermittently for three decades, it is only now that we have reached the level of technology where we can make a determined attempt to search all nearby stars for any sign of life.

A

The primary reason for the search is basic curiosity – the same curiosity about the natural world that drives all pure science. We want to know whether we are alone in the Universe. We want to know whether life evolves naturally if given the right conditions, or whether there is something very special about the Earth to have fostered the variety of life forms that we see around us on the planet. The simple detection of a radio signal will be sufficient to answer this most basic of all questions. In this sense, SETI is another cog in the machinery of pure science which is continually pushing out the horizon of our knowledge. However, there are other reasons for being interested in whether life exists elsewhere. For example, we have had civilisation on Earth for perhaps only a few thousand years, and the threats of nuclear war and pollution over the last few decades have told us that our survival may be tenuous. Will we last another two thousand years or will we wipe ourselves out? Since the lifetime of a planet like ours is several billion years, we can expect that, if other civilisations do survive in our galaxy, their ages will range from zero to several billion years. Thus any other civilisation that we hear from is likely to be far older, on average, than ourselves. The mere existence of such a civilisation will tell us that long-term survival is possible, and gives us some cause for optimism. It is even possible that the older civilisation may pass on the benefits of their experience in dealing with threats to survival such as nuclear war and global pollution, and other threats that we haven't yet discovered.

B

In discussing whether we are alone, most SETI scientists adopt two ground rules. First, UFOs (Unidentified Flying Objects) are generally ignored since most scientists don't consider the evidence for them to be strong enough to bear serious consideration (although it is also important to keep an open mind in case any really convincing evidence emerges in the future). Second, we make a very conservative assumption that we are looking for a life form that is pretty well like us, since if it differs radically from us we may well not recognise it as a life form, quite apart from whether we are able to communicate

with it. In other words, the life form we are looking for may well have two green heads and seven fingers, but it will nevertheless resemble us in that it should communicate with its fellows, be interested in the Universe, live on a planet orbiting a star like our Sun, and perhaps most restrictively, have a chemistry, like us, based on carbon and water.

C

Even when we make these assumptions, our understanding of other life forms is still severely limited. We do not even know, for example, how many stars have planets, and we certainly do not know how likely it is that life will arise naturally, given the right conditions. However, when we look at the 100 billion stars in our galaxy (the Milky Way), and 100 billion galaxies in the observable Universe, it seems inconceivable that at least one of these planets does not have a life form on it; in fact, the best educated guess we can make, using the little that we do know about the conditions for carbon-based life, leads us to estimate that perhaps one in 100,000 stars might have a life-bearing planet orbiting it. That means that our nearest neighbours are perhaps 100 light years away, which is almost next door in astronomical terms.

D

An alien civilisation could choose many different ways of sending information across the galaxy, but many of these either require too much energy, or else are severely attenuated while traversing the vast distances across the galaxy. It turns out that, for a given amount of transmitted power, radio waves in the frequency range 1000 to 3000 MHz travel the greatest distance, and so all searches to date have concentrated on looking for radio waves in this frequency range. So far there have been a number of searches by various groups around the world, including Australian searches using the radio telescope at Parkes, New South Wales. Until now there have not been any detections from the few hundred stars which have been searched. The scale of the searches has been increased dramatically since 1992, when the US Congress voted NASA $10 million per year for ten years to conduct a thorough search for extra-terrestrial life. Much of the money in this project is being spent on developing the special hardware needed to search many frequencies at once. The project has two parts. One part is a targeted search using the world's largest radio telescopes, the American-operated telescope in Arecibo, Puerto Rico and the French telescope in Nancy in France. This part of the project is searching the nearest 1000 likely stars with high sensitivity for signals in the frequency range 1000 to 3000 MHz. The other part of the project is an undirected search which is monitoring all of space with a lower sensitivity, using the smaller antennas of NASA's Deep Space Network.

E

There is considerable debate over how we should react if we detect a signal from an alien civilisation. Everybody agrees that we should not reply immediately. Quite apart from the impracticality of sending a reply over such large distances at short notice, it raises a host of ethical questions that would have to be addressed by the global community before any reply could be sent. Would the human race face the culture shock if faced with a superior and much older civilisation? Luckily, there is no urgency about this. The stars being searched are hundreds of light years away, so it takes hundreds of years for their signal to reach us, and a further few hundred years for our reply to reach them. It's not important, then, if there's a delay of a few years, or decades, while the human race debates the question of whether to reply, and perhaps carefully drafts a reply.

Questions 18–20

Answer the questions below.

Choose ***NO MORE THAN THREE WORDS AND/OR A NUMBER*** *from the passage for each answer.*

Write your answers in boxes 18–20 on your answer sheet.

18 What is the life expectancy of Earth?

19 What kind of signals from other intelligent civilisations are SETI scientists searching for?

20 How many stars are the world's most powerful radio telescopes searching?

Questions 21–26

Do the following statements agree with the views of the writer in Reading Passage 2?

In boxes 21–26 on your answer sheet, write

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

21 Alien civilisations may be able to help the human race to overcome serious problems.

22 SETI scientists are trying to find a life form that resembles humans in many ways.

23 The Americans and Australians have co-operated on joint research projects.

24 So far SETI scientists have picked up radio signals from several stars.

25 The NASA project attracted criticism from some members of Congress.

26 If a signal from outer space is received, it will be important to respond promptly.

READING PASSAGE 3

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

The history of the tortoise

If you go back far enough, everything lived in the sea. At various points in evolutionary history, enterprising individuals within many different animal groups moved out onto the land, sometimes even to the most parched deserts, taking their own private seawater with them in blood and cellular fluids. In addition to the reptiles, birds, mammals and insects which we see all around us, other groups that have succeeded out of water include scorpions, snails, crustaceans such as woodlice and land crabs, millipedes and centipedes, spiders and various worms. And we mustn't forget the plants, without whose prior invasion of the land none of the other migrations could have happened.

Moving from water to land involved a major redesign of every aspect of life, including breathing and reproduction. Nevertheless, a good number of thoroughgoing land animals later turned around, abandoned their hard-earned terrestrial re-tooling, and returned to the water again. Seals have only gone part way back. They show us what the intermediates might have been like, on the way to extreme cases such as whales and dugongs. Whales (including the small whales we call dolphins) and dugongs, with their close cousins the manatees, ceased to be land creatures altogether and reverted to the full marine habits of their remote ancestors. They don't even come ashore to breed. They do, however, still breathe air, having never developed anything equivalent to the gills of their earlier marine incarnation. Turtles went back to the sea a very long time ago and, like all vertebrate returnees to the water, they breathe air. However, they are, in one respect, less fully given back to the water than whales or dugongs, for turtles still lay their eggs on beaches.

There is evidence that all modern turtles are descended from a terrestrial ancestor which lived before most of the dinosaurs. There are two key fossils called *Proganochelys quenstedti* and *Palaeochersis talampayensis* dating from early dinosaur times, which appear to be close to the ancestry of all modern turtles and tortoises. You might wonder how we can tell whether fossil animals lived on land or in water, especially if only fragments are found. Sometimes it's obvious. Ichthyosaurs were reptilian contemporaries of the dinosaurs, with fins and streamlined bodies. The fossils look like dolphins and they surely lived like dolphins, in the water. With turtles it is a little less obvious. One way to tell is by measuring the bones of their forelimbs.

Walter Joyce and Jacques Gauthier, at Yale University, obtained three measurements in these particular bones

of 71 species of living turtles and tortoises. They used a kind of triangular graph paper to plot the three measurements against one another. All the land tortoise species formed a tight cluster of points in the upper part of the triangle; all the water turtles cluster in the lower part of the triangular graph. There was no overlap, except when they added some species that spend time both in water and on land. Sure enough, these amphibious species show up on the triangular graph approximately half way between the 'wet cluster' of sea turtles and the 'dry cluster' of land tortoises. The next step was to determine where the fossils fell. The bones of *P. quenstedti* and *P. talampayensis* leave us in no doubt. Their points on the graph are right in the thick of the dry cluster. Both these fossils were dry-land tortoises. They come from the era before our turtles returned to the water.

You might think, therefore, that modern land tortoises have probably stayed on land ever since those early terrestrial times, as most mammals did after a few of them went back to the sea. But apparently not. If you draw out the family tree of all modern turtles and tortoises, nearly all the branches are aquatic. Today's land tortoises constitute a single branch, deeply nested among branches consisting of aquatic turtles. This suggests that modern land tortoises have not stayed on land continuously since the time of *P. quenstedti* and *P. talampayensis*. Rather, their ancestors were among those who went back to the water, and they then re-emerged back onto the land in (relatively) more recent times.

Tortoises therefore represent a remarkable double return. In common with all mammals, reptiles and birds, their remote ancestors were marine fish and before that various more or less worm-like creatures stretching back, still in the sea, to the primeval bacteria. Later ancestors lived on land and stayed there for a very large number of generations. Later ancestors still evolved back into the water and became sea turtles. And finally they returned yet again to the land as tortoises, some of which now live in the driest of deserts.

Questions 27–30

Answer the questions below.

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

Write your answers in boxes 27–30 on your answer sheet.

27 What had to transfer from sea to land before any animals could migrate?

28 Which **TWO** processes are mentioned as those in which animals had to make big changes as they moved onto land?

29 Which physical feature, possessed by their ancestors, do whales lack?

30 Which animals might ichthyosaurs have resembled?

Questions 31–33

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

In boxes 31–33 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*

31 Turtles were among the first group of animals to migrate back to the sea.

32 It is always difficult to determine where an animal lived when its fossilised remains are incomplete.

33 The habitat of ichthyosaurs can be determined by the appearance of their fossilised remains.

Questions 34–39

Complete the flow-chart below.

*Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.*

Write your answers in boxes 34–39 on your answer sheet.

Method of determining where the ancestors of turtles and tortoises come from

Step 1

71 species of living turtles and tortoises were examined and a total of **34** ..... were taken from the bones of their forelimbs.

↓

Step 2

The data was recorded on a **35** ..... (necessary for comparing the information).

Outcome: Land tortoises were represented by a dense **36** ..... of points towards the top.

Sea turtles were grouped together in the bottom part.

↓

Step 3

The same data was collected from some living **37** ..... species and added to the other results.

Outcome: The points for these species turned out to be positioned about **38** ..... up the triangle between the land tortoises and the sea turtles.

↓

Step 4

Bones of *P. quenstedti* and *P. talampayensis* were examined in a similar way and the results added.

Outcome: The position of the points indicated that both these ancient creatures were **39** ..... .

Question 40

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

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

According to the writer, the most significant thing about tortoises is that

A they are able to adapt to life in extremely dry environments.
B their original life form was a kind of primeval bacteria.
C they have so much in common with sea turtles.
D they have made the transition from sea to land more than once.

4 Academic Writing Task 1 – Describing maps

In this unit you will practise:

- describing a map
- describing changes in a place
- being accurate

1 Describing a map

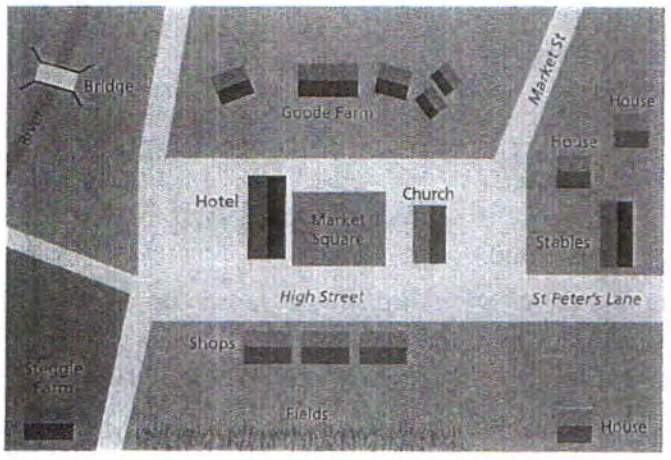
1.1 Look at the following Writing Task 1. Then complete the list of changes below.

The following maps show the changes that have taken place in the centre of a town since 1700.

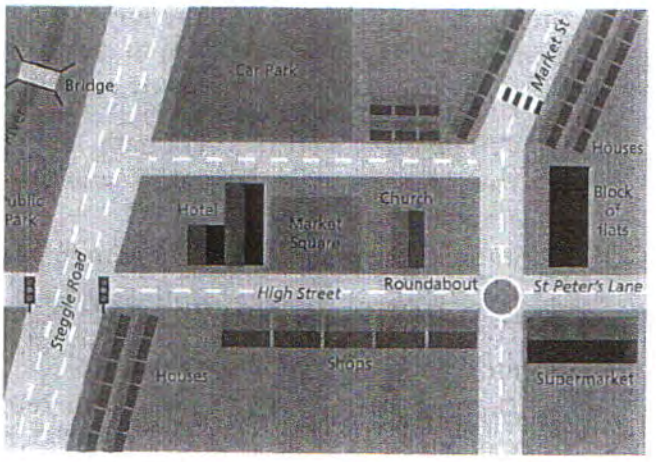
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Test Tip Work out how much space 150 of your words take on a page. This can save you having to count. Make sure your handwriting is neat and legible.

Town centre, 1700



Town centre today



Write at least 150 words

changes:

- the hotel *has been expanded / extended.*
- Steggle Farm
- the roads
- the shops
- the houses
- Goode Farm
- the house in St Peter's Lane
- the stables

1.2 Complete the sentences with the correct feature.

1 The , which is right in the centre of the town, has not changed in 300 years.

2 According to the 1700s map, there was a in the bottom right-hand corner.

3 Another feature that has remained the same is the , located in the centre, to the right of the market square.

4 The row of that can be seen in the bottom centre of both maps, has changed little over the years.

1.3 Complete the sentences with the correct location.

1 Steggle Farm, which can be seen of the 1700s map, is no longer there.

2 To the market square is the hotel, which has changed considerably over the years.

3 In the both maps, there is a bridge.

4 In the 1700s, there were stables located the church.

2 Describing changes in a place

2.1 Match the verbs in the box to definitions 1–10.

add	remove	modernise	extend	replace
reconstruct	expand	improve	renovate	
reduce	develop			

1 make something bigger: or

2 make something new again:

3 make something modern:

4 take something away and put something else in its place:

5 make something better:

6 make something smaller:

7 build several buildings in an area where there was nothing:

8 put in something totally new:

9 take something away:

10 build something again:

2.2 Complete these sentences with the correct form of verbs from 2.1.

1 Goode Farm has now been _____ with a car park.

2 The hotel has been _____ , and is now almost twice the size it was in 1700.

3 Though many of their names have remained the same, all of the roads _____.

4 The traffic lights, roundabout and zebra crossing, which were not needed in 1700, _____ now , and the road surfaces .

5 The stables and replaced with a block of flats.

Test Tip Get an old map of your own town centre and write about some of the changes that have happened.

SAMPLE / Describing Map

The two maps allow us to see the change in one small town over a 300-year period. In the 1970s, the town was relatively small and consisted of a few farms and houses gathered around a central market place and church. Transport was restricted to horses at that time so the roads were very basic. Having said that, the roads were clearly marked and the river had a bridge running across it.

In the present-day town, a great deal has changed. Perhaps the most noticeable changes are those relating to transportation. Our modern-day needs are very different so the roads have been improved and traffic lights, a roundabout and a zebra crossing has been added, as well as an extra road. Increased traffic means that a car park has replaced Goode farm and the fields that were located at the top of the 1700 map. Housing is another area where many changes have been made while in 1700 there were few houses, now there are rows of houses and a block of flats instead of the stables. A further development is the supermarket and the hotel, which has been extended.

WRITING

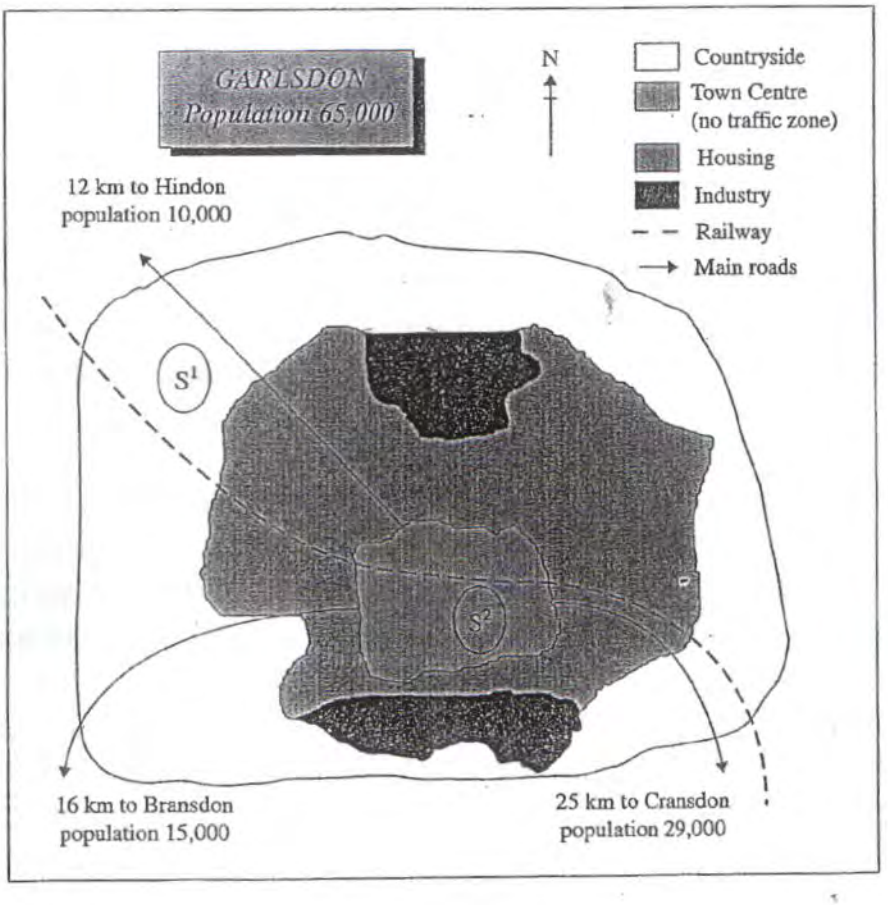
WRITING TASK 1

You should spend about 20 minutes on this task.

The map below is of the town of Garlsdon. A new supermarket (S) is planned for the town. The map shows two possible sites for the supermarket.

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

Write at least 150 words.



TEST 3, WRITING TASK 1

MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

The map shows two proposed locations for a new supermarket for the town of Garlsdon.

The first potential location (S1) is outside the town itself, and is sited just off the main road to the town of Hindon, lying 12 kms to the north-west. This site is in the countryside and so would be able to accommodate a lot of car parking. This would make it accessible to shoppers from both Hindon and Garlsdon who could travel by car. As it is also close to the railway line linking the two towns to Cransdon (25 km to the south-east), a potentially large number of shoppers would also be able to travel by train.

In contrast, the suggested location, S2, is right in the town centre, which would be good for local residents. Theoretically the store could be accessed by road or rail from the surrounding towns, including Bransdon, but as the central area is a no-traffic zone, cars would be unable to park and access would be difficult.

Overall, neither site is appropriate for all the towns, but for customers in Cransdon, Hindon and Garlsdon, the out-of-town site (S1) would probably offer more advantages.

WRITING

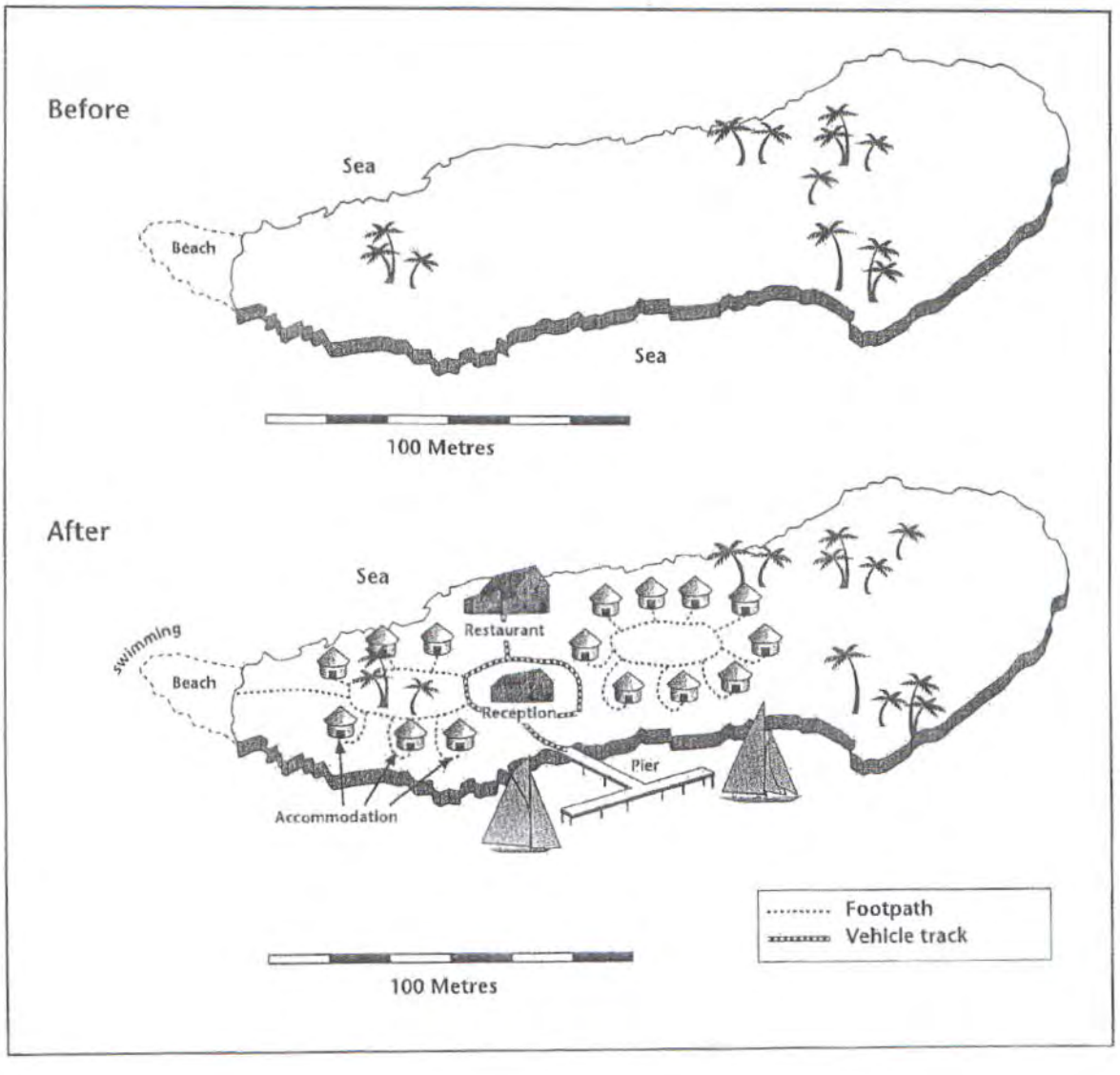
WRITING TASK 1

You should spend about 20 minutes on this task.

The two maps below show an island, before and after the construction of some tourist facilities.

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

Write at least 150 words.



IELTS Advantages and Disadvantages Lesson

These kinds of questions normally give you a statement and ask you to comment on the advantages and disadvantages of that statement.

The problem is that there are 3 different types of advantage and disadvantage question and they each require a different approach. If you answer them in a different way then you risk losing lots of easy marks.

This lesson will look at each of the three question types and suggest a standard sentence-by-sentence structure for each of them. There will also be samples answers for each of the three questions to help you compare and understand the three approaches.

Question 1

In some countries young people are encouraged to work or travel for a year between finishing high school and starting university studies.

Discuss the advantages and disadvantages for young people who decided to do this.

Question 2

Some experts believe that it is better for children to begin learning a foreign language at primary schools rather than secondary school.

Do the advantages of this outweigh the disadvantages?

Question 3

Computers are becoming an essential part of school lessons.

Discuss the advantages and disadvantages and give your own opinion.

Question 1 simply asks us to discuss the advantages and disadvantages. It does not ask for our opinion or say which side is better or worse, so we should not include this information in our answer.

This requires a simple structure in which the student will look at the advantages in one paragraph and the disadvantages in the other.

Structure for Essay 1

Introduction

Sentence 1- Paraphrase question

Sentence 2- Outline sentence

Supporting Paragraph 1 (Advantages)

Sentence 3- Topic sentence (Advantage 1)

Sentence 4- Explain how this is an advantage

Sentence 5- Example

Supporting Paragraph 2 (Disadvantages)

Sentence 6- Topic sentence (Disadvantage 1)

Sentence 7- Explain how this is an disadvantage

Sentence 8- Example

Conclusion

Sentence 9- Summary of main points

Question 1

In some countries young people are encouraged to work or travel for a year between finishing high school and starting university studies.

Discuss the advantages and disadvantages for young people who decided to do this.

Before embarking on college many young people are advised that a year working or travelling may be a good option. This essay will suggest that saving money is the biggest advantage of this and a reduced motivation to study is the primary disadvantage.

Third level education is very expensive and lots of students decide to work for 12 months and save up money before they begin their studies. This allows them to pay for their living costs, tuition fees and accommodation and focus on their studies, rather than struggle financially or have to get a part time job on top of their academic work. The Times recently reported that the average student at a UK university requires over $12,000 per annum just to survive and many drop out because they cannot afford to stay.

Despite these advantages, many students often get used to working or travelling and don't want to return to a life of study after a year off. This short term view can cause some to bypass university altogether and go straight into a job that is beneath their capabilities or may not offer the same prospects their future career might have done. For instance, a recent survey by the British Government found that 26% of students who take a gap-year never enter tertiary education.

In conclusion, taking a break from studies can be advantageous if it allows people to gather up savings, however, they should also be careful that it does not lead to disillusionment with education altogether.

(252 words)

Question 2 is different because we have to say if the advantages are stronger than the disadvantages. Notice I didn't say 'if there are more advantages than disadvantages'. The question is not asking you to talk about numbers, but comment on the overall weight of the advantages or disadvantages. For example, there are a huge number of advantages to travelling by private jet, but there is one huge disadvantage (the cost) that stops most people from flying that way and therefore the disadvantages outweigh the advantages.

In this example we will have to decide which side (advantages or disadvantages) is stronger and this will affect our structure. If you choose advantages then you will have to say why these are much stronger than the advantages and why the disadvantages don't hold much weight. You would also have to make this clear in your thesis statement.

Structure for Essay 2

Introduction

Sentence 1- Paraphrase question

Sentence 2- Thesis statement (state which one outweighs the other)

Sentence 3- Outline sentence

Main Body Paragraph 1 (Stronger Side)

Sentence 4- Topic Sentence

Sentence 5- Explain why it is strong

Sentence 6- Example

Sentence 7- Topic Sentence

Sentence 8- Explain why it is strong

Sentence 9- Example

Main Body Paragraph 2 (Weaker Side)

Sentence 10- Topic Sentence

Sentence 11- Explain why it is not strong

Sentence 12- Example

Conclusion

Sentence 13- Summary of main points and restate position.

Question 2 Sample Answer

Some experts believe that it is better for children to begin learning a foreign language at primary schools rather than secondary school.

Do the advantages of this outweigh the disadvantages?

Some authorities think that it is more favorable for pupils to begin studying languages at primary school instead of secondary school. This essay will argue that the advantages of this outweigh the drawbacks. The essay will first demonstrate that the earlier someone learns an additional language the more likely they are to master it and that it brings added cognitive benefits, followed by an analysis of how the primary disadvantage, namely confusion with their native tongue, is not valid.

The main reason to start kids off with foreign languages early is that this increases the likelihood they will achieve fluency in adulthood. That is to say that they will have far more years to perfect their skills and it will seem perfectly normal to speak bilingually. For example, in countries such as Holland and Norway where English is taught from a very young age, more than 95% of adults speak it at an advanced level. Learning a second language also helps to improve overall cognitive abilities. In other words it benefits the overall development of a child's brain. A recent survey by Cambridge University found that children who studied a new language before the age of 5 were significantly more likely to score higher in Mathematics and Science.

Those opposed to this say that it causes the child to become confused between their mother tongue and the other language. However, there is actually no evidence to support this view and children from bilingual families do just as well in both languages. My own son was brought up speaking both Vietnamese and English and outperforms most of his classmates in both.

On balance the fact that early foreign language learning leads to higher fluency and improved brain function clearly outweighs the flawed argument that it impairs uptake of native languages.

(299 words)

Question 3 is different again because it is more like an opinion essay and a discussion essay at the same time. Your structure will reflect this by having a paragraph for advantages and disadvantages, but also having a clear position on the statement.

Structure for Essay 3

Introduction

Sentence 1- Paraphrase question

Sentence 2- Thesis statement (your opinion)

Sentence 3- Outline sentence

Main Body Paragraph 1 (Advantages)

Sentence 4- Topic Sentence

Sentence 5- Explain

Sentence 6- Example

Main Body Paragraph 2 (Disadvantages)

Sentence 7- Topic Sentence

Sentence 8- Explain

Sentence 9- Example

Main Body Paragraph 3 (Opinion)

Sentence 10- Explain opinion

Sentence 11- Explain or give example

Conclusion

Sentence 12 – Summary of main points

Question 3 Sample Answer

Computers are becoming an essential part of education.

Discuss the advantages and disadvantages and give your own opinion.

Information technology is becoming a ubiquitous part of learning. This essay will show that this is a welcome development and can enhance educational practice. It will first suggest that the instant availability of huge amounts of information is the primary advantage, followed by a discussion of how it can sometimes lead to plagiarism.

The main benefit computers bring to learners is easy access to vast amounts resources. Learners were once limited to the books they had and the knowledge of their teacher, now they can learn about anything they choose at the touch of a button. Google is a prime example, because it allows people to easily search for whatever they are looking for quickly and accurately.

One possible drawback is that using the internet to complete academic work can sometimes lead to pupils copying articles from the internet. As a result, students do not have to think about their tasks and learn very little. The Sunday Times recently reported that 72% of college graduates in the UK admitted to copying and pasting Wikipedia articles at least once.

Overall, it is a very positive development because most students will take advantage of the power of the information superhighway to enhance their studies, rather than using it to cheat. For example, in 2005 Cambridge University found that students who regularly used a computer were 26% more likely to get a first-class degree than those who did not.

In conclusion, the web has provided a gateway to knowledge unlike anything seen before and although it can sometimes lead to a few taking the easy route and plagiarising, it is a very positive step in the evolution of education.

(278 words)

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

> ***Some experts believe that it is better for children to begin learning a foreign language at primary school rather than secondary school.***
>
> ***Do the advantages of this outweigh the disadvantages?***

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

Write at least 250 words.

SPEAKING

PART 1

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

EXAMPLE

Games

- What games are popular in your country? [Why?]
- Do you play any games? [Why/Why not?]
- How do people learn to play games in your country?
- Do you think it's important for people to play games? [Why/Why not?]

PART 2

Describe an open-air or street market which you enjoyed visiting.

You should say:
where the market is
what the market sells
how big the market is
and explain why you enjoyed visiting this market.

You will have to talk about the topic for one to two minutes.
You have one minute to think about what you are going to say.
You can make some notes to help you if you wish.

PART 3

Discussion topics:

Shopping at markets

Example questions:
Do people in your country enjoy going to open-air markets that sell things like food or clothes or old objects? Which type of market is more popular? Why?
Do you think markets are more suitable places for selling certain types of things? Which ones? Why do you think this is?
Do you think young people feel the same about shopping at markets as older people? Why is that?

Shopping in general

Example questions:
What do you think are the advantages of buying things from shops rather than markets?
How does advertising influence what people choose to buy? Is this true for everyone?
Do you think that any recent changes in the way people live have affected general shopping habits? Why is this?

PUSH YOURSELF BEACUSE

NO ONE ELSE

IS GOING TO DO IT FOR YOU

Test 2

LISTENING

SECTION 1 *Questions 1–10*

Complete the form below.

*Write **ONE WORD AND/OR A NUMBER** for each answer.*

Accommodation Form – Student Information	
Example Type of accommodation:	.....hall..... of residence
Name:	Anu **1** .....
Date of birth:	**2** .....
Country of origin:	India
Course of study:	**3** .....
Number of years planned in hall:	**4** .....
Preferred catering arrangement:	half board
Special dietary requirements:	no **5** ..... (red)
Preferred room type:	a single **6** .....
Interests:	the **7** ..... badminton

Priorities in choice of hall:	to be with other students who are **8** ..... to live outside the **9** ..... to have a **10** ..... area for socialising
Contact phone number:	667549

SECTION 2 *Questions 11–20*

Questions 11–13

Complete the table below.

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

Parks and open spaces

Name of place	Of particular interest	Open
Halland Common	source of River Ouse	24 hours
Holt Island	many different **11**	between **12** ..... and .....
Longfield Country Park	reconstruction of a 2,000-year-old **13** .....with activities for children	daylight hours

Questions 14–16

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

Longfield Park

14 As part of Monday's activity, visitors will

A prepare food with herbs.
B meet a well-known herbalist.
C dye cloth with herbs.

15 For the activity on Wednesday,

A only group bookings are accepted.
B visitors should book in advance.
C attendance is free.

16 For the activity on Saturday, visitors should

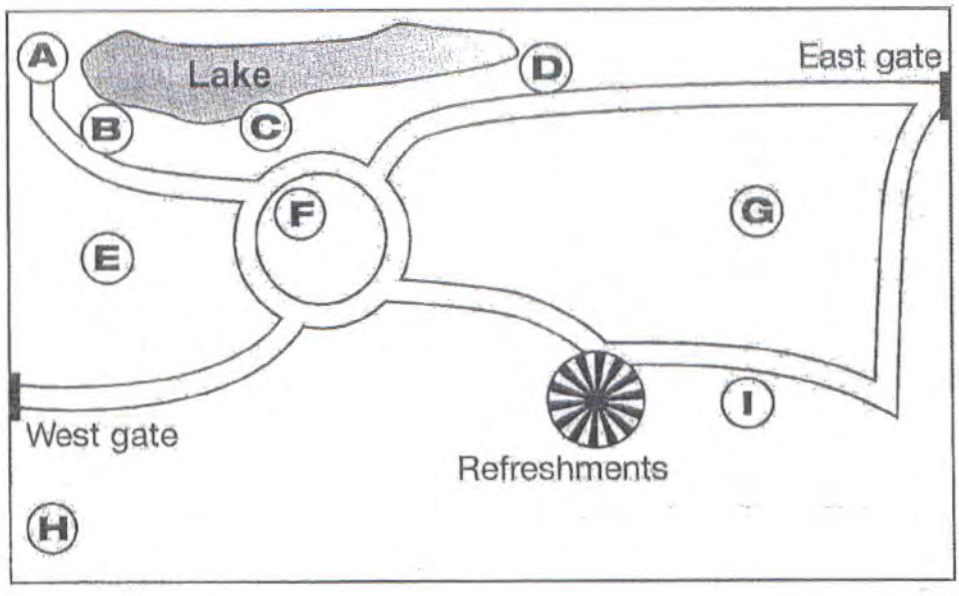
A come in suitable clothing.
B make sure they are able to stay for the whole day.
C tell the rangers before the event what they wish to do.

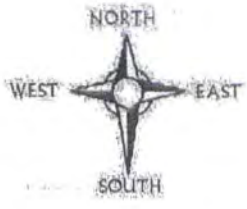
Questions 17–20

Label the map below.

*Write the correct letter, **A–I**, next to questions 17–20.*

Hinchingbrooke Park





17 bird hide .....

18 dog-walking area .....

19 flower garden .....

20 wooded area .....

SECTION 3 *Questions 21–30*

Questions 21–24

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

Self-Access Centre

21 Students want to keep the Self-Access Centre because

- **A** they enjoy the variety of equipment.
- **B** they like being able to work on their own.
- **C** it is an important part of their studies.

22 Some teachers would prefer to

- **A** close the Self-Access Centre.
- **B** move the Self-Access Centre elsewhere.
- **C** restrict access to the Self-Access Centre.

23 The students' main concern about using the library would be

- **A** the size of the library.
- **B** difficulty in getting help.
- **C** the lack of materials.

24 The Director of Studies is concerned about

- **A** the cost of upgrading the centre.
- **B** the lack of space in the centre.
- **C** the difficulty in supervising the centre.

Test 2

Questions 25–30

Complete the notes below.

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

Necessary improvements to the existing Self-Access Centre

Equipment

Replace computers to create more space.

Resources

The level of the **25** ..... materials, in particular, should be more clearly shown.

Update the **26** ..... collection.

Buy some **27** ..... and divide them up.

Use of the room

Speak to the teachers and organise a **28** ..... for supervising the centre.

Install an **29** ..... .

Restrict personal use of **30** ..... on computers.

SECTION 4 *Questions 31–40*

Complete the notes below.

*Write **ONE WORD ONLY** for each answer.*

Business Cultures

Power culture

Characteristics of organisation
- small
- **31** ..... power source
- few rules and procedures
- communication by **32** .....

Advantage:
- can act quickly

Disadvantage:
- might not act **33** .....

Suitable employee:
- not afraid of **34** .....
- doesn't need job security

Role culture

Characteristics of organisation:
- large, many **35** .....
- specialised departments
- rules and procedure, e.g. job **36** ..... and rules for discipline

Advantages:	• economies of scale • successful when **37** ..... ability is important
Disadvantages:	• slow to see when **38** ..... is needed • slow to react
Suitable employee:	• values security • doesn't want **39** .....

Task culture

Characteristics of organisation:	• project orientated • in competitive market or making product with short life • a lot of delegation
Advantage:	• **40** .....
Disadvantages:	• no economies of scale or special expertise
Suitable employee:	• likes to work in groups

READING

READING PASSAGE 1

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

A Hearing impairment or other auditory function deficit in young children can have a major impact on their development of speech and communication, resulting in a detrimental effect on their ability to learn at school. This is likely to have major consequences for the individual and the population as a whole. The New Zealand Ministry of Health has found from research carried out over two decades that 6–10% of children in that country are affected by hearing loss.

B A preliminary study in New Zealand has shown that classroom noise presents a major concern for teachers and pupils. Modern teaching practices, the organisation of desks in the classroom, poor classroom acoustics, and mechanical means of ventilation such as air-conditioning units all contribute to the number of children unable to comprehend the teacher's voice. Education researchers Nelson and Soli have also suggested that recent trends in learning often involve collaborative interaction of multiple minds and tools as much as individual possession of information. This all amounts to heightened activity and noise levels, which have the potential to be particularly serious for children experiencing auditory function deficit. Noise in classrooms can only exacerbate their difficulty in comprehending and processing verbal communication with other children and instructions from the teacher.

C Children with auditory function deficit are potentially failing to learn to their maximum potential because of noise levels generated in classrooms. The effects of noise on the ability of children to learn effectively in typical classroom environments are now the subject of increasing concern. The International Institute of Noise Control Engineering (I–INCE), on the advice of the World Health Organization, has established an international working party, which includes New Zealand, to evaluate noise and reverberation control for school rooms.

D While the detrimental effects of noise in classroom situations are not limited to children experiencing disability, those with a disability that affects their processing of speech and verbal communication could be extremely vulnerable. The auditory function deficits in question include hearing impairment, autistic spectrum disorders (ASD) and attention deficit disorders (ADD/ADHD).

E Autism is considered a neurological and genetic life-long disorder that causes discrepancies in the way information is processed. This disorder is characterised by interlinking problems with social imagination, social communication and social interaction. According to Janzen, this affects the ability to understand and relate in typical ways to people, understand events and objects in the environment, and understand or respond to sensory stimuli. Autism does not allow learning or thinking in the same ways as in children who are developing normally.

Autistic spectrum disorders often result in major difficulties in comprehending verbal information and speech processing. Those experiencing these disorders often find sounds such as crowd noise and the noise generated by machinery painful and distressing. This is difficult to scientifically quantify as such extra-sensory stimuli vary greatly from one autistic individual to another. But a child who finds any type of noise in their classroom or learning space intrusive is likely to be adversely affected in their ability to process information.

F The attention deficit disorders are indicative of neurological and genetic disorders and are characterised by difficulties with sustaining attention, effort and persistence, organisation skills and disinhibition. Children experiencing these disorders find it difficult to screen out unimportant information, and focus on everything in the environment rather than attending to a single activity. Background noise in the classroom becomes a major distraction, which can affect their ability to concentrate.

G Children experiencing an auditory function deficit can often find speech and communication very difficult to isolate and process when set against high levels of background noise. These levels come from outside activities that penetrate the classroom structure, from teaching activities, and other noise generated inside, which can be exacerbated by room reverberation. Strategies are needed to obtain the optimum classroom construction and perhaps a change in classroom culture and methods of teaching. In particular, the effects of noisy classrooms and activities on those experiencing disabilities in the form of auditory function deficit need thorough investigation. It is probable that many undiagnosed children exist in the education system with 'invisible' disabilities. Their needs are less likely to be met than those of children with known disabilities.

H The New Zealand Government has developed a New Zealand Disability Strategy and has embarked on a wide-ranging consultation process. The strategy recognises that people experiencing disability face significant barriers in achieving a full quality of life in areas such as attitude, education, employment and access to services. Objective 3 of the New Zealand Disability Strategy is to 'Provide the Best Education for Disabled People' by improving education so that all children, youth learners and adult learners will have equal opportunities to learn and develop within their already existing local school. For a successful education, the learning environment is vitally significant, so any effort to improve this is likely to be of great benefit to all children, but especially to those with auditory function disabilities.

I A number of countries are already in the process of formulating their own standards for the control and reduction of classroom noise. New Zealand will probably follow their example. The literature to date on noise in school rooms appears to focus on the effects on schoolchildren in general, their teachers and the hearing impaired. Only limited attention appears to have been given to those students experiencing the other disabilities involving auditory function deficit. It is imperative that the needs of these children are taken into account in the setting of appropriate international standards to be promulgated in future.

Questions 1–6

Reading Passage 1 has nine sections, **A–I**.

Which section contains the following information?

*Write the correct letter, **A–I**, in boxes 1–6 on your answer sheet.*

1 an account of a national policy initiative

2 a description of a global team effort

3 a hypothesis as to one reason behind the growth in classroom noise

4 a demand for suitable worldwide regulations

5 a list of medical conditions which place some children more at risk from noise than others

6 the estimated proportion of children in New Zealand with auditory problems

Questions 7–10

Answer the questions below.

*Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.*

Write your answers in boxes 7–10 on your answer sheet.

7 For what period of time has hearing loss in schoolchildren been studied in New Zealand?

8 In addition to machinery noise, what other type of noise can upset children with autism?

9 What term is used to describe the hearing problems of schoolchildren which have not been diagnosed?

10 What part of the New Zealand Disability Strategy aims to give schoolchildren equal opportunity?

Questions 11 and 12

*Choose **TWO** letters, **A–F**.*

Write the correct letters in boxes 11 and 12 on your answer sheet.

The list below includes factors contributing to classroom noise.

Which **TWO** are mentioned by the writer of the passage?

- **A** current teaching methods
- **B** echoing corridors
- **C** cooling systems
- **D** large class sizes
- **E** loud-voiced teachers
- **F** playground games

Question 13

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

Write the correct letter in box 13 on your answer sheet.

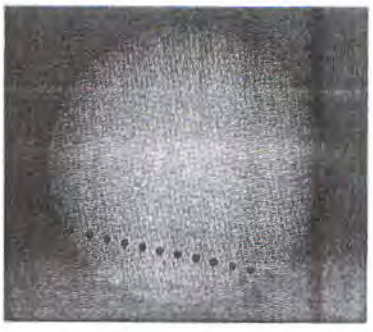
What is the writer's overall purpose in writing this article?

- **A** to compare different methods of dealing with auditory problems
- **B** to provide solutions for overly noisy learning environments
- **C** to increase awareness of the situation of children with auditory problems
- **D** to promote New Zealand as a model for other countries to follow

READING PASSAGE 2

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

Venus in transit



June 2004 saw the first passage, known as a 'transit', of the planet Venus across the face of the Sun in 122 years. Transits have helped shape our view of the whole Universe, as Heather Cooper and Nigel Henbest explain

A On 8 June 2004, more than half the population of the world were treated to a rare astronomical event. For over six hours, the planet Venus steadily inched its way over the surface of the Sun. This 'transit' of Venus was the first since 6 December 1882. On that occasion, the American astronomer Professor Simon Newcomb led a party to South Africa to observe the event. They were based at a girls' school, where – it is alleged – the combined forces of three schoolmistresses outperformed the professionals with the accuracy of their observations.

B For centuries, transits of Venus have drawn explorers and astronomers alike to the four corners of the globe. And you can put it all down to the extraordinary polymath Edmond Halley. In November 1677, Halley observed a transit of the innermost planet, Mercury, from the desolate island of St Helena in the South Pacific. He realised that, from different latitudes, the passage of the planet across the Sun's disc would appear to differ. By timing the transit from two widely-separated locations, teams of astronomers could calculate the parallax angle – the apparent difference in position of an astronomical body due to a difference in the observer's position. Calculating this angle would allow astronomers to measure what was then the ultimate goal: the distance of the Earth from the Sun. This distance is known as the 'astronomical unit' or AU.

C Halley was aware that the AU was one of the most fundamental of all astronomical measurements. Johannes Kepler, in the early 17th century, had shown that the distances of the planets from the Sun governed their orbital speeds, which were easily measurable. But no-one had found a way to calculate accurate distances to the planets from the Earth. The goal was to measure the AU; then, knowing the orbital speeds of all the other planets round the Sun, the scale of the Solar System would fall into place. However, Halley realised that Mercury was so far away that its parallax angle would be very difficult to determine. As Venus was closer to the Earth, its parallax angle would be larger, and Halley worked out that by using Venus it would be possible to measure the

Sun's distance to 1 part in 500. But there was a problem: transits of Venus, unlike those of Mercury, are rare, occurring in pairs roughly eight years apart every hundred or so years. Nevertheless, he accurately predicted that Venus would cross the face of the Sun in both 1761 and 1769 – though he didn't survive to see either.

D Inspired by Halley's suggestion of a way to pin down the scale of the Solar System, teams of British and French astronomers set out on expeditions to places as diverse as India and Siberia. But things weren't helped by Britain and France being at war. The person who deserves most sympathy is the French astronomer Guillaume Le Gentil. He was thwarted by the fact that the British were besieging his observation site at Pondicherry in India. Fleeing on a French warship crossing the Indian Ocean, Le Gentil saw a wonderful transit – but the ship's pitching and rolling ruled out any attempt at making accurate observations. Undaunted, he remained south of the equator, keeping himself busy by studying the islands of Mauritius and Madagascar before setting off to observe the next transit in the Philippines. Ironically after travelling nearly 50,000 kilometres, his view was clouded out at the last moment, a very dispiriting experience.

E While the early transit timings were as precise as instruments would allow, the measurements were dogged by the 'black drop' effect. When Venus begins to cross the Sun's disc, it looks smeared not circular – which makes it difficult to establish timings. This is due to diffraction of light. The second problem is that Venus exhibits a halo of light when it is seen just outside the Sun's disc. While this showed astronomers that Venus was surrounded by a thick layer of gases refracting sunlight around it, both effects made it impossible to obtain accurate timings.

F But astronomers laboured hard to analyse the results of these expeditions to observe Venus transits. Johann Franz Encke, Director of the Berlin Observatory, finally determined a value for the AU based on all these parallax measurements: 153,340,000 km. Reasonably accurate for the time, that is quite close to today's value of 149,597,870 km, determined by radar, which has now superseded transits and all other methods in accuracy. The AU is a cosmic measuring rod, and the basis of how we scale the Universe today. The parallax principle can be extended to measure the distances to the stars. If we look at a star in January – when Earth is at one point in its orbit – it will seem to be in a different position from where it appears six months later. Knowing the width of Earth's orbit, the parallax shift lets astronomers calculate the distance.

G June 2004's transit of Venus was thus more of an astronomical spectacle than a scientifically important event. But such transits have paved the way for what might prove to be one of the most vital breakthroughs in the cosmos – detecting Earth-sized planets orbiting other stars.

Questions 14–17

Reading Passage 2 has seven paragraphs, **A–G**.

Which paragraph contains the following information?

*Write the correct letter, **A–G**, in boxes 14–17 on your answer sheet.*

14 examples of different ways in which the parallax principle has been applied

15 a description of an event which prevented a transit observation

16 a statement about potential future discoveries leading on from transit observations

17 a description of physical states connected with Venus which early astronomical instruments failed to overcome

Questions 18–21

Look at the following statements (Questions 18–21) and the list of people below.

*Match each statement with the correct person, **A**, **B**, **C** or **D**.*

*Write the correct letter, **A**, **B**, **C** or **D**, in boxes 18–21 on your answer sheet.*

18 He calculated the distance of the Sun from the Earth based on observations of Venus with a fair degree of accuracy.

19 He understood that the distance of the Sun from the Earth could be worked out by comparing observations of a transit.

20 He realised that the time taken by a planet to go round the Sun depends on its distance from the Sun.

21 He witnessed a Venus transit but was unable to make any calculations.

List of People

A Edmond Halley

B Johannes Kepler

C Guillaume Le Gentil

D Johann Franz Encke

Test 2

Questions 22–26

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

In boxes 22–26 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*

22 Halley observed one transit of the planet Venus.

23 Le Gentil managed to observe a second Venus transit.

24 The shape of Venus appears distorted when it starts to pass in front of the Sun.

25 Early astronomers suspected that the atmosphere on Venus was toxic.

26 The parallax principle allows astronomers to work out how far away distant stars are from the Earth.

READING PASSAGE 3

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

A neuroscientist reveals how to think differently

In the last decade a revolution has occurred in the way that scientists think about the brain. We now know that the decisions humans make can be traced to the firing patterns of neurons in specific parts of the brain. These discoveries have led to the field known as *neuroeconomics*, which studies the brain's secrets to success in an economic environment that demands innovation and being able to do things differently from competitors. A brain that can do this is an iconoclastic one. Briefly, an *iconoclast* is a person who does something that others say can't be done.

This definition implies that iconoclasts are different from other people, but more precisely, it is their brains that are different in three distinct ways: perception, fear response, and social intelligence. Each of these three functions utilizes a different circuit in the brain. Naysayers might suggest that the brain is irrelevant, that thinking in an original, even revolutionary, way is more a matter of personality than brain function. But the field of neuroeconomics was born out of the realization that the physical workings of the brain place limitations on the way we make decisions. By understanding these constraints, we begin to understand why some people march to a different drumbeat.

The first thing to realize is that the brain suffers from limited resources. It has a fixed energy budget, about the same as a 40 watt light bulb, so it has evolved to work as efficiently as possible. This is where most people are impeded from being an iconoclast. For example, when confronted with information streaming from the eyes, the brain will interpret this information in the quickest way possible. Thus it will draw on both past experience and any other source of information, such as what other people say, to make sense of what it is seeing. This happens all the time. The brain takes shortcuts that work so well we are hardly ever aware of them. We think our perceptions of the world are real, but they are only biological and electrical rumblings. Perception is not simply a product of what your eyes or ears transmit to your brain. More than the physical reality of photons or sound waves, perception is a product of the brain.

Perception is central to iconoclasm. Iconoclasts see things differently to other people. Their brains do not fall into efficiency pitfalls as much as the average person's brain. Iconoclasts, either because they were born that way or through learning, have found ways to work around the perceptual shortcuts that plague most people. Perception is not something that is hardwired

into the brain. It is a learned process, which is both a curse and an opportunity for change. The brain faces the fundamental problem of interpreting physical stimuli from the senses. Everything the brain sees, hears, or touches has multiple interpretations. The one that is ultimately chosen is simply the brain's best theory. In technical terms, these conjectures have their basis in the statistical likelihood of one interpretation over another and are heavily influenced by past experience and, importantly for potential iconoclasts, what other people say.

The best way to see things differently to other people is to bombard the brain with things it has never encountered before. Novelty releases the perceptual process from the chains of past experience and forces the brain to make new judgments. Successful iconoclasts have an extraordinary willingness to be exposed to what is fresh and different. Observation of iconoclasts shows that they embrace novelty while most people avoid things that are different.

The problem with novelty, however, is that it tends to trigger the brain's fear system. Fear is a major impediment to thinking like an iconoclast and stops the average person in his tracks. There are many types of fear, but the two that inhibit iconoclastic thinking and people generally find difficult to deal with are *fear of uncertainty* and *fear of public ridicule*. These may seem like trivial phobias. But fear of public speaking, which everyone must do from time to time, afflicts one-third of the population. This makes it too common to be considered a mental disorder. It is simply a common variant of human nature, one which iconoclasts do not let inhibit their reactions.

Finally, to be successful iconoclasts, individuals must sell their ideas to other people. This is where *social intelligence* comes in. Social intelligence is the ability to understand and manage people in a business setting. In the last decade there has been an explosion of knowledge about the social brain and how the brain works when groups coordinate decision making. Neuroscience has revealed which brain circuits are responsible for functions like understanding what other people think, empathy, fairness, and social identity. These brain regions play key roles in whether people convince others of their ideas. Perception is important in social cognition too. The perception of someone's enthusiasm, or reputation, can make or break a deal. Understanding how perception becomes intertwined with social decision making shows why successful iconoclasts are so rare.

Iconoclasts create new opportunities in every area from artistic expression to technology to business. They supply creativity and innovation not easily accomplished by committees. Rules aren't important to them. Iconoclasts face alienation and failure, but can also be a major asset to any organization. It is crucial for success in any field to understand how the iconoclastic mind works.

Questions 27–31

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

Write the correct letter in boxes 27–31 on your answer sheet.

27 Neuroeconomics is a field of study which seeks to

- **A** cause a change in how scientists understand brain chemistry.
- **B** understand how good decisions are made in the brain.
- **C** understand how the brain is linked to achievement in competitive fields.
- **D** trace the specific firing patterns of neurons in different areas of the brain.

28 According to the writer, iconoclasts are distinctive because

- **A** they create unusual brain circuits.
- **B** their brains function differently.
- **C** their personalities are distinctive.
- **D** they make decisions easily.

29 According to the writer, the brain works efficiently because

- **A** it uses the eyes quickly.
- **B** it interprets data logically.
- **C** it generates its own energy.
- **D** it relies on previous events.

30 The writer says that perception is

- **A** a combination of photons and sound waves.
- **B** a reliable product of what your senses transmit.
- **C** a result of brain processes.
- **D** a process we are usually conscious of.

31 According to the writer, an iconoclastic thinker

- **A** centralises perceptual thinking in one part of the brain.
- **B** avoids cognitive traps.
- **C** has a brain that is hardwired for learning.
- **D** has more opportunities than the average person.

Questions 32–37

Do the following statements agree with the claims of the writer in Reading Passage 3?

In boxes 32–37 on your answer sheet, write

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

32 Exposure to different events forces the brain to think differently.

33 Iconoclasts are unusually receptive to new experiences.

34 Most people are too shy to try different things.

35 If you think in an iconoclastic way, you can easily overcome fear.

36 When concern about embarrassment matters less, other fears become irrelevant.

37 Fear of public speaking is a psychological illness.

Questions 38–40

*Complete each sentence with the correct ending, **A–E**, below.*

*Write the correct letter, **A–E**, in boxes 38–40 on your answer sheet.*

38 Thinking like a successful iconoclast is demanding because it

39 The concept of the social brain is useful to iconoclasts because it

40 Iconoclasts are generally an asset because their way of thinking

A	requires both perceptual and social intelligence skills.
B	focuses on how groups decide on an action.
C	works in many fields, both artistic and scientific.
D	leaves one open to criticism and rejection.
E	involves understanding how organisations manage people.

Writing

4 Comparing and describing information

- Why is it important to group and compare information?

Summarising charts always involves making comparisons. Some diagrams also require comparisons, particularly if you have to describe stages or have more than one piece of visual material. Part of the task of organising your answer involves deciding how to categorise or group the information you need to compare.

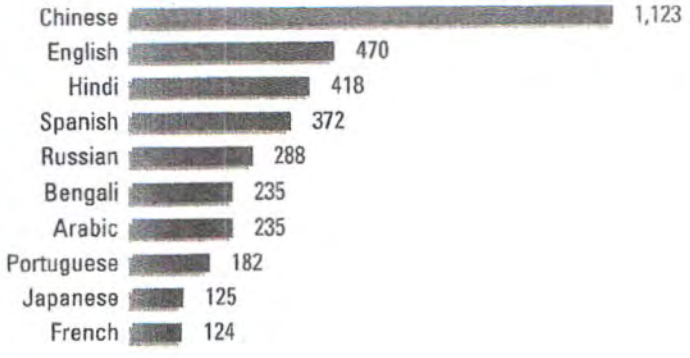
Comparing information

You need to make sure that you can form comparative and superlative adjectives and use expressions such as *more/less ... than, the same as ... ; as ... as, the second/third most; twice, three times*, etc. You may need to use these expressions in some long noun phrases, for example:

the most
the second/third most *popular tourist destination*
the least

1 Fill in the gaps **1–9** in the summary of the chart below and on the next page. For some of the gaps, there is a word in brackets to help you.

World languages with the highest numbers of first-language speakers
(millions of speakers)



According to the chart, Chinese is by far the **1** ..... widely spoken first language, with 1,123 million speakers. This is more than **2** ..... the number of speakers of any other language. English has the **3** ..... (*high*) number of speakers, with a total of **4** ....., closely followed by Hindi, which is spoken by the **5** ..... (*large*) number of people.

Further down the list, it is interesting that Bengali has **6** ..... number of speakers **7** ..... Arabic: 235 million.

Of the top ten languages in the chart, the **8** ..... widely spoken is French, with 124 million speakers, which is only slightly **9** ..... than Japanese, which has 125 million.

2 Change the noun phrases into comparative phrases, as in the example.

Example	fertility of land areas	the most fertile area	the second most fertile area	the least fertile area
1	frequency of grammatical errors			
2	height of smog levels			
3	density of populated areas			
4	significance of reasons for disease			
5	length of study periods			

- There are linkers that signal a comparison or contrast. The most useful ones are *while, whereas, although, however, similar(ly), unlike, equally, both/neither, compared to, in contrast with, different (from), the same (as).*

3 Complete sentences **1–6**, which are based on the table below, by using a comparative or superlative adjective, a comparative expression, or a linker in each gap.

	Rooms	Star rating	Distance from city centre	Value for money
Kendal Hotel	225	☆☆	1 km	✓
Premda Hotel	225	☆☆☆☆	2 km	✓✓
Cord Hotel	156	☆☆☆☆☆	5 km	✓✓

Test tip
Using appropriate linkers is important, but don't start every sentence with one – exercise 3 is just for practice. Remember that words like *this, the, which* and *it* and comparative/superlative structures also link ideas.

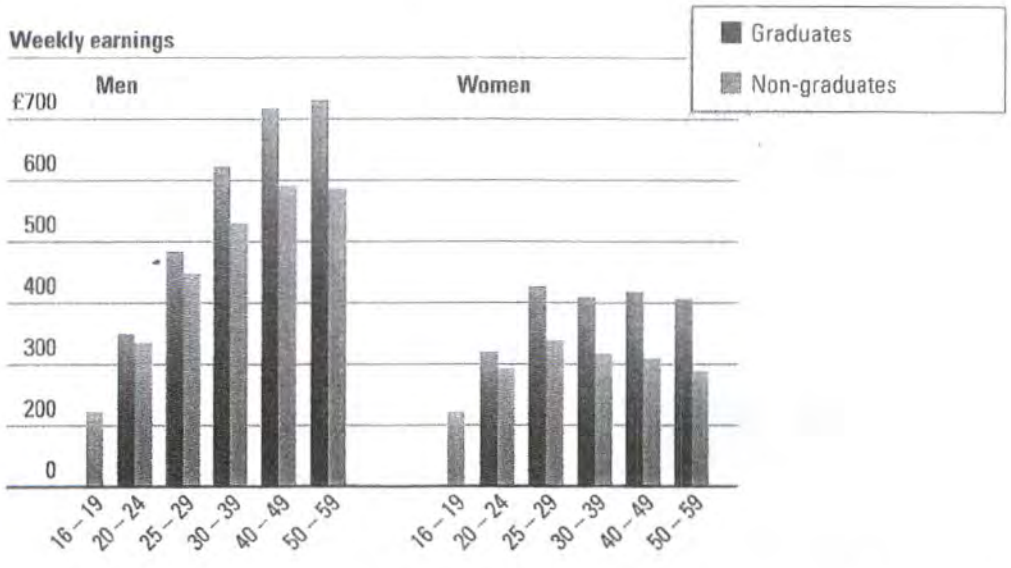
1 Compared to the Kendal Hotel, the Premda is ..... value for money.
2 Both the Premda and the Cord Hotel are ..... good value for money.
3 While the Cord Hotel has ..... star rating, it is ..... from the city centre.
4 ..... the Cord Hotel, the Kendal is close to the city centre. However, it has a ..... star rating.
5 Although the Kendal Hotel and the Premda Hotel have ..... number of rooms, their star ratings are ..... .
6 The Cord looks like ..... hotel, even though it has ..... rooms than the others.

IELTS Writing test practice — Grouping information

When organising your answer, it may be necessary to group some of the information, particularly when there is a lot of data.

4 Work with a partner. Together, discuss what difficulties you may have in answering this **Task 1**.

The graphs below compare the average weekly earnings of male and female graduates and non-graduates.



- There are too many age groups for you to include all of the information from both charts in your answer. You will therefore have to group some of the information to make your answer easier to read and understand.

5 With your partner, work through the advice on how to approach the **Task 1** in exercise **4** and make some notes.

How to approach the task

- Consider what the graphs show and think about the vocabulary and tenses you will use to summarise them.
- Decide on an overview.
- Select three significant features of the graphs to write about.
- Note some points about the earning power of male graduates by grouping the ages; for example, grouping 40–49 with 50–59.
- Note some points about the female graduates by grouping the ages.
- Think about a general observation summarising the main comparison(s).

6 Take about 15 minutes to write about the information above. When you have finished, count the number of words you have used (there must be at least 150) and allow three minutes to correct any mistakes. Check that you have used all the data correctly.

7 Look at the model answer in the key and underline:

- the comparisons
- any linkers that signal a comparison or contrast.

WRITING

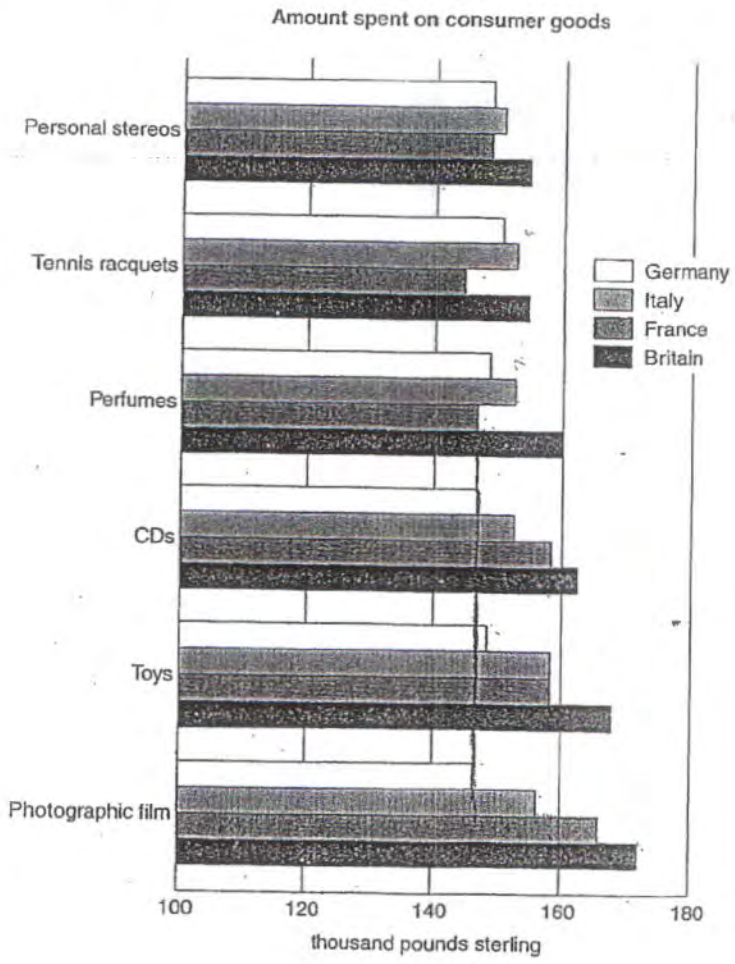
WRITING TASK 1

You should spend about 20 minutes on this task.

The chart below shows the amount spent on six consumer goods in four European countries.

Write a report for a university lecturer describing the information shown below.

You should write at least 150 words.



TEST 2, WRITING TASK 1

MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, pleas note that this is just one example out of many possible approaches.

The chart shows that Britain, among the four European countries listed, has spent most heavily on the range of consumer goods included. In every case, British spending is considerably higher than that of other countries; only in the case of tennis racquets does another country, Italy, come close.

In contrast, Germany is generally the lowest spender. This is most evident in photographic film, where Germany spends much less than Britain. Germany only spends more than another country, France, in two cases: tennis racquets and perfumes.

Meanwhile, France and Italy generally maintain middle positions, averaging approximately similar spending overall. Specifically, France spends more on CDs and photographic film but less on tennis racquets than Italy does. Italy's spending on personal stereos is only marginally greater than that of France, while spending on toys is equal between the two.

It is clear from the data given that there are some significant differences in spending habits within Europe.


let's
do
this

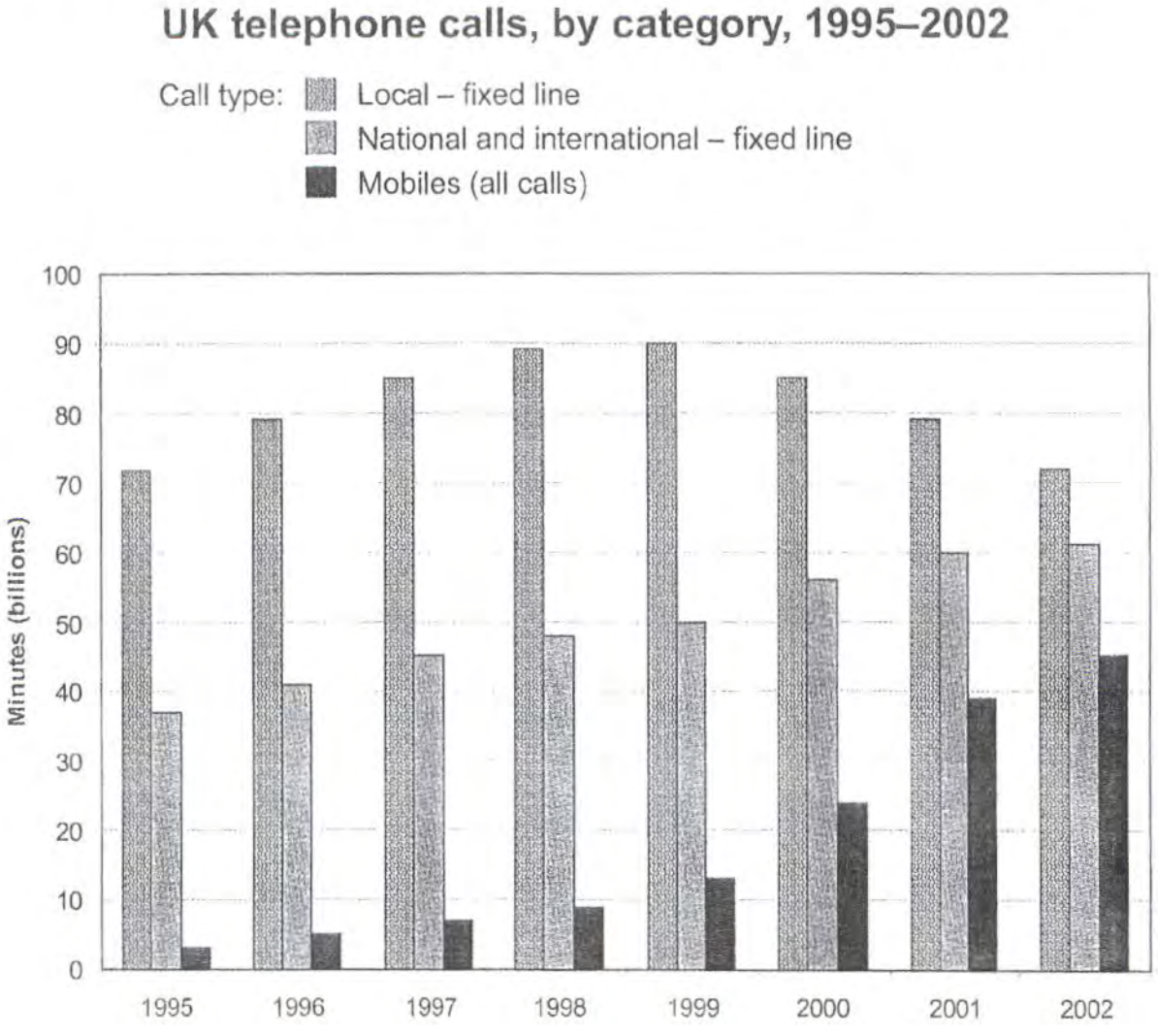
WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

> ***The chart below shows the total number of minutes (in billions) of telephone calls in the UK, divided into three categories, from 1995–2002.***
>
> ***Summarise the information by selecting and reporting the main features, and make comparisons where relevant.***

Write at least 150 words.



WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

> ***Some people believe that unpaid community service should be a compulsory part of high school programmes (for example working for a charity, improving the neighbourhood or teaching sports to younger children).***
>
> ***To what extent do you agree or disagree?***

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

Write at least 250 words.

SPEAKING

PART 1

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

EXAMPLE

Giving gifts

- When do people give gifts or presents in your country?
- Do you ever take a gift when you visit someone in their home? [Why/Why not?]
- When did you last receive a gift? [What was it?]
- Do you enjoy looking for gifts for people? [Why/Why not?]

PART 2

Describe something you did that was new or exciting.

You should say:
what you did
where and when you did this
who you shared the activity with
and explain why this activity was new or exciting for you.

You will have to talk about the topic for one to two minutes.
You have one minute to think about what you are going to say.
You can make some notes to help you if you wish.

PART 3

Discussion topics:

Doing new things

Example questions:
Why do you think some people like doing new things?
What problems can people have when they try new activities for the first time?
Do you think it's best to do new things on your own or with other people? Why?

Learning new things

Example questions:
What kinds of things do children learn to do when they are very young? How important are these things?
Do you think children and adults learn to do new things in the same way? How is their learning style different?
Some people say that it is more important to be able to learn new things now than it was in the past. Do you agree or disagree with that? Why?

Test 3

LISTENING

SECTION 1 *Questions 1–10*

Questions 1–5

Complete the table below.

*Write **ONE WORD AND/OR A NUMBER** for each answer.*

Apartments	Facilities	Other Information	Cost
Rose Garden Apartments	studio flat	*Example* entertainment programme: Greek *dancing*	£219
Blue Bay Apartments	large salt-water swimming pool	- just **1** ..... metres from beach - near shops	£275
2 ..... **Apartments**	terrace	watersports	£490
The Grand	- Greek paintings - **3**	- overlooking **4** ..... - near a supermarket and a disco	**5** £ .....

Questions 6–10

Complete the table below.

*Write **ONE WORD AND/OR A NUMBER** for each answer.*

GREEK ISLAND HOLIDAYS	
Insurance Benefits	**Maximum Amount**
Cancellation	6 £ .....
Hospital	£600. Additional benefit allows a **7** ..... to travel to resort
8 ..... departure	Up to £1000. Depends on reason
Personal belongings	Up to £3000; £500 for one **9** .....
Name of Assistant Manager: Ben **10**	
Direct phone line: 081260 543216	

SECTION 2 *Questions 11–20*

Questions 11–13

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

Winridge Forest Railway Park

11 Simon's idea for a theme park came from

- **A** his childhood hobby.
- **B** his interest in landscape design.
- **C** his visit to another park.

12 When they started, the family decided to open the park only when

- **A** the weather was expected to be good.
- **B** the children weren't at school.
- **C** there were fewer farming commitments.

13 Since opening, the park has had

- **A** 50,000 visitors.
- **B** 1,000,000 visitors.
- **C** 1,500,000 visitors.

Questions 14–18

What is currently the main area of work of each of the following people?

*Choose **FIVE** answers from the box and write the correct letter, **A–H**, next to questions 14–18.*

Area of work	
A	advertising
B	animal care
C	building
D	educational links
E	engine maintenance
F	food and drink
G	sales
H	staffing

People

14 Simon (the speaker) .....

15 Liz .....

16 Sarah .....

17 Duncan .....

18 Judith .....

Questions 19 and 20

Complete the table below.

*Write **ONE WORD AND/OR NUMBERS** for each answer.*

Feature	Size	Biggest challenge	Target age group
Railway	1.2 km	Making tunnels	
Go-Kart arena	**19** ..... m^2	Removing mounds on the track	**20** ..... year-olds

SECTION 3 *Questions 21–30*

Complete the notes below.

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

Study Skills Tutorial – Caroline Benning

Dissertation topic: the **21** .....

Strengths:
- **22** .....
- computer modelling

Weaknesses:
- lack of background information
- poor **23** ..... skills

Possible strategy	Benefits	Problems
peer group discussion	increases **24**	dissertations tend to contain the same **25** .....
use the **26** ..... service	provides structured programme	limited **27** .....
consult study skills books	are a good source of reference	can be too **28** .....

Recommendations:
- use a card index
- read all notes **29** .....

Next tutorial date: **30** ..... January

SECTION 4 *Questions 31–40*

Questions 31 and 32

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

31 The owners of the underground house

- **A** had no experience of living in a rural area.
- **B** were interested in environmental issues.
- **C** wanted a professional project manager.

32 What does the speaker say about the site of the house?

- **A** The land was quite cheap.
- **B** Stone was being extracted nearby.
- **C** It was in a completely unspoilt area.

Questions 33–40

Complete the notes below.

*Write **ONE WORD AND/OR A NUMBER** for each answer.*

The Underground House

Design

- Built in the earth, with two floors
- The south-facing side was constructed of two layers of **33** .....
- Photovoltaic tiles were attached
- A layer of foam was used to improve the **34** ..... of the building

Special features

- To increase the light, the building has many internal mirrors and **35** .....
- In future, the house may produce more **36** ..... than it needs
- Recycled wood was used for the **37** ..... of the house
- The system for processing domestic **38** ..... is organic

Environmental issues

- The use of large quantities of **39** ..... in construction was environmentally harmful
- But the house will have paid its 'environmental debt' within **40** .....

READING

READING PASSAGE 1

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

Attitudes to language

It is not easy to be systematic and objective about language study. Popular linguistic debate regularly deteriorates into invective and polemic. Language belongs to everyone, so most people feel they have a right to hold an opinion about it. And when opinions differ, emotions can run high. Arguments can start as easily over minor points of usage as over major policies of linguistic education.

Language, moreover, is a very public behaviour, so it is easy for different usages to be noted and criticised. No part of society or social behaviour is exempt: linguistic factors influence how we judge personality, intelligence, social status, educational standards, job aptitude, and many other areas of identity and social survival. As a result, it is easy to hurt, and to be hurt, when language use is unfeelingly attacked.

In its most general sense, prescriptivism is the view that one variety of language has an inherently higher value than others, and that this ought to be imposed on the whole of the speech community. The view is propounded especially in relation to grammar and vocabulary, and frequently with reference to pronunciation. The variety which is favoured, in this account, is usually a version of the 'standard' written language, especially as encountered in literature, or in the formal spoken language which most closely reflects this style. Adherents to this variety are said to speak or write 'correctly'; deviations from it are said to be 'incorrect'.

All the main languages have been studied prescriptively, especially in the 18th century approach to the writing of grammars and dictionaries. The aims of these early grammarians were threefold: (a) they wanted to codify the principles of their languages, to show that there was a system beneath the apparent chaos of usage, (b) they wanted a means of settling disputes over usage, and (c) they wanted to point out what they felt to be common errors, in order to 'improve' the language. The authoritarian nature of the approach is best characterised by its reliance on 'rules' of grammar. Some usages are 'prescribed', to be learnt and followed accurately; others are 'proscribed', to be avoided. In this early period, there were no half-measures: usage was either right or wrong, and it was the task of the grammarian not simply to record alternatives, but to pronounce judgement upon them.

These attitudes are still with us, and they motivate a widespread concern that linguistic standards should be maintained. Nevertheless, there is an alternative point of view that is concerned less with standards than with the *facts* of linguistic usage. This approach is summarised in the statement that it is the task of the grammarian to *describe*, not *prescribe*

– to record the facts of linguistic diversity, and not to attempt the impossible tasks of evaluating language variation or halting language change. In the second half of the 18th century, we already find advocates of this view, such as Joseph Priestley, whose *Rudiments of English Grammar* (1761) insists that 'the custom of speaking is the original and only just standard of any language'. Linguistic issues, it is argued, cannot be solved by logic and legislation. And this view has become the tenet of the modern linguistic approach to grammatical analysis.

In our own time, the opposition between 'descriptivists' and 'prescriptivists' has often become extreme, with both sides painting unreal pictures of the other. Descriptive grammarians have been presented as people who do not care about standards, because of the way they see all forms of usage as equally valid. Prescriptive grammarians have been presented as blind adherents to a historical tradition. The opposition has even been presented in quasi-political terms – of radical liberalism vs elitist conservatism.

Questions 1–8

Do the following statements agree with the claims of the writer in Reading Passage 1?

In boxes 1–8 on your answer sheet, write

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

1 There are understandable reasons why arguments occur about language.

2 People feel more strongly about language education than about small differences in language usage.

3 Our assessment of a person's intelligence is affected by the way he or she uses language.

4 Prescriptive grammar books cost a lot of money to buy in the 18th century.

5 Prescriptivism still exists today.

6 According to descriptivists it is pointless to try to stop language change.

7 Descriptivism only appeared after the 18th century.

8 Both descriptivists and prescriptivists have been misrepresented.

Questions 9–12

*Complete the summary using the list of words, **A–I**, below.*

*Write the correct letter, **A–I**, in boxes 9–12 on your answer sheet.*

The language debate

According to **9** ..... , there is only one correct form of language. Linguists who take this approach to language place great importance on grammatical **10** ..... . Conversely, the view of **11** ..... , such as Joseph Priestley, is that grammar should be based on **12** ..... .

A	descriptivists	B	language experts	C	popular speech
D	formal language	E	evaluation	F	rules
G	modern linguists	H	prescriptivists	I	change

Question 13

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

Write the correct letter in box 13 on your answer sheet.

What is the writer's purpose in Reading Passage 1?

A to argue in favour of a particular approach to writing dictionaries and grammar books
B to present a historical account of differing views of language
C to describe the differences between spoken and written language
D to show how a certain view of language has been discredited

READING PASSAGE 2

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

Tidal Power

Undersea turbines which produce electricity from the tides are set to become an important source of renewable energy for Britain. It is still too early to predict the extent of the impact they may have, but all the signs are that they will play a significant role in the future

A Operating on the same principle as wind turbines, the power in sea turbines comes from tidal currents which turn blades similar to ships' propellers, but, unlike wind, the tides are predictable and the power input is constant. The technology raises the prospect of Britain becoming self-sufficient in renewable energy and drastically reducing its carbon dioxide emissions. If tide, wind and wave power are all developed, Britain would be able to close gas, coal and nuclear power plants and export renewable power to other parts of Europe. Unlike wind power, which Britain originally developed and then abandoned for 20 years allowing the Dutch to make it a major industry, undersea turbines could become a big export earner to island nations such as Japan and New Zealand.

B Tidal sites have already been identified that will produce one sixth or more of the UK's power – and at prices competitive with modern gas turbines and undercutting those of the already ailing nuclear industry. One site alone, the Pentland Firth, between Orkney and mainland Scotland, could produce 10% of the country's electricity with banks of turbines under the sea, and another at Alderney in the Channel Islands three times the 1,200 megawatts of Britain's largest and newest nuclear plant, Sizewell B, in Suffolk. Other sites identified include the Bristol Channel and the west coast of Scotland, particularly the channel between Campbeltown and Northern Ireland.

C Work on designs for the new turbine blades and sites are well advanced at the University of Southampton's sustainable energy research group. The first station is expected to be installed off Lynmouth in Devon shortly to test the technology in a venture jointly funded by the department of Trade and Industry and the European Union. AbuBakr Bahaj, in charge of the Southampton research, said: 'The prospects for energy from tidal currents are far better than from wind because the flows of water are predictable and constant. The technology for dealing with the hostile saline environment under the sea has been developed in the North Sea oil industry and much

is already known about turbine blade design, because of wind power and ship propellers. There are a few technical difficulties, but I believe in the next five to ten years we will be installing commercial marine turbine farms.' Southampton has been awarded £215,000 over three years to develop the turbines and is working with Marine Current Turbines, a subsidiary of IT power, on the Lynmouth project. EU research has now identified 106 potential sites for tidal power, 80% round the coasts of Britain. The best sites are between islands or around heavily indented coasts where there are strong tidal currents.

D A marine turbine blade needs to be only one third of the size of a wind generator to produce three times as much power. The blades will be about 20 metres in diameter, so around 30 metres of water is required. Unlike wind power, there are unlikely to be environmental objections. Fish and other creatures are thought unlikely to be at risk from the relatively slow-turning blades. Each turbine will be mounted on a tower which will connect to the national power supply grid via underwater cables. The towers will stick out of the water and be lit, to warn shipping, and also be designed to be lifted out of the water for maintenance and to clean seaweed from the blades.

E Dr Bahaj has done most work on the Alderney site, where there are powerful currents. The single undersea turbine farm would produce far more power than needed for the Channel Islands and most would be fed into the French Grid and be re-imported into Britain via the cable under the Channel.

F One technical difficulty is cavitation, where low pressure behind a turning blade causes air bubbles. These can cause vibration and damage the blades of the turbines. Dr Bahaj said: 'We have to test a number of blade types to avoid this happening or at least make sure it does not damage the turbines or reduce performance. Another slight concern is submerged debris floating into the blades. So far we do not know how much of a problem it might be. We will have to make the turbines robust because the sea is a hostile environment, but all the signs that we can do it are good.'

Questions 14–17

Reading Passage 2 has six paragraphs, **A–F**.

Which paragraph contains the following information?

*Write the correct letter, **A–F**, in boxes 14–17 on your answer sheet.*

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

14 the location of the first test site

15 a way of bringing the power produced on one site back into Britain

16 a reference to a previous attempt by Britain to find an alternative source of energy

17 mention of the possibility of applying technology from another industry

Questions 18–22

*Choose **FIVE** letters, **A–J**.*

Write the correct letters in boxes 18–22 on your answer sheet.

Which **FIVE** of the following claims about tidal power are made by the writer?

A It is a more reliable source of energy than wind power.
B It would replace all other forms of energy in Britain.
C Its introduction has come as a result of public pressure.
D It would cut down on air pollution.
E It could contribute to the closure of many existing power stations in Britain.
F It could be a means of increasing national income.
G It could face a lot of resistance from other fuel industries.
H It could be sold more cheaply than any other type of fuel.
I It could compensate for the shortage of inland sites for energy production.
J It is best produced in the vicinity of coastlines with particular features.

Questions 23–26

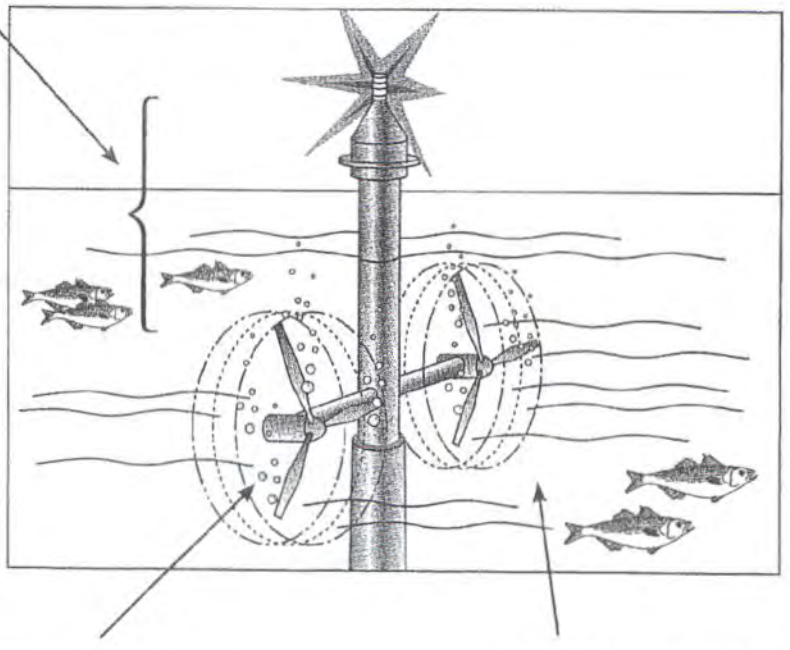
Label the diagram below.

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

Write your answers in boxes 23–26 on your answer sheet.

An Undersea Turbine

Whole tower can be raised for **23** ..... and the extraction of seaweed from the blades



Air bubbles result from the **25** ..... behind blades. This is known as **26** .....

Sea life not in danger due to the fact that blades are comparatively **24** .....

READING PASSAGE 3

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

Information theory – the big idea

Information theory lies at the heart of everything – from DVD players and the genetic code of DNA to the physics of the universe at its most fundamental. It has been central to the development of the science of communication, which enables data to be sent electronically and has therefore had a major impact on our lives

A In April 2002 an event took place which demonstrated one of the many applications of information theory. The space probe, Voyager I, launched in 1977, had sent back spectacular images of Jupiter and Saturn and then soared out of the Solar System on a one-way mission to the stars. After 25 years of exposure to the freezing temperatures of deep space, the probe was beginning to show its age. Sensors and circuits were on the brink of failing and NASA experts realised that they had to do something or lose contact with their probe forever. The solution was to get a message to Voyager I to instruct it to use spares to change the failing parts. With the probe 12 billion kilometres from Earth, this was not an easy task. By means of a radio dish belonging to NASA's Deep Space Network, the message was sent out into the depths of space. Even travelling at the speed of light, it took over 11 hours to reach its target, far beyond the orbit of Pluto. Yet, incredibly, the little probe managed to hear the faint call from its home planet, and successfully made the switchover.

B It was the longest-distance repair job in history, and a triumph for the NASA engineers. But it also highlighted the astonishing power of the techniques developed by American communications engineer Claude Shannon, who had died just a year earlier. Born in 1916 in Petoskey, Michigan, Shannon showed an early talent for maths and for building gadgets, and made breakthroughs in the foundations of computer technology when still a student. While at Bell Laboratories, Shannon developed information theory, but shunned the resulting acclaim. In the 1940s, he single-handedly created an entire science of communication which has since inveigled its way into a host of applications, from DVDs to satellite communications to bar codes – any area, in short, where data has to be conveyed rapidly yet accurately.

C This all seems light years away from the down-to-earth uses Shannon originally had for his work, which began when he was a 22-year-old graduate engineering student at the prestigious Massachusetts Institute of Technology in 1939. He set out with an apparently simple aim: to pin down the precise meaning of the concept of 'information'. The most basic form of information, Shannon argued, is whether something is true or false – which can be captured in the binary unit, or 'bit', of the form 1 or 0. Having identified this fundamental unit, Shannon set about defining otherwise vague ideas about information and how to transmit it from place to place. In the process he discovered something surprising: it is always possible to guarantee information will get through random interference – 'noise' – intact.

D Noise usually means unwanted sounds which interfere with genuine information. Information theory generalises this idea via theorems that capture the effects of noise with mathematical precision. In particular, Shannon showed that noise sets a limit on the rate at which information can pass along communication channels while remaining error-free. This rate depends on the relative strengths of the signal and noise travelling down the communication channel, and on its capacity (its 'bandwidth'). The resulting limit, given in units of bits per second, is the absolute maximum rate of error-free communication given signal strength and noise level. The trick, Shannon showed, is to find ways of packaging up – 'coding' – information to cope with the ravages of noise, while staying within the information-carrying capacity – 'bandwidth' – of the communication system being used.

E Over the years scientists have devised many such coding methods, and they have proved crucial in many technological feats. The Voyager spacecraft transmitted data using codes which added one extra bit for every single bit of information; the result was an error rate of just one bit in 10,000 – and stunningly clear pictures of the planets. Other codes have become part of everyday life – such as the Universal Product Code, or bar code, which uses a simple error-detecting system that ensures supermarket check-out lasers can read the price even on, say, a crumpled bag of crisps. As recently as 1993, engineers made a major breakthrough by discovering so-called turbo codes – which come very close to Shannon's ultimate limit for the maximum rate that data can be transmitted reliably, and now play a key role in the mobile videophone revolution.

F Shannon also laid the foundations of more efficient ways of storing information, by stripping out superfluous ('redundant') bits from data which contributed little real information. As mobile phone text messages like 'I CN C U' show, it is often possible to leave out a lot of data without losing much meaning. As with error correction, however, there's a limit beyond which messages become too ambiguous. Shannon showed how to calculate this limit, opening the way to the design of compression methods that cram maximum information into the minimum space.

Questions 27–32

Reading Passage 3 has six paragraphs, **A–F**.

Which paragraph contains the following information?

*Write the correct letter, **A–F**, in boxes 27–32 on your answer sheet.*

27 an explanation of the factors affecting the transmission of information

28 an example of how unnecessary information can be omitted

29 a reference to Shannon's attitude to fame

30 details of a machine capable of interpreting incomplete information

31 a detailed account of an incident involving information theory

32 a reference to what Shannon initially intended to achieve in his research

Questions 33–37

Complete the notes below.

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

Write your answers in boxes 33–37 on your answer sheet.

The Voyager 1 Space Probe

- The probe transmitted pictures of both **33** ..... and ..... , then left the **34** ..... .
- The freezing temperatures were found to have a negative effect on parts of the space probe.
- Scientists feared that both the **35** ..... and ..... were about to stop working.
- The only hope was to tell the probe to replace them with **36** ..... – but distance made communication with the probe difficult.
- A **37** ..... was used to transmit the message at the speed of light.
- The message was picked up by the probe and the switchover took place.

Questions 38–40

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

In boxes 38–40 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*

38 The concept of describing something as true or false was the starting point for Shannon in his attempts to send messages over distances.

39 The amount of information that can be sent in a given time period is determined with reference to the signal strength and noise level.

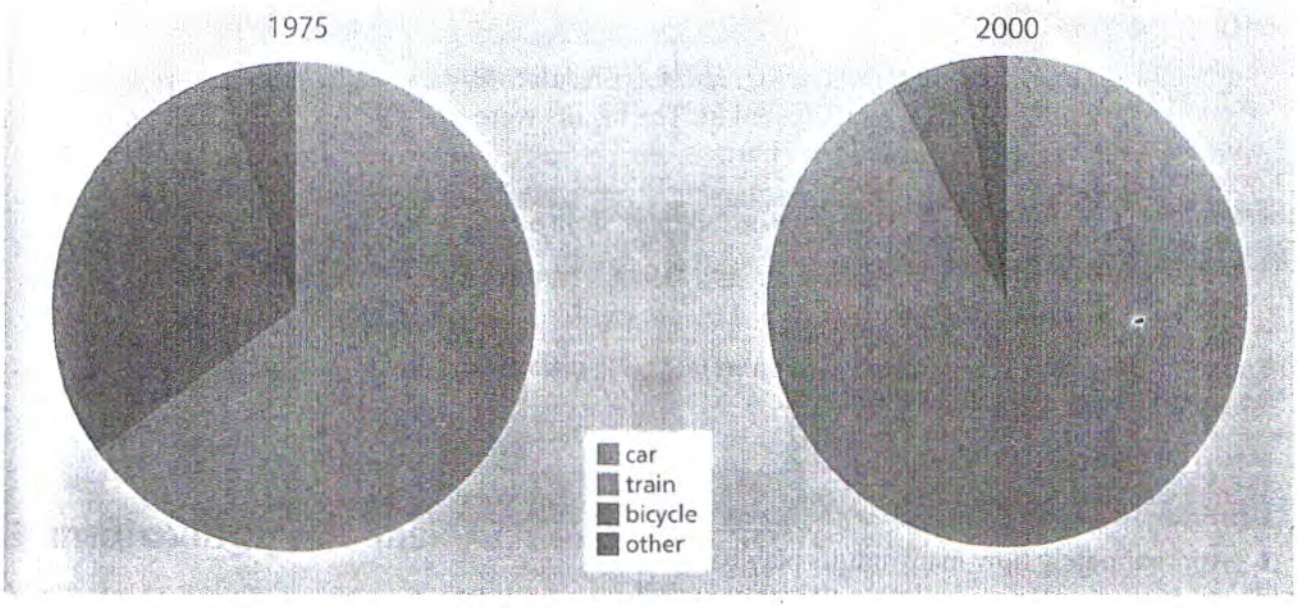
40 Products have now been developed which can convey more information than Shannon had anticipated as possible.

Academic Writing Task 1

The visual information may also be presented in a bar chart, table or a pie chart. You must limit your description to the information presented to you.

1.5 Study the information presented in these pie charts carefully, then complete the task.

Proportion of journeys made in the Netherlands according to transport type



Look at statements 1–6 and say whether the information

A *is **true** according to the data*

B *is **incorrect** according to the data*

C ***cannot be verified** from the data*

1 The two pie charts tell us the number of vehicles being used in the Netherlands in 1975 and 2000.

2 As many people travelled by train as by car in the Netherlands in 1975.

3 Fewer people travelled by train than by bicycle in the Netherlands in 2000.

4 In 2000, people in the Netherlands were making most of their journeys by car.

5 A larger percentage of people bought new cars in 2000 than in 1975.

6 We can see from this information that travelling by train and by bicycle was far less common in 2000 than in 1975.

Test Tip Your answer must **accurately** describe the information presented in the visual. Don't draw conclusions that are not supported by the information you are given.

Start now, not tomorrow

WRITING

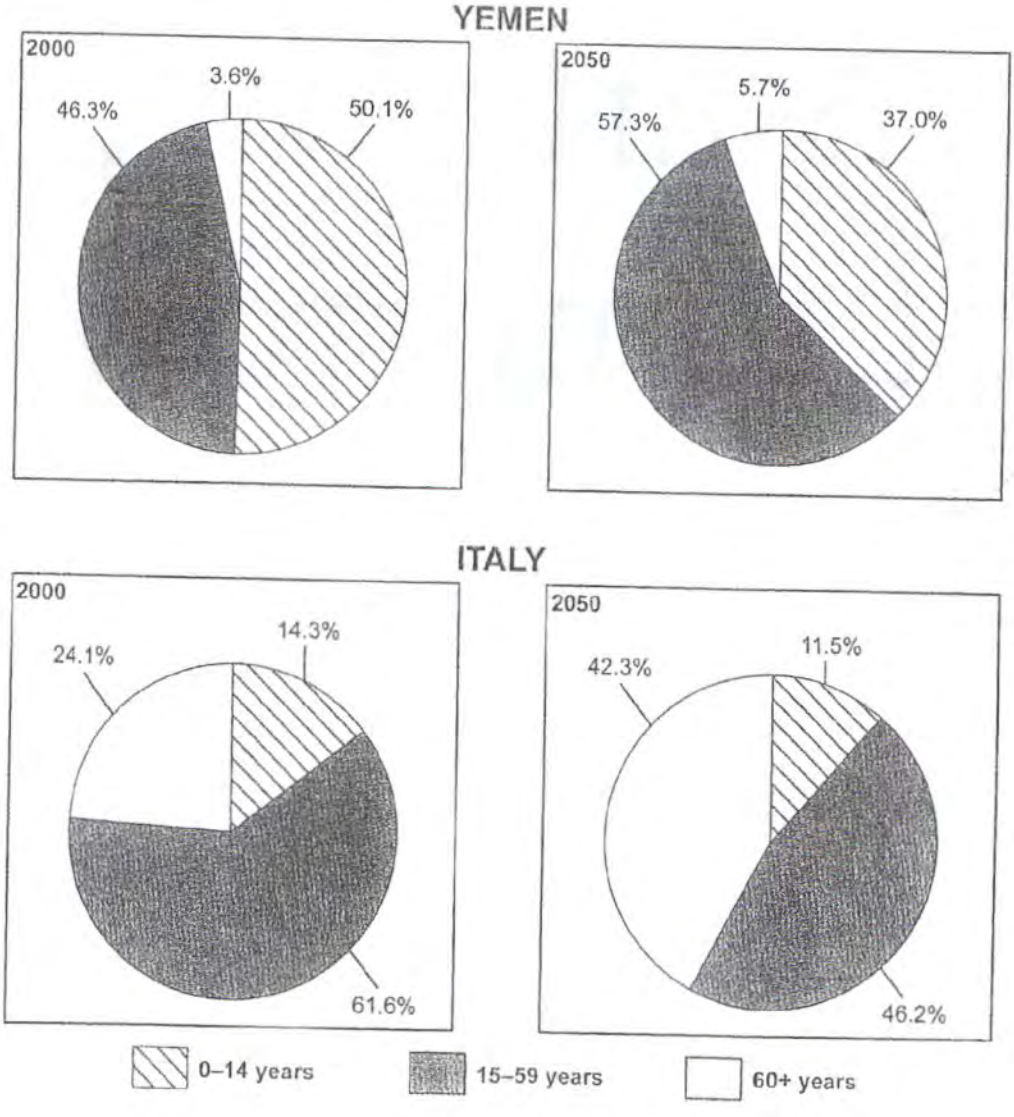
WRITING TASK 1

You should spend about 20 minutes on this task.

The charts below give information on the ages of the populations of Yemen and Italy in 2000 and projections for 2050.

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

Write at least 150 words.



WRITING

WRITING TASK 1

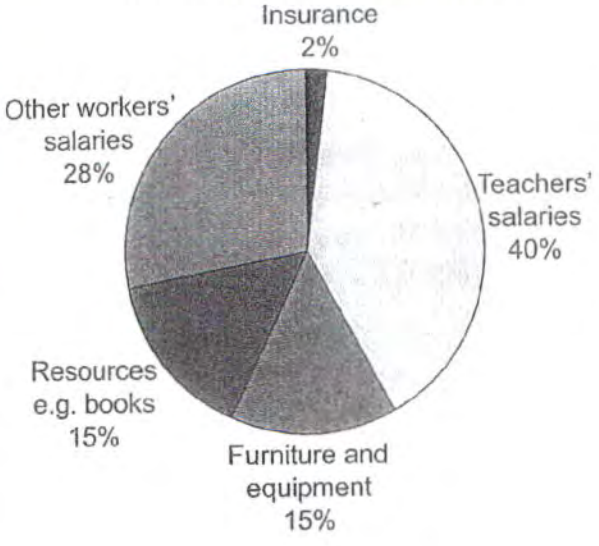
You should spend about 20 minutes on this task.

The three pie charts below show the changes in annual spending by a particular UK school in 1981, 1991 and 2001.

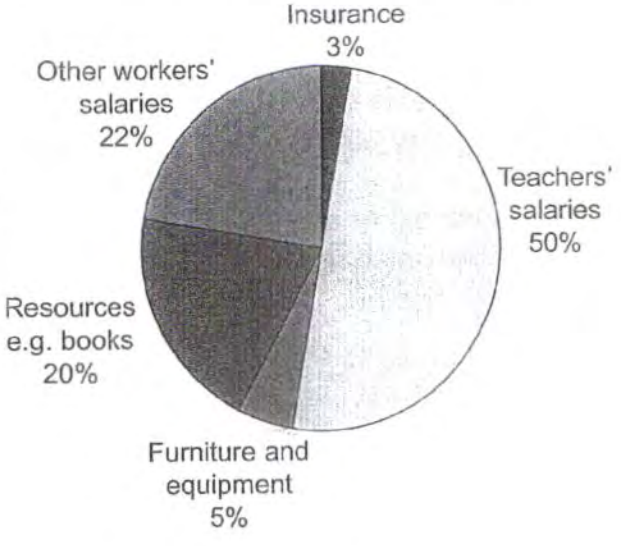
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

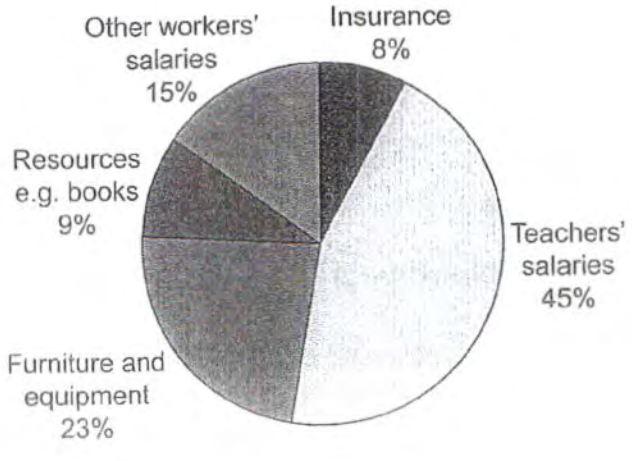
Total School Spending 1981



Total School Spending 1991



Total School Spending 2001



WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

> ***Some people believe that there should be fixed punishments for each type of crime. Others, however, argue that the circumstances of an individual crime, and the motivation for committing it, should always be taken into account when deciding on the punishment.***
>
> ***Discuss both these views and give your own opinion.***

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

Write at least 250 words.

Writing Task 2 Discuss Both Views Essay Lesson

Introduction

These particular questions require a different approach to opinion essays because you have to discuss both sides rather than just argue in favour of one side.

This post will look at:

- Identifying the question
- Example Questions
- Structure
- Sample Answer
- Task Achievement
- Coherence and Cohesion
- Lexical Resource

Many students fail to do well in these kinds of questions because they do not do what the question asks them to do and they do not use an **appropriate structure.** This post will help you overcome these problems and give you a sample answer.

We will also look at 'lexical resource' and 'coherence and cohesion'; two of the **marking criteria** IELTS examiners use when marking your essays. Understand the marking scheme will help you to get inside the head of an IELTS examiner and give then exactly what they want.

Identifying the Question

Look at the three questions below and choose one you think is a discussion question.

1. Computers are being used more and more in education and so there will soon be no role for the teacher in education.

To what extent do you agree or disagree?

2. Computers are being used more and more in education.

Discuss the advantages and disadvantages and give your own opinion.

3. Computers are being used more and more in education. Some people say that this is a positive trend, while others argue that it is leading to negative consequences.

Discuss both sides of this argument and then give your own opinion.

The first question is an opinion question and we can tell this from the instructions 'To what extent do you agree or disagree?'.

The second question is obviously an advantages and disadvantages question.

The third question is the discussion question. We can tell this from the typical instructions in the question 'Discuss both sides of the argument and then give your opinion'.

You may also be asked to 'Discuss both views and give you opinion' or 'Discuss both sides of the argument and give your opinion'.

Each of these questions is asking us to do different things and we therefore need a **different structure for each question.**

Example Questions

Here are a few other typical discussion questions:

1. A growing number of people feel that animals should not be exploited by people and that they should have the same rights as humans, while others argue that humans must employ animals to satisfy their various needs, including uses for food and research.

Discuss both views and give your opinion.

2. Blood sports have become a hot topic for debate in recent years. As society develops it is increasingly seen as an uncivilized activity and cruel to the helpless animals that are killed. All blood sports should be banned.

Discuss the main arguments for this statement and give your own opinion.

3. Some people think that the best way to reduce crime is to give longer prison sentences. Others, however, believe there are better alternative ways of reducing crime.

Discuss both views and give your opinion.

As you can see, they typically state two opinions and then ask you to discuss both and give your opinion. Make sure you do these things in the essay. If you only discuss both views and fail to give your opinion you will lose marks.

Structure
For discussion questions, I suggest you use the following four paragraph structure.

Introduction

Sentence 1- **Paraphrase Question**

Sentence 2- State Both Points of View

Sentence 2- Thesis Statement

Sentence 3- Outline Sentence

Main Body Paragraph 1

Sentence 1- State first viewpoint

Sentence 2- Discuss first viewpoint

Sentence 3- Reason why you agree or disagree with viewpoint

Sentence 4- Example to support your view

Main Body Paragraph 2

Sentence 1- State second viewpoint

Sentence 2- Discuss second viewpoint

Sentence 3- Reason why you agree or disagree with viewpoint

Sentence 4- Example to support your view

Conclusion

Sentence 1- Summary

Sentence 2- State which one is better or more important

Example Answer

Computers are being used more and more in education. Some people say that this is a positive trend, while others argue that it is leading to negative consequences.

Discuss both sides of this argument and then give your own opinion.

There is an ever increasing use of technology, such as tablets and laptops, in the classroom. It is often argued that this is a positive development, whilst others disagree and think it will lead to adverse ramifications. It is agreed that an increase in technology is beneficial to students and teachers. This essay will discuss both points of view before coming to a reasoned conclusion.

It is clear that the internet has provided students with access to more information than ever before. Moreover, learners have the ability to research and learn about any subject at the touch of a button. It is therefore agreed that technology is a very worthwhile tool for education. Wikipedia is a prime example, where students can simply type in any keyword and gain access to in-depth knowledge quickly and easily.

However, many disagree and feel that technology deprives people of real human interaction. Human interaction teaches people valuable skills such as discourse, debate and empathy. Despite this, human interaction is still possible through the internet and this essay disagrees technology should be dismissed for this reason. For instance, Skype and Facebook make it possible for people to interact in ways that were never before possible.

In conclusion, while the benefits of technology, particularly the internet, allow students to tap in to limitless sources of information, some still feel that people should be wary of this new phenomenon and not allow it to curb face to face interaction. However, as long as we are careful to keep in mind the importance of human interaction in education, the educational benefits are clearly positive.

(266 words)

Task Achievement

This is one of the four areas you will be assessed on in the IELTS writing test.

Task achievement refers to your ability to address all parts of the question and present a fully developed answer. By following the structure above, we have fully discussed both sides of the argument and given our opinion. This is exactly what the question asked us to do, no more, no less.

Coherence and Cohesion

Discourse markers (words like 'however', 'despite this' and 'In conclusion') are also referred to as 'linking words' and 'linking phrases', or 'sentence connectors'. They are quite formal and are used more in academic writing than informal speech.

You gain marks for using these under the 'coherence and cohesion' section of the marking scheme. These words 'stick' the other words together and lend continuity to sentences and paragraphs.

If you do not include discourse markers in your IELTS writing, your answer will appear illogical and it is more difficult to understand.

However, this does not mean that you should try to insert as many of these words in to your writing as possible. This is a common mistake in IELTS writing. Using too many of them, or using them inappropriately, can make your writing sound too heavy and unnatural. They are important, but must only be used at the appropriate time.

Practice

Try to identify any discourse markers in the essay **above**? Don't look at the essay below yet. How many can you find?

Sample Answer with Discourse Markers

Here is the sample answer again with the discourse markers in **bold**.

There is an ever increasing use of technology, **such as** tablets and laptops, in the classroom. **It is often argued that** this is a positive development, **whilst others disagree** and think it will lead to adverse ramifications. **It is agreed that** an increase in technology is beneficial to students and teachers. This essay will discuss both points of view before coming to a reasoned conclusion.

It is clear that the internet has provided students with access to more information than ever before. **Moreover**, learners have the ability to research and learn about any subject at the touch of a button. **It is therefore agreed** that technology is a very worthwhile tool for education. Wikipedia is **a prime example**, where students can simply type in any keyword and gain access to in-depth knowledge quickly and easily.

However, many disagree and feel that technology deprives people of real human interaction. Human interaction teaches people valuable skills such as discourse, debate and empathy. **Despite this**, human interaction is still possible through the internet and this essay disagrees technology should be dismissed for this reason. **For instance**, Skype and Facebook make it possible for people to interact in ways that were never before possible.

In conclusion, while the benefits of technology, particularly the internet, allow students to tap in to limitless sources of information, some still feel that people should be wary of this new phenomenon and not allow it to curb face to face interaction. **However**, as long as we are careful to keep in mind the importance of human interaction in education, the educational benefits are clearly positive.

Lexical Resource

This is also one of the four criteria you will be marked on and it refers to your ability to use a wide range of accurate vocabulary.

A common mistake is to repeat the same words over and over again. You will lose marks if you do this. A solution to this problem is to use synonyms. You can either think of synonyms as you are writing or leave time at the end to add them in.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

> ***Some people say that the best way to improve public health is by increasing the number of sports facilities. Others, however, say that this would have little effect on public health and that other measures are required.***
>
> ***Discuss both these views and give your own opinion.***

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

Write at least 250 words.

SPEAKING

PART 1

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

EXAMPLE

Telephoning

- How often do you make telephone calls? [Why/Why not?]
- Who do you spend most time talking to on the telephone? [Why?]
- When do you think you'll next make a telephone call? [Why?]
- Do you sometimes prefer to send a text message instead of telephoning? [Why/Why not?]

PART 2

Describe a journey [e.g. by car, plane, boat] that you remember well.

You should say:
where you went
how you travelled
why you went on the journey
and explain why you remember this journey well.

You will have to talk about the topic for one to two minutes.
You have one minute to think about what you are going to say.
You can make some notes to help you if you wish.

PART 3

Discussion topics:

Reasons for daily travel

Example questions:
Why do people need to travel every day?
What problems can people have when they are on their daily journey, for example to work or school? Why is this?
Some people say that daily journeys like these will not be so common in the future. Do you agree or disagree? Why?

Benefits of international travel

Example questions:
What do you think people can learn from travelling to other countries? Why?
Can travel make a positive difference to the economy of a country? How?
Do you think a society can benefit if its members have experience of travelling to other countries? In what ways?

Test 4

LISTENING

SECTION 1 *Questions 1–10*

Questions 1–4

Complete the table below.

*Write **ONE WORD ONLY** for each answer.*

Health Centres		
Name of centre	**Doctor's name**	**Advantage**
The Harvey Clinic	*Example* Dr *Green*	especially good with **1** .....
The **2** ..... Health Practice	Dr Fuller	offers **3** ..... appointments
The Shore Lane Health Centre	Dr **4**	

Questions 5–6

*Choose **TWO** letters, **A–E**.*

Which **TWO** of the following are offered free of charge at Shore Lane Health Centre?

- **A** acupuncture
- **B** employment medicals
- **C** sports injury therapy
- **D** travel advice
- **E** vaccinations

Test 4

Questions 7–10

Complete the table below.

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

Talks for patients at Shore Lane Health Centre			
Subject of talk	**Date/Time**	**Location**	**Notes**
Giving up smoking	25th February at 7pm	room 4	useful for people with asthma or **7** ..... problems
Healthy eating	1st March at 5pm	the **8** ..... (Shore Lane)	anyone welcome
Avoiding injuries during exercise	9th March at **9**	room 6	for all **10** .....

SECTION 2 *Questions 11–20*

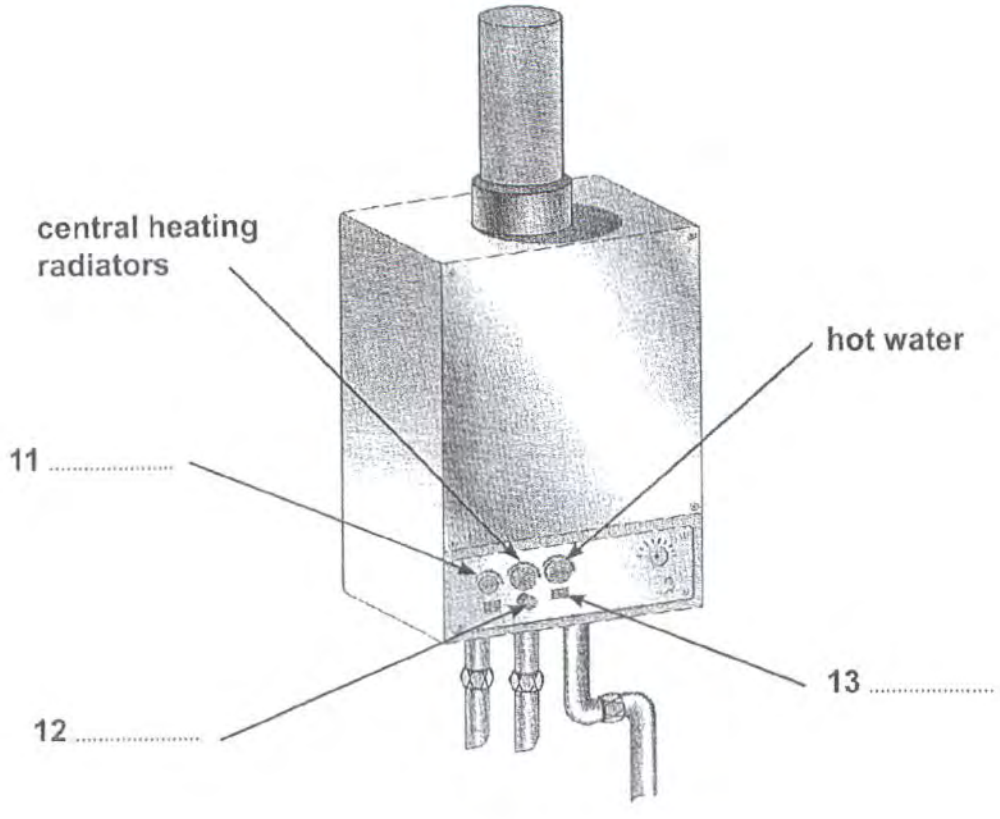
Questions 11–13

Label the diagram below.

*Choose **THREE** answers from the box and write the correct letter, **A–E**, next to questions 11–13.*

A	electricity indicator
B	on/off switch
C	reset button
D	time control
E	warning indicator

Water Heater



Questions 14–18

Where can each of the following items be found?

*Choose **FIVE** answers from the box and write the correct letter, **A–G**, next to questions 14–18.*

Locations

A in box on washing machine
B in cupboard on landing
C in chest of drawers
D next to window in living room
E on shelf by back door
F on top of television
G under kitchen sink

14 pillows .....

15 washing powder .....

16 key .....

17 light bulbs .....

18 map .....

Questions 19 and 20

Complete the notes below.

*Write **ONE WORD AND/OR A NUMBER** for each answer.*

The best place to park in town – next to the station

Phone number for takeaway pizzas – **19** .....

Railway museum closed on **20** .....

SECTION 3 *Questions 21–30*

Questions 21 and 22

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

21 In her home country, Kira had

A completed a course.
B done two years of a course.
C found her course difficult.

22 To succeed with assignments, Kira had to

A read faster.
B write faster.
C change her way of thinking.

Questions 23–25

Complete the sentences below.

Write ***ONE WORD ONLY*** *for each answer.*

23 Kira says that lecturers are easier to ..... than those in her home country.

24 Paul suggests that Kira may be more ..... than when she was studying before.

25 Kira says that students want to discuss things that worry them or that ..... them very much.

Questions 26–30

Answer the questions below.

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

26 How did the students do their practical sessions?

.....

27 In the second semester how often did Kira work in a hospital?

.....

28 How much full-time work did Kira do during the year?

.....

29 Having completed the year, how does Kira feel?

.....

30 In addition to the language, what do overseas students need to become familiar with?

.....

SECTION 4 *Questions 31–40*

Questions 31–36

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

Wildlife in city gardens

31 What led the group to choose their topic?

- **A** They were concerned about the decline of one species.
- **B** They were interested in the effects of city growth.
- **C** They wanted to investigate a recent phenomenon.

32 The exact proportion of land devoted to private gardens was confirmed by

- **A** consulting some official documents.
- **B** taking large-scale photos.
- **C** discussions with town surveyors.

33 The group asked garden owners to

- **A** take part in formal interviews.
- **B** keep a record of animals they saw.
- **C** get in contact when they saw a rare species.

34 The group made their observations in gardens

- **A** which had a large number of animal species.
- **B** which they considered to be representative.
- **C** which had stable populations of rare animals.

35 The group did extensive reading on

- **A** wildlife problems in rural areas.
- **B** urban animal populations.
- **C** current gardening practices.

36 The speaker focuses on three animal species because

- **A** a lot of data has been obtained about them.
- **B** the group were most interested in them.
- **C** they best indicated general trends.

Test 4

Questions 37–40

Complete the table below.

*Write **ONE WORD ONLY** for each answer.*

Animals	**Reason for population increase in gardens**	**Comments**
37	suitable stretches of water	massive increase in urban population
Hedgehogs	safer from **38** ..... when in cities	easy to **39** ..... them accurately
Song thrushes	– a variety of **40** ..... to eat – more nesting places available	large survey starting soon

READING

READING PASSAGE 1

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

The life and work of Marie Curie

Marie Curie is probably the most famous woman scientist who has ever lived. Born Maria Sklodowska in Poland in 1867, she is famous for her work on radioactivity, and was twice a winner of the Nobel Prize. With her husband, Pierre Curie, and Henri Becquerel, she was awarded the 1903 Nobel Prize for Physics, and was then sole winner of the 1911 Nobel Prize for Chemistry. She was the first woman to win a Nobel Prize.

From childhood, Marie was remarkable for her prodigious memory, and at the age of 16 won a gold medal on completion of her secondary education. Because her father lost his savings through bad investment, she then had to take work as a teacher. From her earnings she was able to finance her sister Bronia's medical studies in Paris, on the understanding that Bronia would, in turn, later help her to get an education.

In 1891 this promise was fulfilled and Marie went to Paris and began to study at the Sorbonne (the University of Paris). She often worked far into the night and lived on little more than bread and butter and tea. She came first in the examination in the physical sciences in 1893, and in 1894 was placed second in the examination in mathematical sciences. It was not until the spring of that year that she was introduced to Pierre Curie.

Their marriage in 1895 marked the start of a partnership that was soon to achieve results of world significance. Following Henri Becquerel's discovery in 1896 of a new phenomenon, which Marie later called 'radioactivity', Marie Curie decided to find out if the radioactivity discovered in uranium was to be found in other elements. She discovered that this was true for thorium.

Turning her attention to minerals, she found her interest drawn to pitchblende, a mineral whose radioactivity, superior to that of pure uranium, could be explained only by the presence in the ore of small quantities of an unknown substance of very high activity. Pierre Curie joined her in the work that she had undertaken to resolve this problem, and that led to the discovery of the new elements, polonium and radium. While Pierre Curie devoted himself chiefly to the physical study of the new radiations, Marie Curie struggled to obtain pure radium in the metallic state. This was achieved with the help of the chemist André-Louis Debierne, one of

Pierre Curie's pupils. Based on the results of this research, Marie Curie received her Doctorate of Science, and in 1903 Marie and Pierre shared with Becquerel the Nobel Prize for Physics for the discovery of radioactivity.

The births of Marie's two daughters, Irène and Eve, in 1897 and 1904 failed to interrupt her scientific work. She was appointed lecturer in physics at the École Normale Supérieure for girls in Sèvres, France (1900), and introduced a method of teaching based on experimental demonstrations. In December 1904 she was appointed chief assistant in the laboratory directed by Pierre Curie.

The sudden death of her husband in 1906 was a bitter blow to Marie Curie, but was also a turning point in her career: henceforth she was to devote all her energy to completing alone the scientific work that they had undertaken. On May 13, 1906, she was appointed to the professorship that had been left vacant on her husband's death, becoming the first woman to teach at the Sorbonne. In 1911 she was awarded the Nobel Prize for Chemistry for the isolation of a pure form of radium.

During World War I, Marie Curie, with the help of her daughter Irène, devoted herself to the development of the use of X-radiography, including the mobile units which came to be known as 'Little Curies', used for the treatment of wounded soldiers. In 1918 the Radium Institute, whose staff Irène had joined, began to operate in earnest, and became a centre for nuclear physics and chemistry. Marie Curie, now at the highest point of her fame and, from 1922, a member of the Academy of Medicine, researched the chemistry of radioactive substances and their medical applications.

In 1921, accompanied by her two daughters, Marie Curie made a triumphant journey to the United States to raise funds for research on radium. Women there presented her with a gram of radium for her campaign. Marie also gave lectures in Belgium, Brazil, Spain and Czechoslovakia and, in addition, had the satisfaction of seeing the development of the Curie Foundation in Paris, and the inauguration in 1932 in Warsaw of the Radium Institute, where her sister Bronia became director.

One of Marie Curie's outstanding achievements was to have understood the need to accumulate intense radioactive sources, not only to treat illness but also to maintain an abundant supply for research. The existence in Paris at the Radium Institute of a stock of 1.5 grams of radium made a decisive contribution to the success of the experiments undertaken in the years around 1930. This work prepared the way for the discovery of the neutron by Sir James Chadwick and, above all, for the discovery in 1934 by Irène and Frédéric Joliot-Curie of artificial radioactivity. A few months after this discovery, Marie Curie died as a result of leukaemia caused by exposure to radiation. She had often carried test tubes containing radioactive isotopes in her pocket, remarking on the pretty blue-green light they gave off.

Her contribution to physics had been immense, not only in her own work, the importance of which had been demonstrated by her two Nobel Prizes, but because of her influence on subsequent generations of nuclear physicists and chemists.

Questions 1–6

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

In boxes 1–6 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 Marie Curie's husband was a joint winner of both Marie's Nobel Prizes.

2 Marie became interested in science when she was a child.

3 Marie was able to attend the Sorbonne because of her sister's financial contribution.

4 Marie stopped doing research for several years when her children were born.

5 Marie took over the teaching position her husband had held.

6 Marie's sister Bronia studied the medical uses of radioactivity.

Test 4

Questions 7–13

Complete the notes below.

*Choose **ONE WORD** from the passage for each answer.*

Write your answers in boxes 7–13 on your answer sheet.

Marie Curie's research on radioactivity

- When uranium was discovered to be radioactive, Marie Curie found that the element called **7** ..... had the same property.
- Marie and Pierre Curie's research into the radioactivity of the mineral known as **8** ..... led to the discovery of two new elements.
- In 1911, Marie Curie received recognition for her work on the element **9** ..... .
- Marie and Irène Curie developed X-radiography which was used as a medical technique for **10** ..... .
- Marie Curie saw the importance of collecting radioactive material both for research and for cases of **11** ..... .
- The radioactive material stocked in Paris contributed to the discoveries in the 1930s of the **12** ..... and of what was known as artificial radioactivity.
- During her research, Marie Curie was exposed to radiation and as a result she suffered from **13** ..... .

READING PASSAGE 2

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

Young children's sense of identity

A A sense of self develops in young children by degrees. The process can usefully be thought of in terms of the gradual emergence of two somewhat separate features: the *self as a subject*, and the *self as an object*. William James introduced the distinction in 1892, and contemporaries of his, such as Charles Cooley, added to the developing debate. Ever since then psychologists have continued building on the theory.

B According to James, a child's first step on the road to self-understanding can be seen as the recognition that he or she exists. This is an aspect of the self that he labelled 'self-as-subject', and he gave it various elements. These included an awareness of one's own agency (i.e. one's power to act), and an awareness of one's distinctiveness from other people. These features gradually emerge as infants explore their world and interact with caregivers. Cooley (1902) suggested that a sense of the self-as-subject was primarily concerned with being able to exercise power. He proposed that the earliest examples of this are an infant's attempts to control physical objects, such as toys or his or her own limbs. This is followed by attempts to affect the behaviour of other people. For example, infants learn that when they cry or smile someone responds to them.

C Another powerful source of information for infants about the effects they can have on the world around them is provided when others mimic them. Many parents spend a lot of time, particularly in the early months, copying their infant's vocalizations and expressions. In addition, young children enjoy looking in mirrors, where the movements they can see are dependent upon their own movements. This is not to say that infants recognize the reflection as their *own* image (a later development). However, Lewis and Brooks-Gunn (1979) suggest that infants' developing understanding that the movements they see in the mirror are contingent on their own, leads to a growing awareness that they are distinct from other people. This is because they, and only they, can change the reflection in the mirror.

D This understanding that children gain of themselves as active agents continues to develop in their attempts to co-operate with others in play. Dunn (1988) points out that it is in such day-to-day relationships and interactions that the child's understanding of his- or herself emerges. Empirical investigations of the self-as-subject in young children are, however, rather scarce because of difficulties of communication: even if young infants can reflect on their experience, they certainly cannot express this aspect of the self directly.

E Once children have acquired a certain level of self-awareness, they begin to place themselves in a whole series of categories, which together play such an important part in defining them uniquely as 'themselves'. This second step in the development of a full sense of self is what James called the 'self-as-object'. This has been seen by many to be the aspect of the self which is most influenced by social elements, since it is made up of social roles (such as student, brother, colleague) and characteristics which derive their meaning from comparison or interaction with other people (such as trustworthiness, shyness, sporting ability).

F Cooley and other researchers suggested a close connection between a person's own understanding of their identity and other people's understanding of it. Cooley believed that people build up their sense of identity from the reactions of others to them, and from the view they believe others have of them. He called the self-as-object the 'looking-glass self', since people come to see themselves as they are reflected in others. Mead (1934) went even further, and saw the self and the social world as inextricably bound together: 'The self is essentially a social structure, and it arises in social experience ... it is impossible to conceive of a self arising outside of social experience.'

G Lewis and Brooks-Gunn argued that an important developmental milestone is reached when children become able to recognize themselves visually without the support of seeing contingent movement. This recognition occurs around their second birthday. In one experiment, Lewis and Brooks-Gunn (1979) dabbed some red powder on the noses of children who were playing in front of a mirror, and then observed how often they touched their noses. The psychologists reasoned that if the children knew what they usually looked like, they would be surprised by the unusual red mark and would start touching it. On the other hand, they found that children of 15 to 18 months are generally not able to recognize themselves unless other cues such as movement are present.

H Finally, perhaps the most graphic expressions of self-awareness in general can be seen in the displays of rage which are most common from 18 months to 3 years of age. In a longitudinal study of groups of three or four children, Bronson (1975) found that the intensity of the frustration and anger in their disagreements increased sharply between the ages of 1 and 2 years. Often, the children's disagreements involved a struggle over a toy that none of them had played with before or after the tug-of-war: the children seemed to be disputing ownership rather than wanting to play with it. Although it may be less marked in other societies, the link between the sense of 'self' and of 'ownership' is a notable feature of childhood in Western societies.

Questions 14–19

Reading Passage 2 has eight paragraphs, **A–H**.

Which paragraph contains the following information?

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

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

14 an account of the method used by researchers in a particular study

15 the role of imitation in developing a sense of identity

16 the age at which children can usually identify a static image of themselves

17 a reason for the limitations of scientific research into 'self-as-subject'

18 reference to a possible link between culture and a particular form of behaviour

19 examples of the wide range of features that contribute to the sense of 'self-as-object'

Questions 20–23

Look at the following findings (Questions 20–23) and the list of researchers below.

Match each finding with the correct researcher or researchers, ***A–E****.*

Write the correct letter, ***A–E****, in boxes 20–23 on your answer sheet.*

20 A sense of identity can never be formed without relationships with other people.

21 A child's awareness of self is related to a sense of mastery over things and people.

22 At a certain age, children's sense of identity leads to aggressive behaviour.

23 Observing their own reflection contributes to children's self awareness.

List of Researchers

A James
B Cooley
C Lewis and Brooks-Gunn
D Mead
E Bronson

Questions 24–26

Complete the summary below.

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

Write your answers in boxes 24–26 on your answer sheet.

How children acquire a sense of identity

First, children come to realise that they can have an effect on the world around them, for example by handling objects, or causing the image to move when they face a **24** ..... . This aspect of self-awareness is difficult to research directly, because of **25** ..... problems.

Secondly, children start to become aware of how they are viewed by others. One important stage in this process is the visual recognition of themselves which usually occurs when they reach the age of two. In Western societies at least, the development of self awareness is often linked to a sense of **26** ..... , and can lead to disputes.

READING PASSAGE 3

*You should spend about 20 minutes on **Questions 27–40**, which are based on Reading Passage 3 on the following pages.*

Questions 27–30

Reading Passage 3 has six paragraphs, **A–F**.

*Choose the correct heading for paragraphs **B–E** from the list of headings below.*

*Write the correct number, **i–vii**, in boxes 27–30 on your answer sheet.*

List of Headings

- **i** Commercial pressures on people in charge
- **ii** Mixed views on current changes to museums
- **iii** Interpreting the facts to meet visitor expectations
- **iv** The international dimension
- **v** Collections of factual evidence
- **vi** Fewer differences between public attractions
- **vii** Current reviews and suggestions

Example	*Answer*
Paragraph **A**	**v**

27 Paragraph **B**

28 Paragraph **C**

29 Paragraph **D**

30 Paragraph **E**

The Development of Museums

A The conviction that historical relics provide infallible testimony about the past is rooted in the nineteenth and early twentieth centuries, when science was regarded as objective and value free. As one writer observes: 'Although it is now evident that artefacts are as easily altered as chronicles, public faith in their veracity endures: a tangible relic seems *ipso facto* real.' Such conviction was, until recently, reflected in museum displays. Museums used to look – and some still do – much like storage rooms of objects packed together in showcases: good for scholars who wanted to study the subtle differences in design, but not for the ordinary visitor, to whom it all looked alike. Similarly, the information accompanying the objects often made little sense to the lay visitor. The content and format of explanations dated back to a time when the museum was the exclusive domain of the scientific researcher.

B Recently, however, attitudes towards history and the way it should be presented have altered. The key word in heritage display is now 'experience', the more exciting the better and, if possible, involving all the senses. Good examples of this approach in the UK are the Jorvik Centre in York; the National Museum of Photography, Film and Television in Bradford; and the Imperial War Museum in London. In the US the trend emerged much earlier: Williamsburg has been a prototype for many heritage developments in other parts of the world. No one can predict where the process will end. On so-called heritage sites the re-enactment of historical events is increasingly popular, and computers will soon provide virtual reality experiences, which will present visitors with a vivid image of the period of their choice, in which they themselves can act as if part of the historical environment. Such developments have been criticised as an intolerable vulgarisation, but the success of many historical theme parks and similar locations suggests that the majority of the public does not share this opinion.

C In a related development, the sharp distinction between museum and heritage sites on the one hand, and theme parks on the other, is gradually evaporating. They already borrow ideas and concepts from one another. For example, museums have adopted story lines for exhibitions, sites have accepted 'theming' as a relevant tool, and theme parks are moving towards more authenticity and research-based presentations. In zoos, animals are no longer kept in cages, but in great spaces, either in the open air or in enormous greenhouses, such as the jungle and desert environments in Burgers' Zoo in Holland. This particular trend is regarded as one of the major developments in the presentation of natural history in the twentieth century.

D Theme parks are undergoing other changes, too, as they try to present more serious social and cultural issues, and move away from fantasy. This development is a response to market forces and, although museums and heritage sites have a special, rather distinct, role to fulfil, they are also operating in a very competitive environment, where visitors make choices on how and where to spend their free time. Heritage and museum experts do not have to invent stories and recreate historical environments to attract their visitors: their assets are already in place. However, exhibits must be both based on artefacts and facts as we know them, and attractively presented. Those who are professionally engaged in the art of interpreting history are thus in a difficult position, as they must steer a narrow course between the demands of 'evidence' and 'attractiveness', especially given the increasing need in the heritage industry for income-generating activities.

E It could be claimed that in order to make everything in heritage more 'real', historical accuracy must be increasingly altered. For example, *Pithecanthropus erectus* is depicted in an Indonesian museum with Malay facial features, because this corresponds to public perceptions. Similarly, in the Museum of Natural History in Washington, Neanderthal man is shown making a dominant gesture to his wife. Such presentations tell us more about contemporary perceptions of the world than about our ancestors. There is one compensation, however, for the professionals who make these interpretations: if they did not provide the interpretation, visitors would do it for themselves, based on their own ideas, misconceptions and prejudices. And no matter how exciting the result, it would contain a lot more bias than the presentations provided by experts.

F Human bias is inevitable, but another source of bias in the representation of history has to do with the transitory nature of the materials themselves. The simple fact is that not everything from history survives the historical process. Castles, palaces and cathedrals have a longer lifespan than the dwellings of ordinary people. The same applies to the furnishings and other contents of the premises. In a town like Leyden in Holland, which in the seventeenth century was occupied by approximately the same number of inhabitants as today, people lived within the walled town, an area more than five times smaller than modern Leyden. In most of the houses several families lived together in circumstances beyond our imagination. Yet in museums, fine period rooms give only an image of the lifestyle of the upper class of that era. No wonder that people who stroll around exhibitions are filled with nostalgia; the evidence in museums indicates that life was so much better in the past. This notion is induced by the bias in its representation in museums and heritage centres.

Questions 31–36

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

Write the correct letter in boxes 31–36 on your answer sheet.

31 Compared with today's museums, those of the past

- A did not present history in a detailed way.
- B were not primarily intended for the public.
- C were more clearly organised.
- D preserved items with greater care.

32 According to the writer, current trends in the heritage industry

- A emphasise personal involvement.
- B have their origins in York and London.
- C rely on computer images.
- D reflect minority tastes.

33 The writer says that museums, heritage sites and theme parks

- A often work in close partnership.
- B try to preserve separate identities.
- C have similar exhibits.
- D are less easy to distinguish than before.

34 The writer says that in preparing exhibits for museums, experts

- A should pursue a single objective.
- B have to do a certain amount of language translation.
- C should be free from commercial constraints.
- D have to balance conflicting priorities.

35 In paragraph E, the writer suggests that some museum exhibits

- A fail to match visitor expectations.
- B are based on the false assumptions of professionals.
- C reveal more about present beliefs than about the past.
- D allow visitors to make more use of their imagination.

36 The passage ends by noting that our view of history is biased because

- A we fail to use our imagination.
- B only very durable objects remain from the past.
- C we tend to ignore things that displease us.
- D museum exhibits focus too much on the local area.

Questions 37–40

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

In boxes 37–40 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*

37 Consumers prefer theme parks which avoid serious issues.

38 More people visit museums than theme parks.

39 The boundaries of Leyden have changed little since the seventeenth century.

40 Museums can give a false impression of how life used to be.

IELTS Writing Task 1: Process Questions

Here we will show you:

- the different types of process question
- a 5 step plan for answering any process question
- how to write an introduction
- how to pick out the main features and write an overview
- how to write about each stage in detail
- how to sequence your language

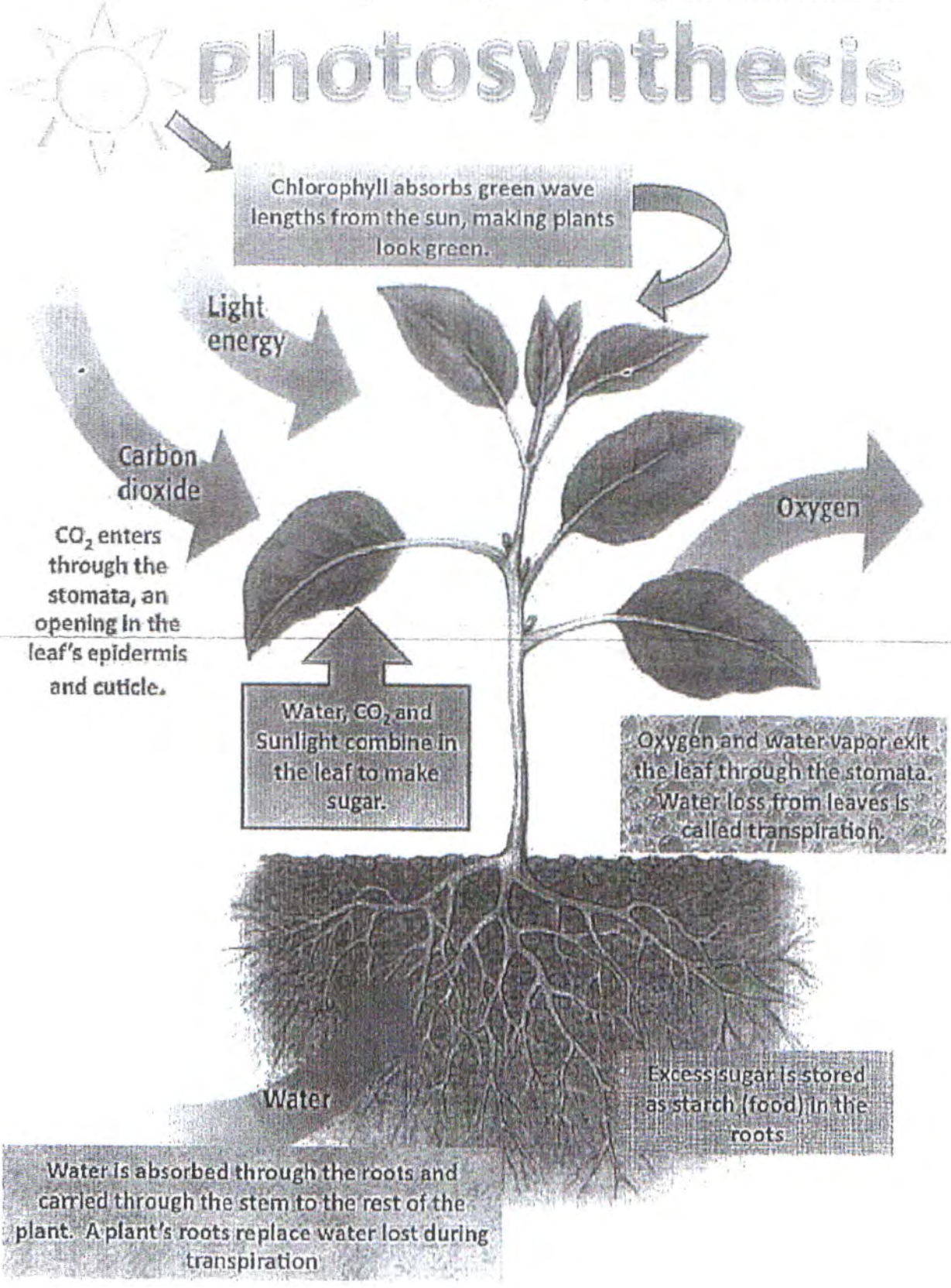
Different Types of Process Question

There are generally two different types of process question: **natural and man-made.**

Natural processes include things like the life cycle of a butterfly or frog, pregnancy, the water cycle or how cows produce milk.

Below is the process is photosynthesis:

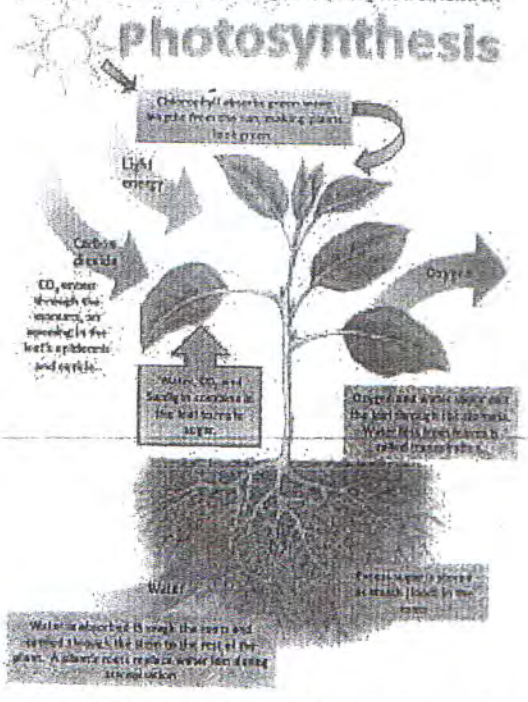
The diagram below shows the process of photosynthesis.
Summarise the information by selecting and reporting the main features.



1 **Is it a man-made or natural process?**
2 **How many stages are there?**
3 **What is produced?**
4 **Where does it start and where does it end?**
5 **Is it cyclical or linear?**
6 **Are any materials added?**

You might not be able to answer all of these for each process question, but you will always be able to answer enough of them to be be able to write a good overview. Let's look at one of the previous examples:

The diagram below shows the process of photosynthesis.
Summarise the information by selecting and reporting the main features.



1 Is it a man-made or natural process? *Natural*
2 How many stages are there? *Five*
3 What is produced? *Sugar, oxygen and starch.*
4 Where does it start and where does it end? *Starts with sun and end with production sugar, oxygen and starch.*
5 Is it cyclical or linear? *Linear.*
6 Are any materials added? *Sunlight, CO2 and water.*

We can then use this information to make two sentences:
Photosynthesis is a natural linear process that starts with sunshine and carbon dioxide being absorbed and ends with the production of sugar, oxygen and starch. There are five main stages to this process and it allows plants to convert light energy to chemical energy in the form of sugar.

Every process question follows the same format. First it tells you some general information about the process and then it instructs you to 'Summarise the information by selecting and reporting the main features.'
For example, the question above states:
The diagram below shows the process of photosynthesis. (General information)
Summarise the information by selecting and reporting the main features.
(Instructions)
The first thing we need to do in every question is to paraphrase the general information. Paraphrasing is one of the most important IELTS skills to master. We paraphrase a sentence by rewriting it so that the words are different but the meaning stays the same. There are a few different ways we can do this but the easiest way is to use synonyms and change the word order of the sentence. Synonyms are different words that have the same meaning, for example, woman and female.
Let's look at the questions above and paraphrase them.

Question 1: The diagram below shows the process of photosynthesis.
Paraphrased: The illustration demonstrates how plants produce energy from sunlight.

Question 2: The diagram below shows how electricity is produced in a nuclear power station.
Paraphrased: The illustration below shows the process of how nuclear power plants make electricity.

Every time you see an Academic Task 1 question rewrite the question and this should be your first paragraph. We can no move on and write our next paragraph; the overview.

Overview of Process

The overview is probably the most important paragraph in the whole essay. If you do not write an overview it is extremely difficult to get a high mark in IELTS Task 1, however, if you learn how to write a good one, you are far more likely to get the score you deserve.
Overviews for process questions can be done quite easily by asking yourself a few questions. The answers to these questions will allow you to form 2 overview sentences.

Writing Task 1 Process Questions:
5 Step Plan

To understand the task and quickly make a plan to answer process questions you should follow the 7 steps below:

1. Understand the process. Find the start and the end of the process. Count how many stages there are and understand what each stage does and the relationship it has with the stage before and after it.
2. Paraphrase the question.
3. Describe what is happening generally in 2 sentences. This is your overview paragraph and I will show you how to write this in more detail below.
4. Divide the process in two and write two separate paragraphs detailing each stage of the process.
5. Check your work.

Understand the Process

One of the most challenging things about these questions is having to write about something you have never seen or heard of before.

Don't worry, try to remember two things.

First, the examiner knows that you have probably never seen this process before and you have only 20 minutes to write about it. They do not expect a perfect answer. Just pick out the main features and report them accurately.

Second, you can quickly understand any process by asking yourself these questions:

1. **Where does the process start and where does it end?**
2. **How many stages are there?**
3. **Is it a man-made process or natural process?**
4. **Is it a cyclical (in a circle) or linear (one start point and one end point) process?**
5. **Are there any materials that need to be added to the process?**
6. **What is produced?**
7. **What does each stage of the process do?**
8. **What are the relationships between each stage?**

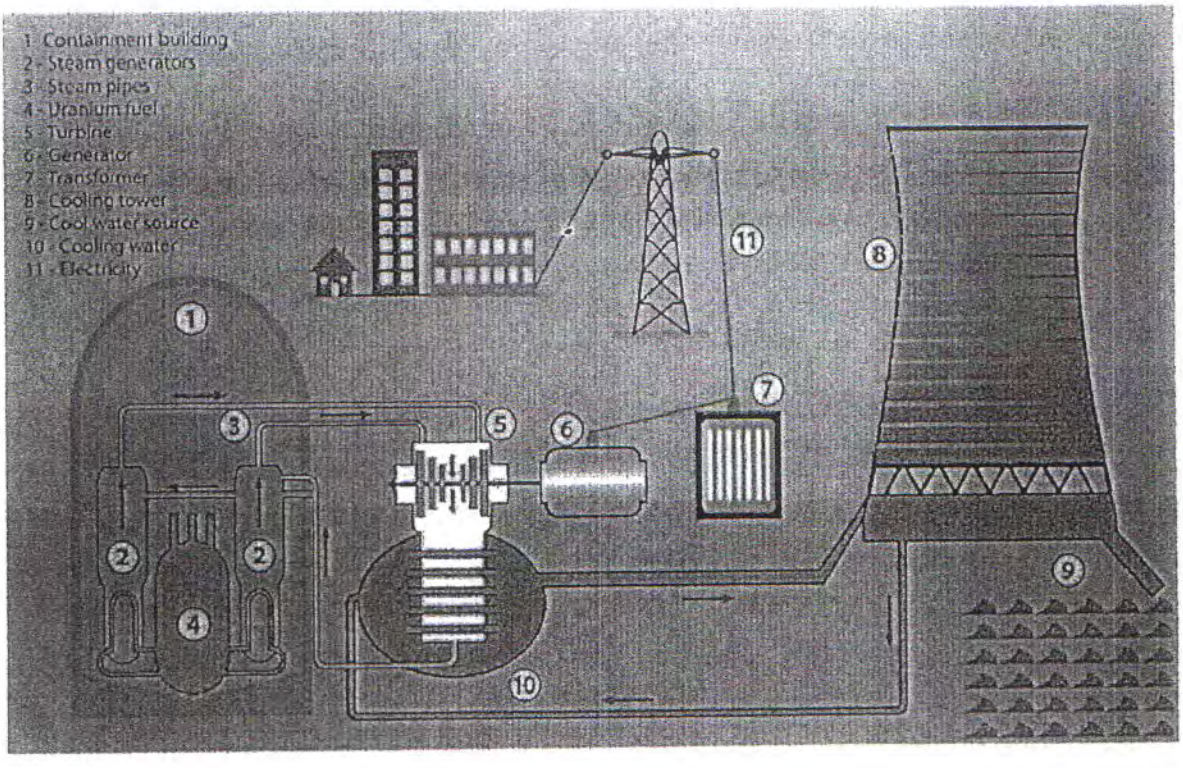
The processes you will be asked to write about in the IELTS test will not be very complicated and you should be able to easily answer all of the questions above. When you do this you will completely understand what is happening and you will be able to start writing your answer.

Paraphrase the Question

You might also be asked to describe a man-made process like how coffee, tea, beer or wine are made, how cement or bricks are produced or how an ATM or the internet works. Below is the man-made process of nuclear power generation:

The diagram below shows how electricity is produced in a nuclear power station.

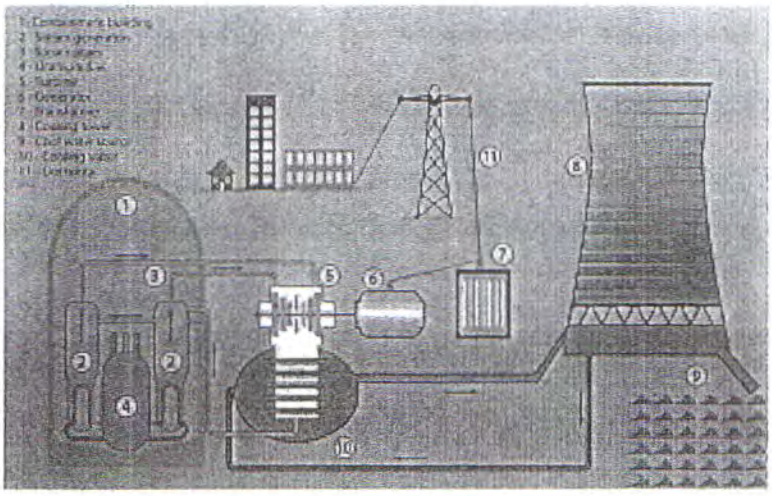
Summarise the information by selecting and reporting the main features.



Let's look at the other example:

'The diagram below shows how electricity is produced in a nuclear power station.

Summarise the information by selecting and reporting the main features.



1 Is it a man-made or natural process? *Man-made*
2 How many stages are there? *Six*
3 What is produced? *Electricity*
4 Where does it start and where does it end? *Starts with uranium fuel and ends with electricity being sent to the grid.*
5 Is it cyclical or linear? *Linear*
6 Are any materials added? *Water and uranium*

This is a man-made linear process that starts with the uranium fuel and water creating steam and ends with electricity being sent to the grid. There are 6 main stages including steam production, turbines driving a generator and a transformer creating electricity.

This system can be used for any process question and allows you to produce clear overviews each time. We can now move on to detailing each stage of the process in our next paragraphs.

Detail Each Stage of the Process

Now that we have paraphrased the question and provided an overview we need to tell the examiner about each stage in more detail.

You can:

- say what each stage does
- what it produces
- if any materials are added
- and/or discuss the relationship with the previous or subsequent stages.

Sequencing the Process

Try to sequence your language and make your details easier to read by using language like:

- Firstly
- First of all
- Secondly
- After that
- From this
- Where
- Following that
- Subsequently
- Before that
- In turn
- Then

Make sure you know the meaning and grammar of the words and phrases above before you use them. Do not use them if you are not 100% sure about how they should be used in a sentence.

Sample Answers

Look at both of the first drafts and comment below with any improvements you would make.

First Draft of Process Question 1

The illustration demonstrates how plants produce energy from sunlight.

Photosynthesis is a natural linear process that starts with sunshine and carbon dioxide being absorbed and ends with the production of sugar, oxygen and starch. There are five main stages to this process and it allows plants to convert light energy to chemical energy in the form of sugar.

First of all, chlorophyll allows the plant to take in sunlight along the green spectrum and the leaves also absorb carbon dioxide through openings in their surface. At the same time, water is sucked up through the roots and this is combined with CO2 and the sun's rays to produce sugar that can be utilised by the plant for food.

Oxygen and water are the byproducts of this chemical reaction and it is extracted through a process called transpiration. Water evaporates from the leaves and O2 is released. Any extra sugar is deposited in the roots as starch.

First Draft of Process Question 2

The illustration below show the process of how nuclear power plants make electricity.

This is a man-made linear process that starts with the uranium fuel and water creating steam and ends with electricity being sent to the grid. There are 6 main stages including steam production, turbines driving a generator and a transformer creating electricity.

First of all, uranium fuel creates heat in the steam generator and this water vapor flows through pipes to a turbine. The steam causes the turbine to spin and in turn powers a generator which subsequently creates electricity.

After that, electricity from the generator is transferred to a transformer where the electric can be changed to a form that is ready to be sent to the grid to power homes and industry. Hot water makes its way to a cooling tower, condenses and then returns to the turbine or can flow into the cold water source.

Academic Process Questions in 5 Steps

STEP 01

Understand how the process works. Where does it begin and end? How many stages? What is produced?

STEP 02

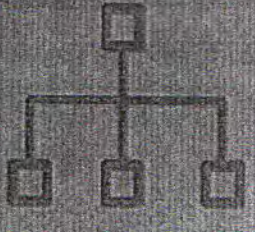
Paraphrase the question in your first paragraph. We can do this using synonyms and/or changing the word order.

STEP 03

Write the overview. Pick out 3 or 4 of the main features. This could include how many stages, what happens at the start and end or what is produced.

STEP 04

Describe each of the main stages in more detail. Remember to sequence your langauge and use a seperate paragraph from the overview.

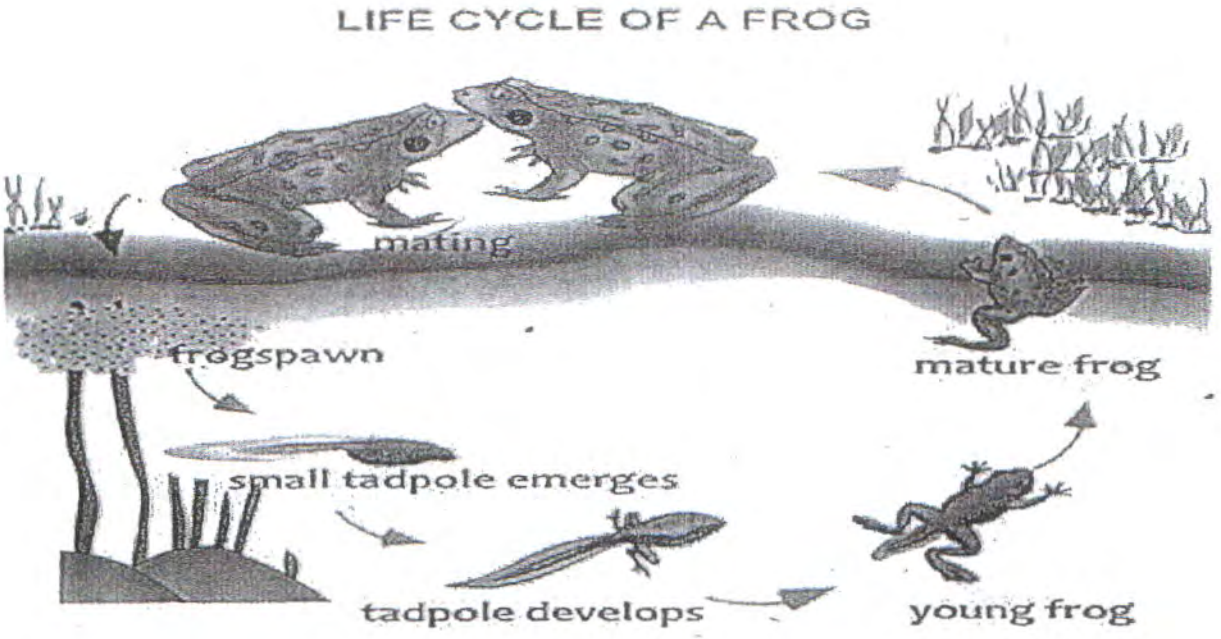


STEP 05

Check your work. Make sure you have no grammar mistakes, your data is accurate and that you have varied your vocabulary.

1

The diagram below shows the life cycle of a frog. Write a report for a university lecturer, describing the information shown below.



PROCESS WRITING- TEST PRACTICE

IELTS Writing test practice **Highlighting the main stages of a process**

Just as you select the main points of a chart, you need to summarise the main stages of a process, as they are shown in the diagram.

How to approach the task

- Look at the start and end of the process and consider what it shows overall.
- Divide the process into a number of logical stages.
- Think about how you could rephrase some of the labels.
- Decide on some verbs and tenses to use.
- Consider how you could round off your answer.

12 Work with a partner. Together, look at the task on the next page and then discuss these questions.

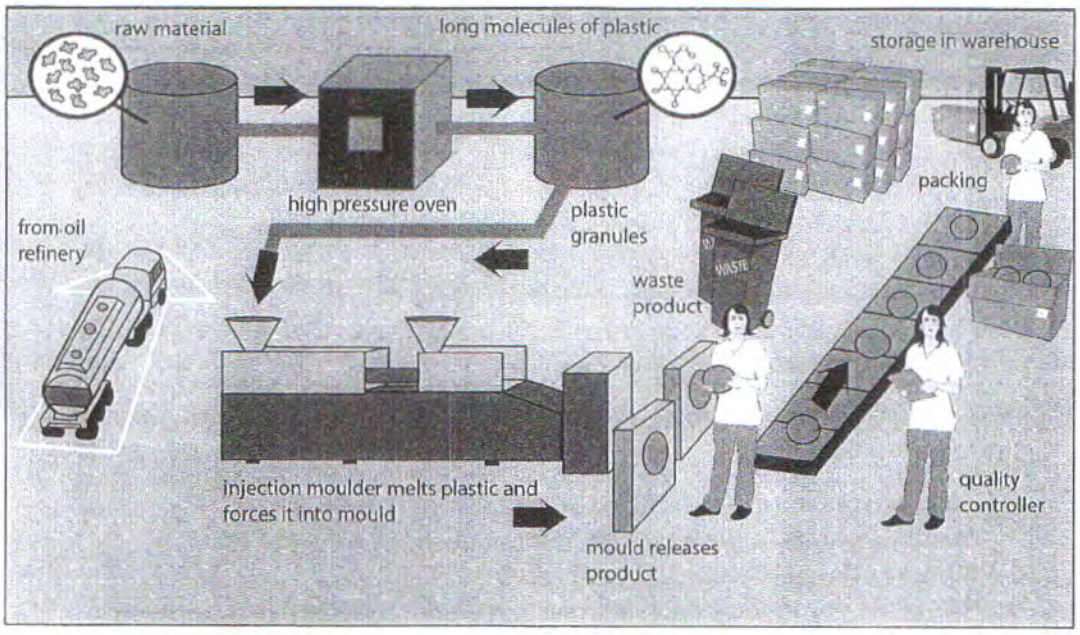
a Can you rephrase the task introduction in your own words?
b Which key words in the labels do you not need to rephrase?
c Which words could you try to rephrase?
d What other vocabulary do you know that would be useful to describe the equipment or process?
e What linking words might you use?

NOW WRITE WHAT YOU HAVE LEARNED

The diagram below shows how raw materials are used to make plastic products.

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

Test tip
You will need to use the key words in the labels on the diagram to support the main points. However, you should use your own words and sentences whenever you can.

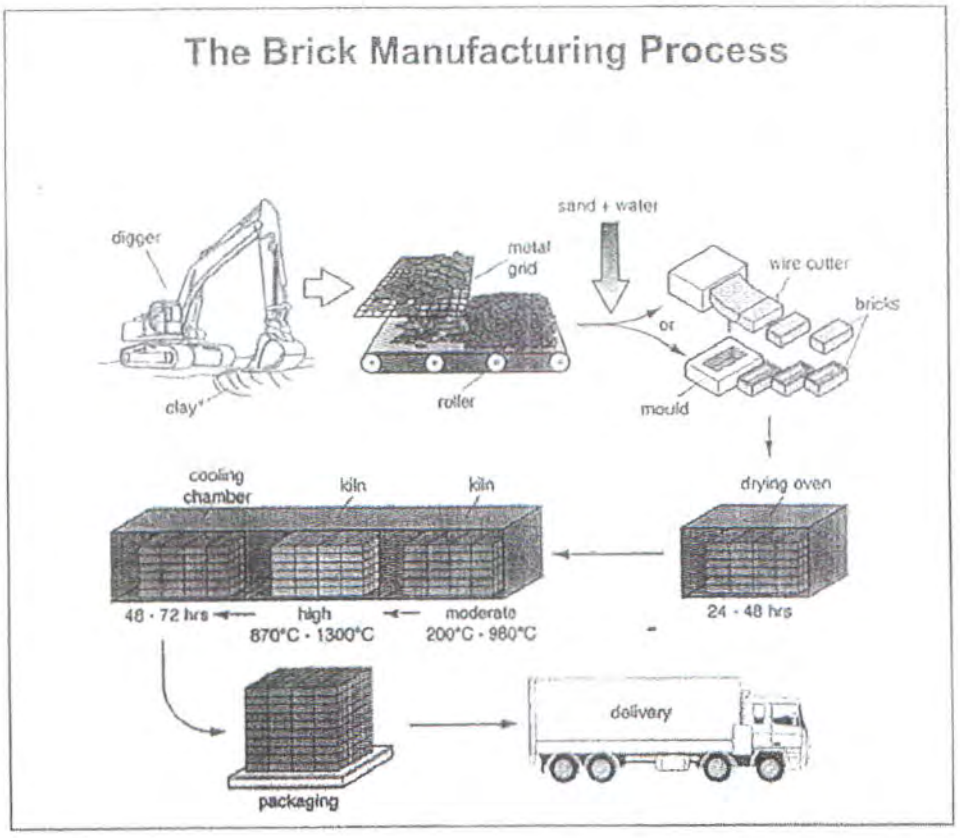


13 Complete this plan and then write a summary of the process shown in the diagram.

Test tip
Design your paragraph breaks around the main stages.

		Notes
Para 1	Introduction and overview of diagram	complex process / number of steps / equipment / people
Para 2	How process begins up to production of long molecules	
Para 3	From molecules to mould	
Para 4	What happens to finished product	

14 Swap your plan and your summary of the process with a partner. Read your partner's answers and then compare them with the model answer in the key. Does the model answer include any of your vocabulary or linking words from your answers to exercise **12**?



You should spend about 20 minutes on this task.

The diagram illustrates the process that is used to manufacture bricks for the building industry.
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:

> ***Every year several languages die out. Some people think that this is not important because life will be easier if there are fewer languages in the world.***
>
> ***To what extent do you agree or disagree with this opinion?***

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

Write at least 250 words.

SPEAKING

PART 1

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

EXAMPLE

Bicycles

- How popular are bicycles in your home town? [Why?]
- How often do you ride a bicycle? [Why/Why not?]
- Do you think that bicycles are suitable for all ages? [Why/Why not?]
- What are the advantages of a bicycle compared to a car? [Why?]

PART 2

Describe a person who has done a lot of work to help people.

You should say:
who this person is/was
where this person lives/lived
what he/she has done to help people
and explain how you know about this person.

You will have to talk about the topic for one to two minutes.
You have one minute to think about what you are going to say.
You can make some notes to help you if you wish.

PART 3

Discussion topics:

Helping other people in the community

Example questions:
What are some of the ways people can help others in the community? Which is most important?
Why do you think some people like to help other people?
Some people say that people help others in the community more now than they did in the past. Do you agree or disagree? Why?

Community Services

Example questions:
What types of services, such as libraries or health centres, are available to the people who live in your area? Do you think there are enough of them?
Which groups of people generally need most support in a community? Why?
Who do you think should pay for the services that are available to the people in a community? Should it be the government or individual people?

Writing task one: tables

You will be given one table of figures. Your task is to describe the information given in the graph by writing a 150 word report. You are not asked to give your opinion. You should spend around 20 minutes on the task.

What is being tested is your ability to:

- objectively describe the information presented in a table
- compare and contrast
- report on an impersonal topic without the use of opinion
- use language appropriate to the description of tables

Sample task

You should spend about 20 minutes on this task.

Write a report for a university lecturer describing the information in the table below.

Write at least 150 words.

Hours of leisure time per year in Someland

	Teens	20s	30s	40s	50s	60s	70s +
Watching TV/videos	1,200	700	400	500	600	700	1,100
Socialising with 4 or less people	150	150	300	250	250	200	200
Socialising with 4 or more people	350	350	50	50	25	25	25
Individual exercise	150	100	200	200	50	75	150
Group exercise/sport	450	350	200	150	50	0	0
Cinema	100	75	50	25	25	50	75

Your task

Complete the Task One report exercise above. Spend only 20 minutes.Then look at the notes and the sample answer below.

Guidelines for a good answer

Does the report have a suitable structure?

- Does it have an introduction, body and conclusion?

- Does it include connective words to make the writing cohesive within sentences and paragraphs?

Does the report use suitable grammar and vocabulary?

- Does it include a variety of sentence structures?
- Does it include a range of appropriate vocabulary?

Does the report meet the requirements of the task?

- Does it meet the word limit requirements?
- Does it describe the whole graph adequately?
- Does it focus on the important trends presented in the table?

Sample answers

We will now compare two sample answers, one better than the other. How well does each one follow the guidelines?

Sample answer 1

The table shows how people in different age groups spent their leisure time in Someland. It can be clearly seen that the amount of leisure time available varied considerably across the age groups.

Teenagers in Someland spent 1,200 hours a year watching TV and those in the over 70s group spent 100 hours less at 1,100. They spent 150 hours on socialising with 4 or less people compared with 200 hours at the other end of the scale. They spent 350 hours socialising with 4 or more people compared with 25 hours. The teenagers spent 450 hours on group exercise but retired people didn't do any.

In conclusion, we can see that in Someland the teenagers and retired people prefer to spend their free time in different ways.

Teacher's comments on the sample answer

"The report structure is clear and well organised with an introduction, body and conclusion.

The candidate uses repetitive grammatical structures and vocabulary which would bring the mark down considerably. The tense used is not appropriate as there is no indication on the table that the figures refer to the past. Also the reader doesn't know who is being referred to in the two sentences on socialising. The word 'prefer' in the conclusion is inappropriate because the table does not give any indication of people's reasons for spending their time on one activity rather than another. Someone may choose indoor rather than outdoor activities because of their health although they would prefer to go outside.

In terms of task requirements the report has serious problems. Although in writing about a table you will have the difficulty of there being too much information to put into a 150 word report, you can't solve this problem by ignoring whole sections of the table. In this case the candidate simply compared two age levels and ignored the rest."

Sample answer 2

The table shows how people in different age groups spend their leisure time in Someland over the course of a year. It can be clearly seen that the amount of leisure time available varies considerably across the age groups and that people of different age levels have very different ways of spending their leisure time.

According to the figures, as people age in Someland their social lives reduce. Teenagers and people in their twenties spend on average 500 hours per year on socialising and 350 hours of that time is with a group of more than 4 people. Although the total hours of socialising in their 30s, 40s, 50s and 60s is fairly constant (between 300-350), socialising with more than 4 people drops dramatically to 50 hours in the 30s and 40s age groups and only 25 from 50 years old. Group and individual exercise follow a similar pattern.

People of all ages spend a good part of their leisure time on entertainment such as TV/video viewing and cinema. In both cases, teenagers and retired people spend around twice as much time as those who are at working age. Home entertainment ranges from just over a thousand hours for teenagers and retired people and an average of 600 hours for everyone else. Cinema accounts for 100 hours of the teenagers and retired people's leisure time and 25-50 hours for the rest.

In conclusion we can see there is a significant trend towards solitary and smaller group activities as people grow older and that teenagers and retired people spend a lot more time on entertainment than those of working age do.

Strategies for improving your IELTS score

Selecting information

Like the line graphs your report should be structured simply with an introduction, body and conclusion. Tenses should be used appropriately.

Use two standard opening sentences to introduce the table and your report. These opening sentences should make up the first paragraph. Sentence one should define what the table is about; that is, the date, location, what is being described in the graphs etc. For example:

The table shows how people in different age groups spend their leisure time in Someland over the course of a year.

Notice that the sample opening sentence does not simply copy the words used on the graphic material. Copied sentences will not be assessed by the examiner and so you waste your time including them.

Sentence two (and possibly three) might sum up the overall trend. For example:

It can be clearly seen that the amount of leisure time available varies considerably across the age groups and that people of different age levels have very different ways of spending their free time.

Notice the tense used. In this case there is no date given and so we must take the table information as being current now.

The body of the report will describe the information presented in the table in detail. You will need to decide on the most clear and logical order to present the material. Generally you will choose one of the categories given in the table; that is, the age or activity in the example task above. Your choice would depend on whether you could see the most significant trends occurring by age group or by activity. In this case distinguishing the age group is your primary concern in describing this table, and you would do this by highlighting some differences between the activity preferences of the age groups.

Ideally your report should end with one or two sentences which summarise your report or draw a relevant conclusion.

Grammar and vocabulary

You will receive a higher mark if your writing uses a range of structures and vocabulary correctly rather than a limited number.

Selecting your information

In completing this task it is important that you cover all of the information given. However, this does not mean that you should note every detail. In tables there is invariably too much information for you to mention each figure. You will therefore need to summarise the table in meaningful segments. In other words, you will describe the significant trends in your report.

To see the trends in a table, start by finding patterns under the horizontal and vertical headings. In the sample task you would analyse the age groups and activities. We can see that at different times in their lives Someland people have more or less free time and their priorities for how they spend their free time are different. In analysing the activities we can look for which age groups spend more time on individual or group, cheap or expensive, home or outdoor, strenuous or restful activities. By describing trends in this way, we can avoid having to describe every age group across every activity.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

> ***The table below gives information on consumer spending on different items in five different countries in 2002.***
>
> ***Summarise the information by selecting and reporting the main features, and make comparisons where relevant.***

Write at least 150 words.

Percentage of national consumer expenditure by category – 2002

Country	Food/Drinks/Tobacco	Clothing/Footwear	Leisure/Education
Ireland	28.91%	6.43%	2.21%
Italy	16.36%	9.00%	3.20%
Spain	18.80%	6.51%	1.98%
Sweden	15.77%	5.40%	3.22%
Turkey	32.14%	6.63%	4.35%