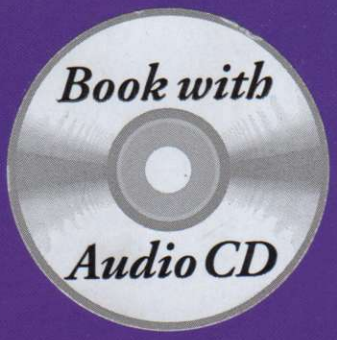

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Listening

1 Orientating yourself to the text

Predicting the situation

1 Look at pictures **a–h**, which show people speaking in different situations. Try to imagine what the speakers are saying.

2 02 Listen to six short conversations. As you listen, match each conversation to a picture, **a–h**.
Then listen again and complete the rest of the table. If there are two speakers, say whether they know each other or not.

	Picture	Situation	Number of speakers	Key words	Do the speakers know each other?
1	b	Asking for directions on campus	2	I'm looking for, right direction, go along, on your left	No
2					
3					
4					
5					
6					

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Predicting the answers from the given information

3 Look at tasks **A** and **B** below and decide what the topic is for each one.

4 Look at the words and layout of the questions in tasks **A** and **B** and decide what information you need to listen out for, e.g. *a place, a number, an adjective.* Complete the 'Type of information' boxes.

A

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

POLICE REPORT

Name: 1 .....

Address: 2 .....
Beach Road.

Description of stolen items

- Bag: 3 .....
- Passport No: 4 .....
- Watch: 5 .....

Type of information
1 .....
2 .....
3 .....
4 .....
5 .....

B

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

Biographical notes - Emma Darwin

- 6 ..... of Charles Darwin
- Good dancer. Spoke many languages
- Played 7 ..... well
- Born into Wedgwood family, famous for 8 ..... and .....
- Happily married with 9 ..... born between 1839 and 1856
- Now the subject of a 10 .....

Type of information
6 .....
7 .....
8 .....
9 .....
10 .....

5 (03) Listen and complete task **A** above.

6 (04) Listen and complete task **B** above.

Now check your answers to see how well you were able to predict the information.

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Listening

2 Listening for specific information

Table completion

1 **A** and **B** below are examples of table completion tasks. Study the tables and answer these questions.

a What is each table about?
b How do the column headings help you answer the questions?
c In which direction should you read each table: across or down?
d What type of word should you listen for in order to do question 1?
e What type of word will the answer to question 4 be?
f Why is one part of the second table shaded?

A

Zoo animal	Food consumed in captivity
panda	bamboo
orang utan	**1** .....
2	hens' eggs
zebra	**3** .....

B History of hot-air ballooning

Date	Balloon created by	Type of gas	Significance
1783	Montgolfier brothers	**4**	first recorded flight
1783	Charles	hydrogen	**5** .....
6	Yost	high altitude gas	first new generation hot-air balloon
1960		**7**	prototype modern hot-air balloon

Sentence completion

2 Turn the sentences into questions and write what type of information you must listen for.

	Type of information
Example The bus departs at ..... . *What time does the bus depart?*	*a time*
1 The man wants to study ..... at university.	
2 Louis Pasteur was born in ..... .(2 possible questions)	
3 New Yorkers consume ..... of water each day.	
4 Longitude is difficult to calculate at sea without a	
5 ..... has a more difficult scoring system than soccer.	
6 Spring rolls are made of ..... and vegetables.	

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Note taking

3 Look at the task below and answer the questions.

a What is the topic?

b Turn the notes into full questions, e.g. *When is the conference?*

c Make a note about the type of information you expect to hear, e.g. *a number.*

4 05 Listen and answer questions 1–10.

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

'Architecture 21' conference

Conference dates	1 .....
Conference venue	2 .....
Reservations phone no.	3 .....
Student rate per day	4 .....
Contact person	5 .....

Must act fast!

• Closing date for talks	6 .....
• Summary should have	7 .....
• Maximum length	8 .....
• Also send	9 .....
• email address	10 .....@uniconf.edu.au

Type of information

1 a number

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

8 .....

9 .....

10 .....

IELTS Listening test practice — Section 1

5 Take 2 minutes to skim the questions and work out what information is missing.

6 06 Listen and answer questions 1–10.

Questions 1–6

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

	BLUE HARBOUR CRUISES		
Name of cruise	Highlight Cruise	Noon Cruise	**1** ..... Cruise
Price per person	$16	**3**	$25
Departure times	9.30 am	12.00 pm	**5** .....
Included in the price	**2**	**4**	**6** ..... and .....

Questions 7–10

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

7 Jetty no. 2 is across the road from the ..... .

8 The commentary is in ..... .

9 A ..... version of the brochure is available.

10 Passengers are advised to take a ..... .

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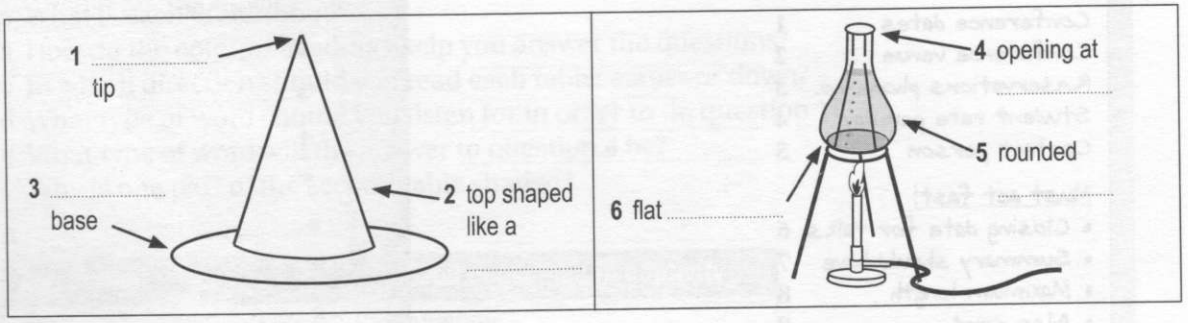
Listening

3 Identifying detail

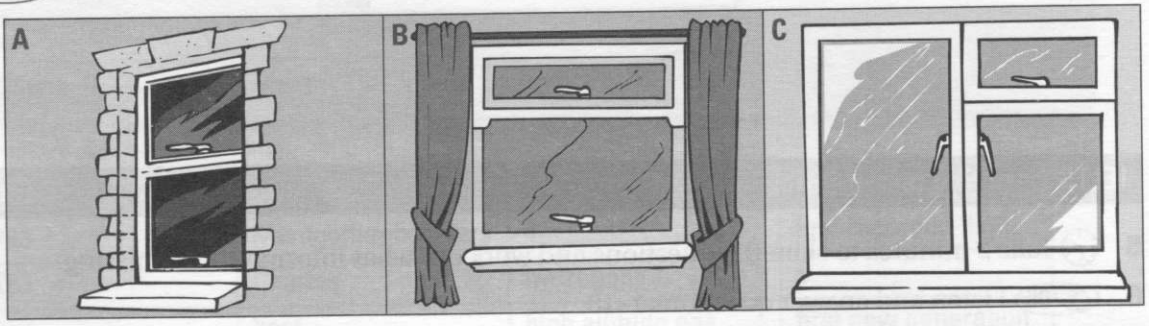
Understanding detailed description

1 Complete the labels on these diagrams with the best word or phrase.



2 07 Listen and decide which picture, **A**, **B** or **C**, matches the description.

1



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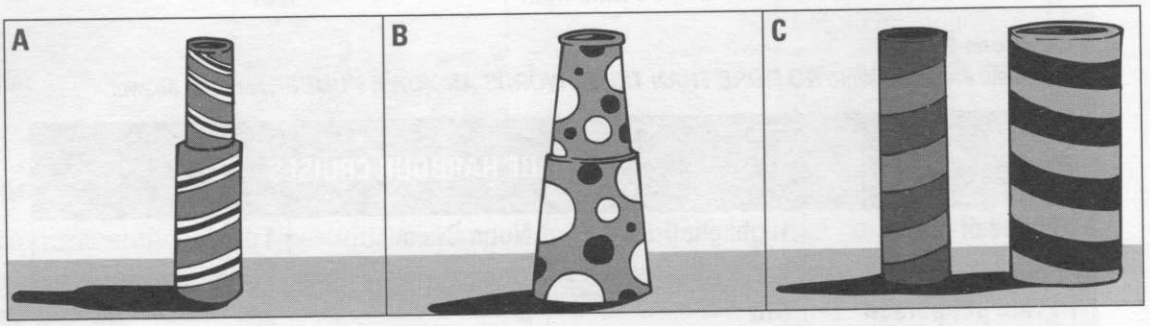

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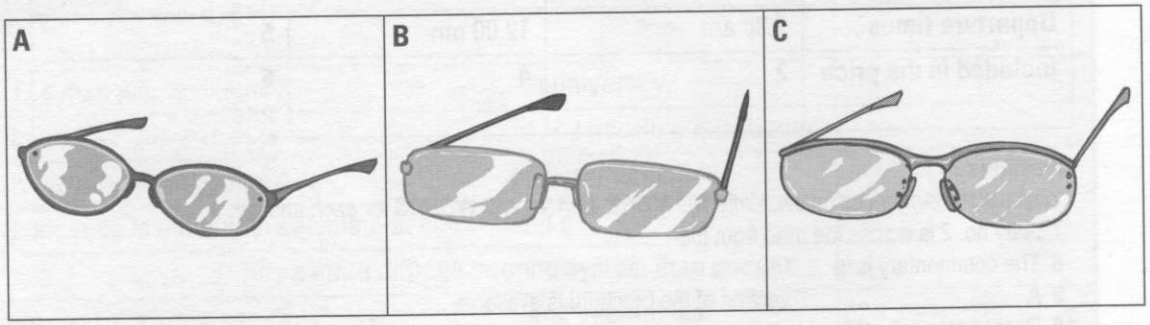

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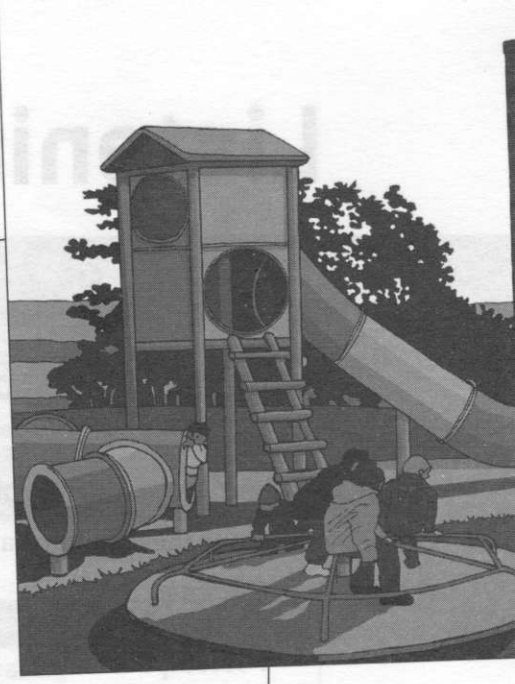
3 Complete the text with words you have seen or heard in this unit.



These days children's playgrounds offer a range of attractive equipment. One favourite is a type of climbing **1** ..... designed to look like a little house on stilts, with a ladder at the front leading up to an **2** ..... where children can get in, and a **3** ..... slide at the **4** ....., through which they can get down.

Also popular are the roundabouts, which have a flat **5** ..... platform that children stand on, and curved poles for them to hold on to.

Younger children like the sets of interconnecting **6** ..... which they can crawl through.

IELTS Listening test practice — Multiple choice questions

4 Look at questions 1 and 2 below and say how they differ from each other. Underline the key words in each question so that you know what to listen for.
08 Listen and answer the questions.

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

1 Which lecture did the man attend in the afternoon?
- **A** psychology
- **B** sociology
- **C** history

2 The woman wants to study
- **A** medicine.
- **B** medical science.
- **C** vet science.

5 Look at questions 1–3 below. Read all the options carefully and make sure you understand them.
09 Listen and answer the questions. Then listen again. Were you tempted to tick any of the wrong options? If yes, why?

Questions 1–3
Which **THREE** things does the man recommend bringing on the trip?
*Choose **THREE** letters **A–G**.*

- **A** camera
- **B** drinking water
- **C** food
- **D** mobile phone
- **E** radio
- **F** raincoat
- **G** sketchbook

6 Listen again and note why the other items in the list are wrong. What does the man say about these items?

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Listening

4 Following a description: diagrams, maps and plans

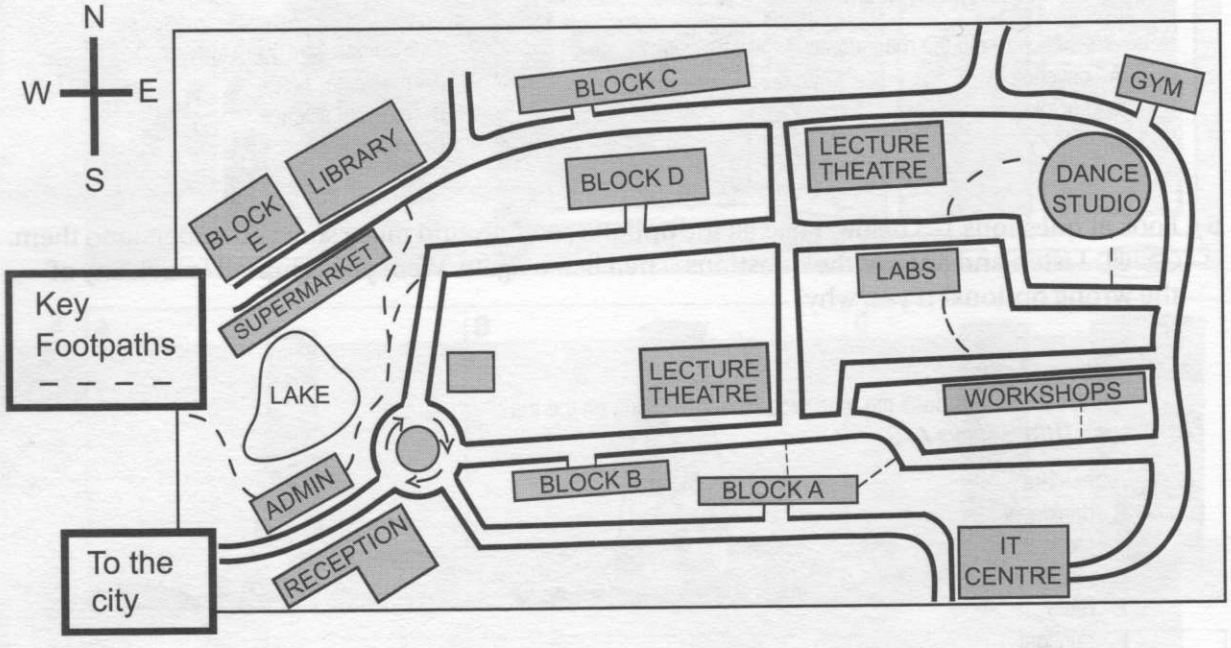
Following directions on a map

1 Study the campus plan below and complete the sentences using a word from the box.

Example
There are *five* blocks.

1 A footpath runs ..... the lake.
2 Block E is ..... to the library.
3 The library is ..... the supermarket.
4 Block A is ..... to Block B than any of the other blocks.
5 A footpath ..... the workshops to the dance studio.
6 The gym is in the ..... corner of the campus.
7 The IT centre is at the ..... end of the campus.
8 The reception is at the entrance, just ..... the roundabout if you're coming from the city.

closer	~~five~~
north-east	links
near	northern
runs	before
opposite	
southern	beside
next	



2 10 Look at the campus plan above and listen to three people giving directions. In each case, which block do the directions lead to?

Speaker 1 is giving directions to Block .....
Speaker 2 is giving directions to Block .....
Speaker 3 is giving directions to Block .....

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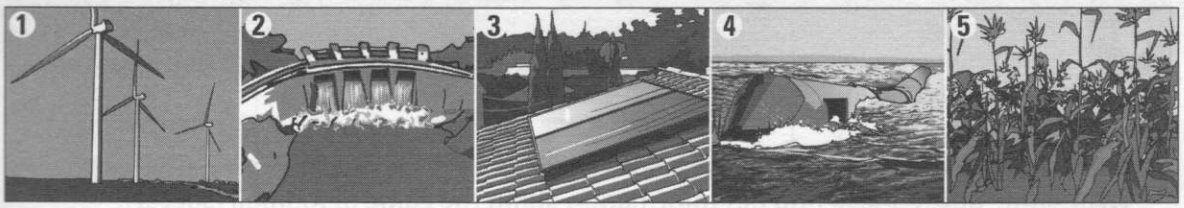
Vocabulary builder

3 Match these forms of alternative energy to the pictures and say how they work.
bio fuel solar energy wave power hydroelectricity wind farm



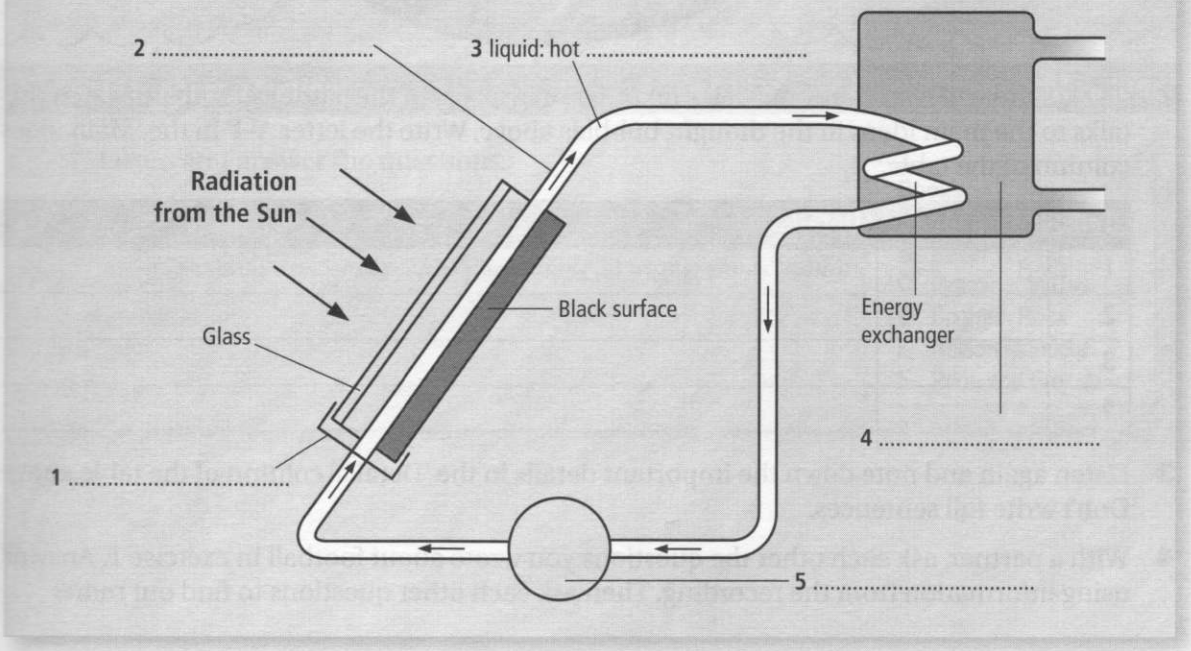
4 Complete the table with the correct form of the word.

Noun	Verb	Adjective
increase		increasing
	to heat	
sun		
	to provide	
representation		representative
type	to typify	
		useful, useless

IELTS Listening test practice — Labelling a diagram

5 Look at the diagram of a solar heating system and see what parts you will need to label.
11 Listen to a talk about solar energy and complete the labels as you listen.

Label the diagram below.
*Write **NO MORE THAN THREE WORDS** for each answer.*



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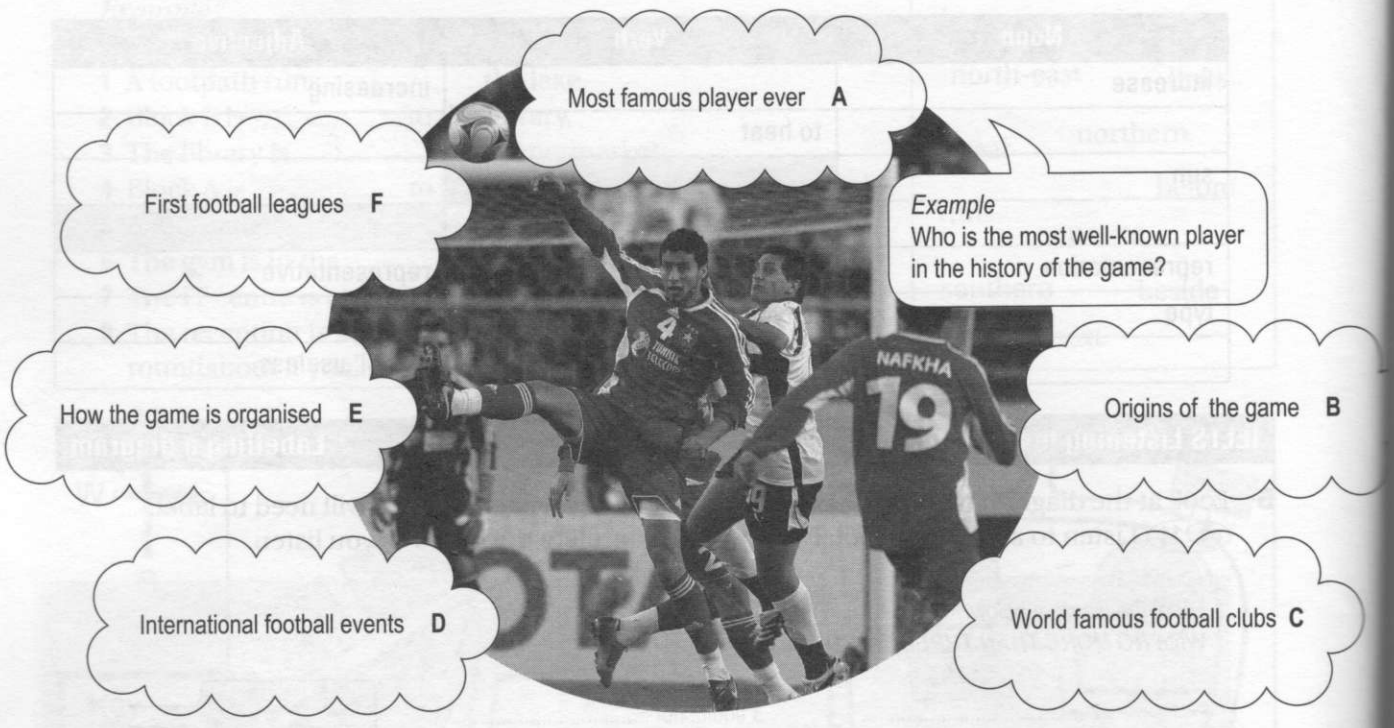
Listening

5 Identifying main ideas

1 Look at the ideas related to football below.
Write some questions to find out information about the game of football (soccer).
Write your questions on a piece of paper to refer to later.



2 12 You will hear four mini-talks on different aspects of the game of football. Match the talks to the main ideas in the thought bubbles above. Write the letter **A–F** in the 'Main ideas' column of the table.

Talk	Main ideas	Details
1	B	Similar game played in Japan and China. Today women also play.
2		
3		
4		

3 Listen again and note down the important details in the 'Details' column of the table above. Don't write full sentences.

4 With a partner, ask each other the questions you wrote about football in exercise 1. Answer using information from the recording. Then ask each other questions to find out more.

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Vocabulary builder

5 Look at the words and phrases in the box and make sure you know what they mean. Use a good English–English dictionary to check any unfamiliar words.
Then put each word into the correct category in the table.

Books	Assessment	Types of class
on loan		tutorial

on loan tutorial lecture
reading list seminar
out of stock biography
assignment set text
dissertation extension
essay exam library
bibliography pass fail
non-fiction

IELTS Listening test practice — Labelling a diagram

6 13 You are going to hear four short conversations. Before you listen, read the questions and try to rephrase all the options **A**, **B**, **C** in your own words.
Then listen and answer the questions.

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

1 The students agree that playing sport is
- **A** better than studying. preferable to having to study
- **B** time-consuming.
- **C** competitive.

2 Why does the man need the library book today?
- **A** He has always wanted to read it.
- **B** It is a set text for the course.
- **C** He is going away on Monday.

3 What problem does the student have?
- **A** She needs to change her essay topic.
- **B** She needs better IT material for her essay.
- **C** She needs more time to write her essay.

4 The student says that he
- **A** needs to improve his grades.
- **B** wants to change his main subject.
- **C** is going to see Dr Pollard that evening.

IELTS Listening test practice — Matching

7 14 Listen and answer the questions.

*Which book is needed for the following purposes? Write a letter **A–F**.*

Purposes
1 course requirement .....
2 personal study .....
3 pleasure .....

Books
- **A** Animal Farm
- **B** Better Writing
- **C** Grammar in Use
- **D** Brighton Rock
- **E** Nelson Mandela
- **F** Pride and Prejudice

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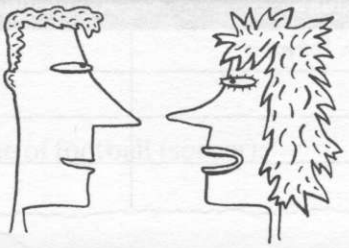
Listening

6 Seeing beyond the surface meaning



1 15 You are going to hear six short conversations. Listen and complete the the first part of the table below with information about the topic, number of speakers and whether they agree with each other or not.

	Topic	Number of speakers	Do they agree?	Words stressed to emphasise meaning	Words used to agree or disagree
1	a movie	2	Yes	really	I thought so too.
2					
3					
4					
5					
6					

2 Now listen to the conversations again and notice how the speakers use stress and intonation to get their meaning across. Complete the rest of the table with the following information.

a Which words do they stress?

b What expression(s) do the speakers use to agree or disagree with each other?

3 16 Listen to the beginning of five different speaking situations, **A**, **B**, **C**, **D** and **E**, and complete the table below.

	What is the situation?	How many speakers are there?	What is the topic?
A			
B			
C			
D			
E			

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4 Look at the questions below and decide what the topic is likely to be.
17 Listen and answer the questions.

Questions 1–5
*Choose the correct letter, **A**, **B** or **C**.*

1 The introduction of postage stamps was considered
A unusual.
B uneconomical.
C unnecessary.

2 Before the postage stamp was introduced, who usually paid for the delivery of a letter?
A the sender
B the receiver
C the post office

3 When was the single rate for a stamp introduced?
A 1834
B 1839
C 1840

4 Before stamps, the cost of sending a letter depended on
A where it was going.
B how long it took to arrive.
C how much it weighed.

5 The process of stamp production is
A expensive.
B difficult.
C time-consuming.

Questions 6–9
Complete the notes below.
*Write **NO MORE THAN THREE WORDS** for each answer.*

Stamps must represent aspects of national interest, e.g. pictures of people from **6** _____, or specific examples of wildlife, such as the Australian **7** _____. There are no **8** _____ on Australian or British stamps.

A favourite topic in Britain is **9** _____.

Question 10
*Choose the correct letter, **A**, **B** or **C**.*

10 Which picture shows the New Zealand stamp worth $1.50?

A

B

C

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Listening

7 Following signpost words

1 Look at the signpost words in the centre of the page and decide what kind of information might follow, e.g. a contradiction, an example, an additional piece of information.

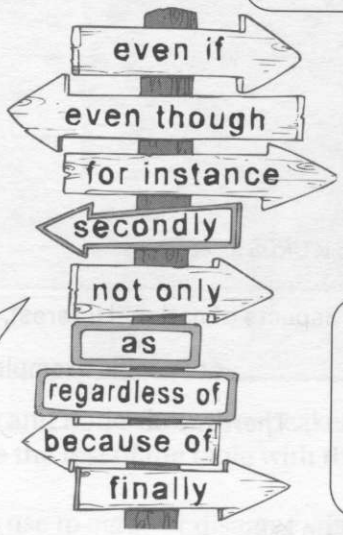
2 Complete each of the speech bubbles with the most appropriate word or words. Then say them out loud, emphasising the signpost words.

F ..... the opposition party wins the election, it won't affect the way people live.

G ..... the accident, the cost of my car insurance has increased considerably.

A And ....., before you all go home, I'd just like to thank you all for coming along to the meeting this evening.

E ..... is the new law going to make smoking more expensive, it's also going to discourage young people from taking it up.



B I got a disappointing mark for my essay, ... I put a lot of effort into it.

D There are three levels of government in Australia. Firstly, there is Federal Government, ... State Government and thirdly Local Government.

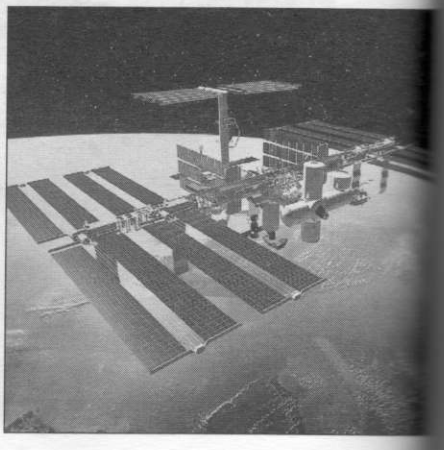
C People always say that other languages are spoken much faster than their own. ....., they say, "Don't New Yorkers speak fast?" But really it's just a problem of understanding.

Preparing for the topic

3 While you are reading through the questions in the Listening test, ask yourself some things about the topic to get prepared for the recording. Note any pictures or graphics.

In the next IELTS test practice you are going to hear about the International Space Station, so try to answer these questions to prepare yourself for the topic.

- What do you know about the International Space Station?
- Where is it?
- What happens there?
- Would you like to spend 90 days in space with six other people?
- If so, why? If not, why not?
- What kind of things would you have to prepare yourself for?
- What advice would you give to anyone who was going?
- What do the letters ISS stand for?



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4 Read all the questions below (1–3, 4–6, 7–8) and identify the different types of questions. Underline the key words in the stem of each question.

5 (18) Listen and answer questions 1–3 as you listen.

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

1 How many nations are involved in the ISS?
A 5 **B** 15 **C** 20

2 How much should the ISS have cost to build?
A $8 billion **B** $120 billion **C** $128 billion

3 How is the water supply maintained on board?
A by using very little **B** by transporting water from Earth **C** by recycling all the water

6 Listen again and work out why some of the options are wrong. Use the table below to note down what is said about each option in questions 1–3 above.

5			
15			
20			
$8 billion		using little	
$120 billion		transporting	
$128 billion		recycling	

7 Read questions 4–6 below and think about what words you might hear on the recording. (19) Listen and answer questions 4–6 as you listen.

Questions 4–6
*Choose **THREE** letters **A–G**.*

Which **THREE** areas of research will take place on the ISS?
A solar energy
B plant cultivation
C mapping
D weather patterns
E studies in weightlessness
F psychology
G nutrition

What sort of words might I hear?
solar panels

8 Do the same for questions 7–8. (20) Listen and answer questions 7–8.

Questions 7–8
*Choose **TWO** letters **A–F**.*

Which **TWO** things do all the astronauts do each day?
A turn on the computers
B cook meals
C attend a meeting
D listen to CDs
E take some exercise
F communicate with family

What sort of words might I hear?

9 Listen to the whole recording again and note the signpost words that you hear.

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Listening

8 Following a talk

1 You are going to hear an example and four more mini-talks which contain typical language from IELTS Listening Section 4.

First, look at questions 1–4 and try to rephrase them in your own words, as in the example.

Example

be endangered / die out

What does the speaker think could soon become extinct?

1 According to the speaker, what is the main purpose of a language?

2 What two things were absent in the period when ballads were popular?

3 In what field of study was John Ray a pioneer?

4 List two more ways in which heat is transferred from one place to another.

Conduction

.....

.....

21 Listen to the example.

Recording script
In previous lectures in this series we have focused on land conservation. Today we are going to look at the need for marine conservation and in particular the effects of commercial fishing on our oceans … because if we are not very careful, a great many fish are likely to end up on the 'endangered species' list.

Answer: many fish

22 Listen to the mini-talks and answer questions 1–4 in **no more than three words** as you listen.

Make a note of the words or structures on the recording which have a similar meaning to the key words in the question.

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2 Read questions 1–10 below. What is the topic?
Note how many different types of question there are and make sure you understand the layout.
(3 23) Listen and answer questions 1–10.

Questions 1–5
*Choose the correct letter, **A**, **B** or **C**.*

1 What does the speaker compare a computer virus to?
- **A** a biological organism
- **B** a corrupt program
- **C** an irritating person

2 *Core Wars* was designed as
- **A** a model virus.
- **B** a form of amusement.
- **C** a low-cost program.

3 The speaker says that computer viruses are picked up because they can
- **A** infiltrate programs by themselves.
- **B** be sold with commercial software.
- **C** hide in unofficial software.

4 What does the speaker find surprising?
- **A** the rise in the number of software infections
- **B** the determination of those who develop viruses
- **C** the fact that people blame their own computers

5 The worst aspect of a Trojan horse virus is its capacity to
- **A** delete all the files on your computer.
- **B** send illegal emails to all your correspondents.
- **C** perform operations in your name.

Questions 6–9
*List **FOUR** ways of combating viruses.*
*Write **NO MORE THAN THREE WORDS** for each answer.*

6 .....
7 .....
8 .....
9 ..... e.g. get anti-virus software

Question 10
*Choose the correct letter, **A**, **B** or **C**.*

10 How does the speaker feel about computer viruses?
- **A** They are here to stay.
- **B** They serve no purpose.
- **C** They can be avoided.

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Reading

1 Orientating yourself to the text

Topics and main ideas

1 Read paragraph **A** below, state the topic and underline the main idea.

A

A jet-lagged traveller sleepily lugging his suitcase to the rental car shuttle may well wonder why his brain seems bent upon tormenting his body. If only he could adjust his body clock to his new time-zone he could get the good night's sleep he needs. If his journey has taken him westwards, however, he will probably have an easier time adjusting to his new schedule than if he has travelled east. Some research by Hiroaki Daido of the University of Asaka Prefecture, in Japan, published recently, may help to explain why.

2 Which of the following best summarises the main idea in paragraph **B**?

A There are more insects than animals to conserve in the world.
B People are more interested in conserving animals than insects.
C The conservation of animals has been more successful than the conservation of insects.

B

Although the world is home to tens of millions of animal species, the vast majority are small crawling things with lots of legs. When they are threatened it is difficult for conservationists to stir up much public sympathy. Not so for the big, cute and cuddly animals like orang-utans. People will go to enormous lengths to protect them, their habitats and the other less attractive (but no less important) animals that live with them.

3 What is the topic of paragraph **C**?

C

Our sense of humour is truly perplexing. Surveys show we are ten times more likely to be seen sharing a moment of laughter than any other form of strong emotion. Humour saturates our lives, yet only recently have brain scientists started to turn their scanners and electrodes to the task of examining the flash of amused insight that lies at the heart of understanding a joke. And the findings are not at all what you might think.

4 Which of the following best summarises the main idea in paragraph **C**?

A Scientists have discovered some unexpected facts about humour.
B People do not always laugh at the same sort of jokes.
C Brain scans have failed to explain why people laugh.

Dealing with unfamiliar words

5 Read paragraph **D**. Can you guess the meaning of these words by looking at how they are formed?

1 guidebook **2** outdated **3** shelf-life **4** backpacker **5** non-problematic

D

One of the major problems with guidebooks is that they are outdated before they are even published, as it takes, on average, two years from commissioning to publication. And as the shelf-life of most travel books is two years, there may be as many as four years between the original research and a tourist's visit. In extreme cases, this can have serious repercussions, as a young backpacker, Joel Edmond, discovered one autumn. A walk around a border lake described as non-problematic by one travel guide in Asia resulted in him being arrested by soldiers and imprisoned for a month. The guide's author has since apologised to him.

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6 Read paragraph **D** again and choose the correct heading from the options **A–C** below.
A How a tour guide lost his way
B Why tourist guidebooks may be unreliable
C Difficulties faced by travellers in Asia

Vocabulary builder

7 The words, phrases and collocations (words often used together) below are taken from paragraphs **A–D**. Try to work out the meaning of any you don't know from the context of the paragraph. Use a dictionary to check.
Then complete the sentences below with a word, phrase or collocation from the box.

words
adjust (paragraph A)
species (B)
conservationists (B)
perplexing (C)
findings (C)

phrases
go to enormous lengths (B)
lies at the heart of (C)

collocations
vast majority (B)
serious repercussions (D)

1 The ..... of people in the world are right-handed.
2 The desire to attract young customers ..... most fashion advertising.
3 As we get older, it becomes harder to ..... to new work practices.
4 ..... believe that we are not doing enough to protect rare ..... from extinction.
5 My father had to ..... to get a copy of his mother's birth certificate, in order to prove his nationality.
6 The researchers found it ..... that their results showed the opposite of what they expected to find.
7 Recent ..... show that the burning of fossil fuels has affected the health of the planet.
8 The government's policy on university education has had ..... for families on low incomes.

IELTS Reading test practice — Finding information in paragraphs

8 Read the passage on the next page. Take 8 minutes to do this task.

The Reading passage has five paragraphs, **A–E**.
Which paragraph contains the following information?
NB *You may use any letter more than once.*

1 reasons why children might be a better target for marketing companies than adults
2 examples of some of the first products to be marketed for children
3 measures taken by one country to reduce the exposure of children to marketing techniques
4 evidence of an increase in children's consumption of goods in one area of the world
5 a comparison of the time children spend on different activities
6 a common reason for arguments between children in the same family
7 an in-store method used by shop owners to encourage consumerism in children

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Children and consumerism

Are children in developed countries affected by consumerism?

A In the 18th century, products aimed directly at children, such as toys, games and books, began appearing in shops. However, it was not until the 20th century that children became major consumers in their own right, with the ability to buy items for themselves, or to persuade their parents to buy things for them. Today, children are often conditioned from an early age in the principles of consumerism. A major cause of sibling rivalry is resentment that a brother or sister has a new toy; if children are upset, their parents may try to win back their good mood by buying them a treat.

B There is now a huge range of children's products – from potato crisps and sweets to athletic shoes and video games. Manufacturers and retailers are adept at packaging these items in bright colours so that they catch the eye of children, and at placing these goods on the lower shelves of their stores, so that they are at children's eye level, and within easy reach of their hands. It is assumed that if a child touches a product then there is at least a chance that his or her parents will buy it.

C Children are, in many ways, the ideal consumers, being more susceptible than adults to changes in style and fashion, and providing a ready market for the latest crazes. As a result, a huge amount of money (US$2 billion every year in the USA alone) is spent on advertising to children, and last year, children's direct influence on parental purchases in the USA was estimated at US$188 billion (as opposed to US$5 billion in the 1960s).

D Television advertising is seen as a major reason for the rise in children's consumerism. It is estimated, in Western countries, that children aged between two and 17 watch between 15,000 and 18,000 hours of television, compared to just 12,000 hours spent in school. Commercials showing children having fun using products like video games can convey several messages, such as 'this product is cool' and 'you are inferior if you do not have this product'.

E The European Union is considering regulating advertising aimed at children, and the Scandinavian country of Sweden has already banned such advertisements from primetime children's television programmes. This decision was taken after research showed that children under ten were unable to differentiate between a commercial and a programme.

Paraphrasing

9 Rephrase these ideas from the passage in your own words.

Example in their own right (line 5) themselves

1 a major cause of (line 9)
2 a huge range of (line 13)
3 catch the eye (line 17)
4 at children's eye level (line 19)
5 within easy reach (lines 19–20)
6 in many ways (line 23)
7 the latest crazes (line 26)
8 differentiate (line 55)

Star phrase 'being more **susceptible** than adults **to**'

1 Guess the meaning from context.
2 Answer the question.
3 Complete the sentence using the star phrase and the words in brackets.

How susceptible are you to changes in fashion?

Many consumers .....

..... (promises / advertisements)

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Reading

2 Scanning for a specific detail and skimming for general understanding

Scanning

1 Before you read the following text for meaning, practise your scanning skills by moving your eyes down the lines of the passage very quickly in order to find, and underline, the following. Take about 15 seconds for each.

1 a US state
2 an American soil researcher
3 a company
4 a country other than the US
5 a fruit or vegetable

Fruitful Drinking

It's what tomatoes everywhere have been thirsting after

A smart irrigation sensor that gives plants only as much to drink as they need can increase tomato yields by more than 40 per cent. The sensor has been developed by Yehoshua Sharon and Ben-ami Bravdo at the Hebrew University of Jerusalem's Faculty of Agriculture in Rehovot, Israel. The researchers say that their system not only increases the yield of crops, but it also dramatically reduces water usage – by up to 60 per cent for some crops.

At the heart of the system is an electronic sensor that clips onto a plant leaf and measures its thickness to an accuracy of 1 micrometre. 'A leaf's thickness is dependent on the amount of water in a plant,' says Sharon. 'A healthy leaf is 60 per cent water.' A thin leaf is a sure sign that the plant is suffering stress because it is thirsty, and stress is bad for yields.

The sensor consists of two plates, one fixed and the other spring-loaded, which together grip the leaf. The moving plate is connected to a small computer that regulates the voltage in an electrical circuit. As the leaf's thickness changes, the plate moves, causing a change in the voltage. This signal is fed to a processor that adjusts the plant's water supply.

Unlike conventional irrigation systems, which water crops periodically, the Israeli system waters the plants continuously, but adjusts the flow to the plant's needs. 'The idea is to give the plant the proper amount of water at the correct time, according to what the plant requires,' says Sharon.

Field studies show the system increases the yields of several crops while reducing consumption of water. Yields of grapefruit increased by 15 per cent while needing 40 per cent less water. For peppers, the yield rose by 5 per cent while water usage fell by 60 per cent. Tomato plants yielded 40 per cent more fruit while consuming 35 per cent less water.

'It is an interesting idea,' says John Sadler, a soil scientist at the US government's Agricultural Research Service in Florence, South Carolina. 'Other researchers have measured stress by measuring a plant's temperature or stem thickness. But I haven't heard of anyone doing irrigation at such a refined level,' he says.

But Sadler is a little surprised by the figures for water savings. 'They would depend on the technique you're comparing these results with,' he says. Sharon says the savings are based on comparisons with the Israeli government's recommendations for irrigating crops.

He admits that the system has to be very reliable if it is to be effective. 'Because the plants are watered continuously they are more susceptible to sudden changes in water supply,' he says. 'This means our system has to operate very reliably.'

The researchers have founded a company called Leafsen to sell the new irrigation system, and they hope to start marketing it within the next few months.

New Scientist

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Paraphrasing

2 Skim the passage for words or phrases that have the following meaning and underline them.

1 the amount (of fruit) produced *yield*
2 the quantity of water used
3 plants grown by farmers
4 clear indication
5 traditional
6 method of watering
7 at regular times
8 the amount (of water) used by (plants)
9 the main stalk of a plant
10 reserves (of water) that result from using less

IELTS Reading test practice — Short answer questions and labelling a diagram

3 Take 12 minutes to answer the questions below.

Questions 1–7

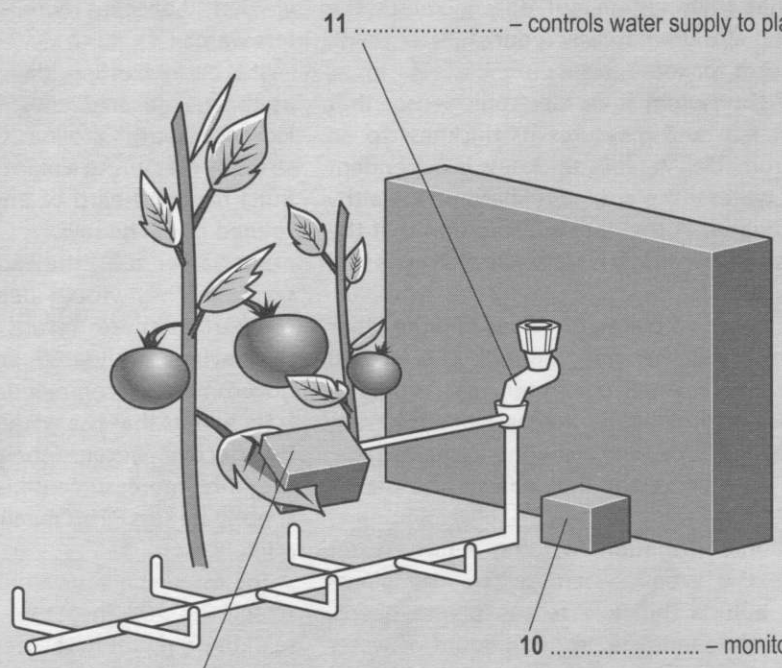
*Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the passage for each answer.*

1 What is the main part of the researchers' irrigation system?
2 How often do traditional irrigation systems water plants?
3 Which crop showed the highest increase in yield during field studies?
4 How much less water did the peppers take up?
5 & 6 What two features of plants have previous researchers used to assess stress?
7 From which organisation will farmers be able to buy the new system?

Questions 8–11

Label the diagram below.

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



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Vocabulary builder

4 You need to be able to use and recognise words in their different forms. Complete the sentences below using a **different form** of the words in the box. You may need to add or delete a prefix or suffix.

irrigation	consumption
yields	measure
agriculture	recommend
rely	operate
health	fruit
adjust	marketing

1 The article describes recent *agricultural* studies that have taken place in Israel.
2 Farmers are always keen to ensure that their crops ..... more fruit.
3 How soil is ..... depends upon the available technology and local water supplies.
4 Some plants ..... more water during growth than others.
5 If a plant has thin leaves, it is probably stressed and ..... .
6 The processor in the system makes small ..... to the plants' water supply.
7 Temperature ..... have been used in the past to assess a plant's stress levels.
8 The Israeli government makes ..... about how much water can be used on crops.
9 The system has to be ..... because sudden changes in water supply could harm the plants.
10 The system will shortly go into ..... .
11 The success of the product will depend on how well it is ..... .
12 All in all, the research done on irrigation has proved to be very ..... .

Star phrase 'A leaf's thickness **is dependent on** the amount of water in the plant.'

1 Guess the meaning from context.
2 Answer the question.
3 Complete the sentence using the star phrase and the words in brackets.

Are you financially dependent on anyone?

Young animals .....

(their parents / food and shelter)

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Reading

3 Identifying main and supporting ideas

Main ideas

1 The sentence containing the main idea has been removed from the following two paragraphs. Read each paragraph carefully and then write an opening sentence for each.
Then compare your sentences with the key to see how well you understood the main themes.

Talk about REM

1 .....

.....

This is according to a preliminary study presented in Surfer's Paradise. Sarah Loughran of Swinburne University of Technology in Melbourne left a mobile phone transmitting beside the right hemisphere of participants' brains for half an hour before they went to sleep. They showed more alpha-wave activity in the first period of non-REM* sleep, and started REM or deep sleep about 17 minutes sooner, than on nights they were not exposed to the phones. Loughran thinks electromagnetic radiation is the cause, but it's not yet clear whether this could have harmful effects.

*REM sleep = rapid eye movement sleep – the period when we sleep deeply but do not dream

Spice up your Nights

2 .....

.....

Andrew Davies of the University of Tasmania in Launceston and his team placed 25 people on a diet containing 30 grams of chopped chilli a day for four weeks. On average, the volunteers went to bed two hours later and slept for 20 minutes less than in the previous four weeks, when their diet had been chilli free. But they were also less active in their sleep and seemed to sleep more deeply, Davies told the Australasion Sleep Association conference held in Surfer's Paradise, Queensland. The participants also reported feeling more alert the next day and were more physically active. The researchers have yet to pinpoint which ingredients in chilli are responsible.

2 How are the above paragraphs similar in terms of a) their structure and b) their content?

Paragraph structure

3 Complete the labels on the paragraph, using words or phrases from the box.

topic main idea
further support

1 .....

In the 1930s, the French philosopher, Pierre Teilhard de Chardin predicted the emergence of a noosphere, a network linking mankind at the mental rather than the physical level. Teilhard was a sociologist, a scientist and a Jesuit theologian; *he described this noosphere partly in physical terms, as an information network, and partly in spiritual and philosophical language, as a force which would act to unify society. One of the many metaphors which he used to put the concept across was that of a 'halo of thinking energy' encircling the planet.* Today, the same combination of technical, sociological and philosophical terminology is used to describe the Internet.

2 .....

3 .....

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4 What main point is the writer making in this paragraph about Pierre Teilhard?

A He tried to build an early version of the Internet.
B He forecast the problems surrounding the Internet.
C He understood the principles underlying the function of the Internet.

Vocabulary builder: compound nouns

5 A noun and adjective are often put together to make a compound noun phrase. This can be done to avoid using a longer relative clause. For example:
cities that are underground = *subterranean cities*

Skim the passage below for noun phrases that have these meanings.

1 people who are walking in city streets
2 large numbers of ants that are moving around together
3 movement that is difficult because of a lot of traffic
4 regulations that relate to traffic
5 structures that are on fire
6 large groups of people who are shopping
7 vehicles that are moving in both directions
8 a bridge that splits and goes in two directions

Ants show us the way forward

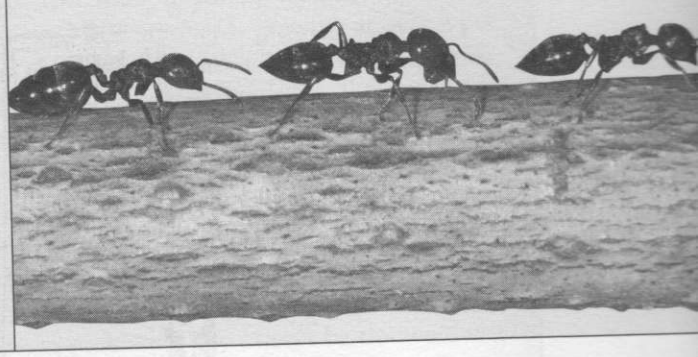
They march in their thousands along narrow trails that wind across the countryside. Often their traffic is two-way as they seek vital supplies to haul back to their subterranean cities. Scientists say that if the mysteries of how ants manage their traffic problems can be unravelled, the secrets could be applied to human travel, making life easier for urban pedestrians.

Recently, the Australian Research Council announced a $244,000 grant for a three-year study of ant traffic. It is one of 1214 research projects costing $370 million to be funded between 2006 and 2010.

'Ants meet their transportation needs without traffic congestion or complex centralised control,' said Martin Burd, a Monash University biologist. 'They have no traffic laws, no traffic lights and no traffic police and yet they are able to organise themselves.' Dr Burd, who will work with a French researcher, Dr Audrey Dussutour, believes ant transport models could help humans cope with everything from dashing through airports or fleeing burning buildings to negotiating shopping crowds.

One surprise is that ants move faster on trails involving two-way traffic. 'With no left and right lanes, that's not what you would expect,' Dr Burd said. They appeared to avoid congestion by separating heavily laden ants, thus avoiding convoys of slow-moving traffic.

Dr Dussutour has investigated how ants organised traffic over a forked bridge set up in a laboratory. She found that ants pushed each other at the fork to avoid bottlenecks forming. 'You wouldn't think pushing would ever be good,' said Dr Burd, who conceded the technique could never be employed to smooth out human jams.



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6 Take 8 minutes to do the following task based on the passage on page 27.

Do the following statements agree with the information in the passage?
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 Ant territory is easier to find in Australia than in other countries.
2 The Australian Research Council is funding three studies over a four-year period.
3 Some ants obviously have special duties related to traffic movement.
4 Ants move in both directions in single lanes.
5 Ants operate a primitive traffic management system.
6 Ants sometimes construct simple bridges.
7 Force is sometimes used by ants to get rid of congestion.

Paraphrasing

7 Find verbs in the passage that match these meanings.

Example walk or stride *march*

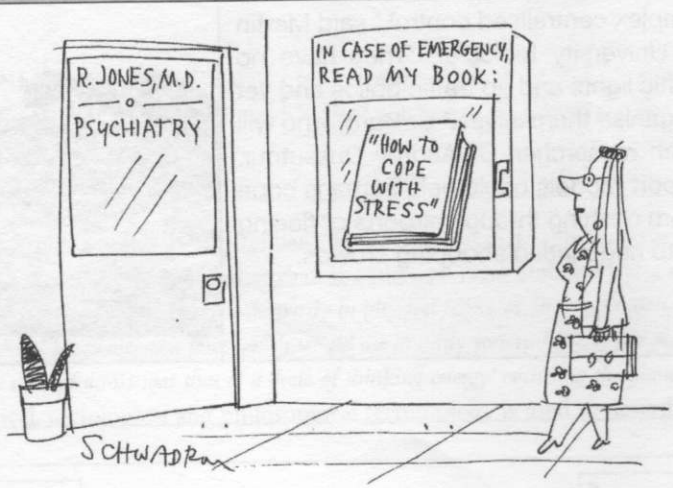
1 search for
2 solved (a problem)
3 stated publicly
4 financed
5 fulfil (needs)
6 rushing
7 finding your way through
8 studied
9 accepted (an argument)

Star phrase 'ant transport models could help humans **cope with** everything from ...'

1 Guess the meaning from context.
2 Answer the question.
3 Complete the sentence using the star phrase and the words in brackets.

Could you cope with studying at the same time as doing a full-time job?

I'd like to go ..... more often but I ..... .
(the gym / different types of equipment)



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Reading

4 Improving global reading skills

IELTS Reading test practice — **Paragraph headings**

1 Take 12 minutes to do the following task.

The Reading passage has nine paragraphs, **A–I**.
*Choose the correct heading for paragraphs **B–I** from the list of headings below.*

List of Headings

- **i** An unexpected preference for modern items
- **ii** Two distinct reasons for selection in one type of museum
- **iii** The growing cost of housing museum exhibits
- **iv** The growing importance of collections for research purposes
- **v** The global 'size' of the problem
- **vi** A place where some collections are unsafe
- **vii** The need to show as much as possible to visitors
- **viii** How unexpected items are dealt with
- **ix** The decision-making difficulties of one museum worker
- **x** The two roles of museums
- **xi** A lengthy, but necessary task

Example	*Answer*
Paragraph **A**	**xi**
1 Paragraph **B**	.....
2 Paragraph **C**	.....
3 Paragraph **D**	.....
4 Paragraph **E**	.....
5 Paragraph **F**	.....
6 Paragraph **G**	.....
7 Paragraph **H**	.....
8 Paragraph **I**	.....

Behind the scenes at the museum

With more and more of what museums own ending up behind locked doors, curators are hatching plans to widen access to their collections.

A When, in 1938, the Smithsonian National Museum of Natural History, in Washington, DC, decided it had run out of space, it began transferring part of its collection from the cramped attic and basement rooms where the specimens had been languishing to an out-of-town warehouse. Restoring those specimens to pristine condition was a monumental task. One member of staff, for example, spent six months doing nothing but gluing the legs back on to crane flies. But 30 million items and seven years later, the job was done.

B At least for the moment. For the Smithsonian owns 130 million plants, animals, rocks and fossils and that number is growing at over 2 per cent a year. On an international scale, however, such numbers are not exceptional. The Natural History Museum in London has 80 million specimens. And, in a slightly different scientific context, the Science Museum next door to it has 300,000 objects recording the history of science and technology. Deciding what to do with these huge accumulations of things is becoming a pressing problem. They cannot be thrown away, but only a tiny fraction can be put on display.

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C The huge, invisible collections behind the scenes at science and natural history museums are the result of the dual functions of these institutions. On the one hand, they are places for the public to go and look at things. On the other, they are places of research – and researchers are not interested merely in the big, showy things that curators like to reveal to the public.

D Blythe House in West London, the Science Museum's principal storage facility, has, as might be expected, cabinets full of early astronomical instruments such as astrolabes and celestial globes. The museum is also custodian to things that are dangerous. It holds a lot of equipment of Sir William Crookes, a 19th century scientist who built the first cathode-ray tubes, experimented with radium and also discovered thallium – an extremely poisonous element. He was a sloppy worker. All his equipment was contaminated with radioactive materials but he worked in an age when nobody knew about the malevolent effects of radioactivity.

E Neil Brown is the senior curator for classical physics, time and microscopes at the Science Museum. He spends his professional life looking for objects that illustrate some aspect of scientific and technological development. Collections of computers, and domestic appliances such as television sets and washing machines, are growing especially fast. But the rapid pace of technological change, and the volume of new objects, makes it increasingly hard to identify what future generations will regard as significant. There were originally, for example, three different versions of the videocassette recorder and nobody knew at the time, which was going to win. And who, in the 1970s, would have realised the enormous effect the computer would have by the turn of the century?

F The public is often surprised at the Science Museum's interest in recent objects. Mr Brown says he frequently turns down antique brass and mahogany electrical instruments on the grounds that they already have enough of them, but he is happy to receive objects such as the Atomic domestic coffee maker, and a 114-piece Do-It-Yourself toolkit with canvas case, and a green beer bottle.

G Natural history museums collect for a different purpose. Their accumulations are part of attempts to identify and understand the natural world. Some of the plants and animals they hold are 'type specimens'. In other words, they are the standard reference unit, like a reference weight or length, for the species in question. Other specimens are valuable because of their age. One of the most famous demonstrations of natural selection in action was made using museum specimens. A study of moths collected over a long period of time showed that their wings became darker (which made them less visible to insectivorous birds) as the industrial revolution made Britain more polluted.

H Year after year, the value of such collections quietly and reliably increases, as scientists find uses that would have been inconceivable to those who started them a century or two ago. Genetic analysis, pharmaceutical development, bio-mimetrics (engineering that mimics nature to produce new designs) and bio-diversity mapping are all developments that would have been unimaginable to the museums' founders.

I But as the collections grow older, they grow bigger. Insects may be small, but there are millions of them and entomologists would like to catalogue every one. And when the reference material is a pair of giraffes or a blue whale, space becomes a problem. That is why museums such as the Smithsonian are increasingly forced to turn to out-of-town storage facilities. But museums that show the public only a small fraction of their material risk losing the goodwill of governments and the public, which they need to keep running. Hence the determination of so many museums to make their back room collections more widely available.

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Using context to guess the meaning of words

2 Scan the passage and underline these words and phrases. Use the information, ideas and reference words around them to help you decide on their meaning, in the passage.

1 pristine
2 not exceptional
3 dual
4 custodian to
5 sloppy
6 domestic appliances
7 'type specimens'
8 entomologists

Using word form to guess the meaning of words

3 Scan the passage for these words. Examine how they are formed and use this information to help you work out what they mean, as they are used in the passage.

Example

word	**part of speech + how it is formed**	**meaning**
collection	noun *collect + ion*	group of items that have been put together

1 pressing
2 storage
3 sloppy
4 increasingly
5 valuable
6 polluted
7 unimaginable
8 catalogue
9 goodwill

IELTS Reading test practice — Sentence completion

4 Take 10 minutes to answer questions 1–8.

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

1 It took staff as long as ..... to make the items in the Smithsonian collection look as good as new.
2 The size of the collection at the Smithsonian Museum is increasing annually by about ..... .
3 As well as putting items on display, science and natural history museums also have a ..... function.
4 As a result of his carelessness, Sir William Crookes' tools show traces of ..... .
5 Both household equipment and the number of ..... are increasing particularly rapidly in Neil Brown's collection.
6 At natural history museums, either the ..... or the typical features of an item can make it important.
7 Pollution caused by the ..... in Britain affected the colour of moths' wings.
8 ..... want to keep a record of every insect, no matter how small it might be.

Star phrase 'Mr Brown says he frequently turns down antique brass and mahogany electrical instruments **on the grounds that** they already have enough of them.'

1 Guess the meaning from context.
2 Answer the question.
3 Complete the sentence using the star phrase and the words in brackets.

I feel that all zoos should be closed on the grounds that animals shouldn't be kept in cages. Do you agree?

The authorities are planning to
.....
..... .
(introduce / road charges / too many cars)

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Reading

5 Summarising

Paraphrasing

1 Sentences 1–5 are paraphrases of ideas in the passage below. For each paraphrase, underline the words in the passage.

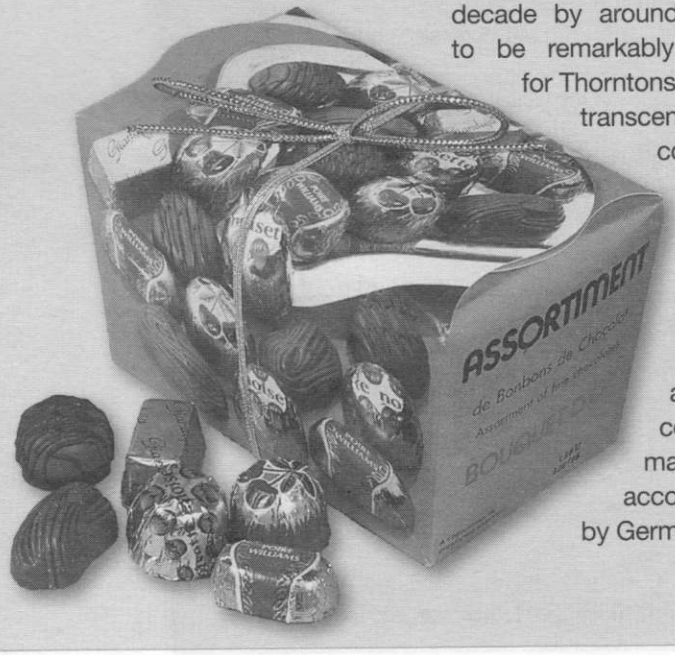
1 There are plenty of reasons why chocolate is popular.
2 The chocolate industry is becoming a global phenomenon.
3 More money is spent advertising sweets and chocolate than any other similar product.
4 Although well-known products achieve the highest sales, new ones are also important.
5 The short-term availability of a new product provides consumers with an interesting and reliable change.

Soft centres – hard profits

Are you being seduced by the sweet industry?

If chocolate were found to be seriously addictive, then the UK would need major therapy to kick the habit. The British lead the world in their love of the cocoa-based treat. As a product, chocolate has a lot going for it, appealing to all ages, both sexes and all income brackets. In 1997, the value of the total UK confectionery market increased by 3% to a staggering £5.2bn, with chocolate sales accounting for 70%, at £3.6bn, and sugar confectionery the remaining £1.6bn.

The UK market has shown consistent growth – increasing over the last decade by around 16%. 'Chocolate confectionery is a market that seems to be remarkably resilient,' says Pamela Langworthy, marketing director for Thorntons, the luxury chocolate producer and retailer. It also increasingly transcends national boundaries. In 1997, Swiss Nestlé, the largest confectioner, exported over a quarter of its production to more than 100 countries. Nestlé has recorded particularly fast growth in confectionery sales in Asia, with the expansion of KitKat into several countries in the region. Eastern Europe provides another promising market. But few markets challenge the UK in terms of current confectionery consumption. In the US, the land associated with excess, each American devours a mere 10kg of confectionery per person a year, whereas UK consumers each manage 16kg. In Europe, where the chocolate market is estimated to be worth over £12bn ($18.5bn), the UK accounts for almost a third of that total, followed some way behind by Germany, France and Italy.



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Around 60% of all confectionery is bought on impulse, which makes its availability a key determinant of sales. Impulse buying also makes the development of a strong brand image vital, and large, long-established brands control the market. Building up these brands costs serious money. Media expenditure on confectionery exceeds that for any other impulse market. The Cadbury & Trebor Bassett 1997 Confectionery Review reveals that in 1996 media expenditure on chocolate reached £94m, compared with £69m spent on soft drinks, £31m on the lottery and £23m on crisps and snacks.

Innovation is also essential for ongoing success, despite the chocolate market being dominated by 'consistent performers'. In 1996 the chocolate company Mars launched 'Flyte', claiming to be the first mainstream brand to address the demand for lower fat products. At 98 calories a bar, Flyte is designed to appeal to weight-conscious women. Another 1997 Mars launch, 'Celebrations', is claimed by the company's annual review to be showing signs of 'revolutionising the boxed chocolates market by attracting new, younger customers'. 'Traditionally, the boxed chocolates market hasn't changed very much. People who buy the products tend to be older and female. With Celebrations, we are finding that younger people and men are buying because the chocolates don't come in the traditional-shaped box – they look different. Products such as Flyte and Celebrations are attempts to introduce a different product category and increase sales for retailers, rather than just shifting market share,' a Mars spokesman says.

One feature of the chocolate industry in recent years has been the emergence of special editions. The concept was a marketing triumph. Producers believe that special editions offer the consumer a new and exciting variation of a product, while suggesting the same consistent quality they associate with familiar brands. Since special editions are only available for a few weeks while stocks last, they also have a unique quality about them. Far from denting sales of the straight version, limited editions appear to simply boost overall sales.

IELTS Reading test practice — Summary completion

2 Read the summary below. First decide what type of answers you need to look for and complete the table on the right. Then take 5 minutes to complete the summary.

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

Chocolate – the figures

The chocolate market in the UK in 1997 was worth 1 _____, having shown a steady increase during the preceding ten-year period. Overall the manufacturer Swiss Nestlé supplies chocolate to over 2 _____ and the company has seen rapid sales increases in the markets in 3 _____. Nevertheless the UK market remains the biggest – surprisingly, British people eat more than 4 _____ consumers. Within the European market their consumption amounts to 5 _____ of the total revenue.

Type of answer
1 amount of money
2
3
4
5

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3 Check your answers to exercise 2 by completing the following table.

	Find place in passage by scanning for	Word(s) in passage	Rewording in summary
1	UK, 1997	value decade	worth ten-year period
2			supplies over
3			rapid sales increases
4			eat more than (comparison)
5			amounts to

IELTS Reading test practice — Summary completion with a box

4 Take 6 minutes to complete this summary.

Complete the summary below using words from the box.

The Chocolate Market

The chocolate market is dominated by 1 ..... brands. For this reason, confectioners spend large sums of money on 2 ..... advertisements. In fact, in 1996, the amount spent totalled £94m.

However, it is also important for companies to allocate resources to developing 3 ..... ideas. Examples of these are the 'Flyte' bar and 'Celebrations'. Chocolate producers try to increase sales by changing their customers' 4 ..... habits. For example, if a product has an 5 ..... image, it may be necessary to alter this.

A 6 ..... increase in sales can be achieved by introducing 'special editions' on to the market. These are successful because they have 7 ..... value.

A purchasing	E impulse	I novelty	M new
B low-fat	F similar	J unsuccessful	N children's
C selection	G eating	K well-known	O lasting
D media	H outdated	L international	P temporary

Referencing

5 Find the following words and phrases in the passage and state what they refer to.

1 the cocoa-based treat (lines 2–3)
2 the remaining (line 6)
3 It (line 10)
4 the region (line 15)
5 that total (line 22)
6 which (line 24)
7 these brands (line 27)
8 the products (line 39)

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Vocabulary builder

6 This passage contains a lot of vocabulary that is used in the subject of economics. Use the text and a dictionary to help you complete this table.

Noun	Verb	The person	Related phrases
product	produce	producer, manufacturer	mass production
market			
sales			
growth			
retail			
brand			
industry			
stocks			
launch			

Star phrase 'with chocolate sales **accounting for** 70% of ...'

1 Guess the meaning from context.

2 Answer the question.

3 Complete the sentence using the star phrase and the words in brackets.

What accounts for the largest part of your personal spending?

The improvements that were made in .....

.....

(curriculum / excellent exam pass rates)

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Reading

6 Understanding argument

Predicting the content

1 Read the title and sub-heading of the passage below and answer these questions.

a What do you think the verb *ape* means?
b How do you think the article might be organised?

2 Take 5 minutes to read the passage and answer these questions.

a What did the scientists who wrote this passage want to find out?
b How did they do this?
c What two conclusions did the scientists form?

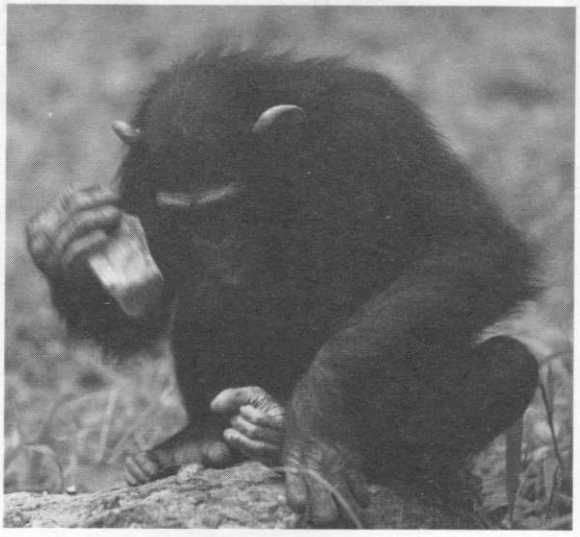
Do apes ape?

Recent studies by two famous scientists investigate whether chimpanzees and other apes can learn by imitation

The notion that the great apes – chimpanzees, gorillas, orang-utans and gibbons – can imitate one another might seem unsurprising to anyone who has watched these animals playing at the zoo. But in scientific circles, the question of whether apes really do 'ape' has become controversial.

Consider a young chimpanzee watching his mother crack open a coula nut, as has been observed in the Taï Forest of West Africa. In most cases, the youth will eventually take up the practice himself. Was this because he imitated his mother? Sceptics think perhaps not. They argue that the mother's attention to the nuts encouraged the youngster to focus on them as well. Once his attention had been drawn to the food, the young chimpanzee learned how to open the nut by trial and error, not by imitating his mother.

Such a distinction has important implications for any discussion of chimpanzee cultures. Some scientists define a cultural trait as one that is passed down not by genetic inheritance but instead when the younger generation copies adult behaviour. If cracking open a coula nut is something that chimpanzees can simply figure out how to do on their own once they hold a hammer stone, then it can't be considered part of their culture. Furthermore, if these animals learn exclusively by trial and error, then chimpanzees must, in a sense, reinvent the wheel each time they tackle a new skill. No cumulative culture can ever develop.



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The clearest way to establish how chimpanzees learn is through laboratory experiments. One of us (Whiten), in collaboration with Deborah M. Custance of Goldsmith's College, University of London, constructed artificial fruits to serve as analogues of those the animals must deal with in the wild. In a typical experiment, one group of chimpanzees watched a complex technique for opening one of the fruits, while a second group observed a very different method; we then recorded the extent to which the chimpanzees had been influenced by the method they observed. We also conducted similar experiments with three-year-old children as subjects. Our results demonstrate that six-year-old chimpanzees show imitative behaviour that is markedly like that seen in the children, although the accuracy of their copying tends to be poorer.

In a different kind of experiment, one of us (Boesch), along with some co-workers, gave chimpanzees in the Zurich Zoo in Switzerland hammers and nuts similar to those available in the wild. We then monitored the repertoire of behaviors displayed by the captive chimpanzees. As it turned out, the chimpanzees in the zoo exhibited a greater range of activities than the more limited and focused set of actions we had seen in the wild. We interpreted this to mean that a wild chimpanzee's cultural environment channelled the behavior of youngsters, steering them in the direction of the most useful skills. In the zoo, without the benefit of existing traditions, the chimpanzees experimented with a host of less useful actions.

In our view, these findings taken together suggest that apes do ape and that this ability forms one strand in cultural transmission. Indeed, it is difficult to imagine how chimpanzees could develop certain geographic variations in activities such as ant-dipping and parasite-handling without copying established traditions. They must be imitating other members of their group.

We should note, however, that – just as is the case with humans – certain cultural traits are no doubt passed on by a combination of imitation and simpler kinds of social learning, such as having one's attention drawn to useful tools. Either way, learning from elders is crucial to growing up as a competent wild chimpanzee.

IELTS Reading test practice — Picking from a list

3 Take 5 minutes to do this task.

Questions 1–3

Which **THREE** of the following arguments are stated in the passage?

A Scientists are in agreement on the copying behaviour of apes.

B Young chimpanzees work out how to open nuts by experimenting.

C Chimpanzee behaviour is best understood by observing them in their natural habitat.

D Children are better imitators than chimpanzees.

E Chimpanzees in zoos try out fewer actions than those in the wild.

F Activities such as ant-dipping are more rare among chimpanzees these days.

G Chimpanzees' observation of parent behaviour is vital to their development.

4 Underline the parts of the passage where the three answers can be found.

5 Underline the parts of the passage that relate to the other options and explain why they are wrong.

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6 Take 8 minutes to do the following task. Use the grid below to help you.

Classify the following as being a feature of

- **A** *Whiten's experiment*
- **B** *Boesch's experiment*
- **C** *both experiments*
- **D** *neither research project*

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

1 Two different groups of chimpanzees were observed.
2 Some of the food items in the experiment were not real.
3 The experiment was conducted on humans.
4 The chimpanzees were not shown how to do anything.
5 Rewards were used for successful behaviour.

	Question	A	B	Answer
1	Two different groups of chimpanzees were observed.			
2	Some of the food items in the experiment were not real.			
3	The experiment was conducted on humans.			
4	The chimpanzees were not shown how to do anything.			
5	Rewards were used for successful behaviour.			

Vocabulary builder

7 The following words are commonly found in research-based texts. Scan the passage for the words, and then try to work out their meaning, as used in the passage. Use a dictionary if you need one to help you decide on the correct meaning. Do you know any other forms of the same word?

Word	Meaning	Other forms? (if any)
notion	idea	notional (based on a notion)
controversial		
implications		
collaboration		
recorded		
subjects		
monitored		
exhibited		
interpreted		
findings		

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Collocations

8 Complete the following sentences using the best word or phrase **A–D**.

1 The newspaper article on language development proved to be ..... controversial.
A highly **B** greatly **C** totally **D** wildly

2 The researchers ..... their experiment in an old school gym.
A put up **B** set up **C** built **D** raised

3 In the second part of the TV documentary, the focus had ..... from family life to the community.
A shifted **B** gone **C** slipped **D** transferred

4 The scientist ..... the results of the soil experiment on television.
A uncovered **B** offered **C** presented **D** exhibited

5 Police ..... monitored the traffic for speed.
A entirely **B** totally **C** thoroughly **D** carefully

6 The planning authorities ..... the implications of the proposed new building and decided against it.
A considered **B** calculated **C** estimated **D** added up

7 It was agreed that organising the project should be a collaborative ..... .
A co-operation **B** co-ordination **C** process **D** preparation

Star phrase 'we then recorded **the extent to which** the chimpanzees had been influenced by the method they observed ...'

1 Guess the meaning from context.

2 Answer the question.

3 Complete the sentence using the star phrase and the words in brackets.

To what extent has the DVD market affected the film industry?

People often fail to realise .....
.....
.....
(bad language / have influence on children)

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Reading

7 Identifying the writer's views and claims

1 Read each of the following texts and then answer the questions.

A

For those people without a family crest and signet ring, there is a place a few inches above the finger where social standing can still be displayed – the wrist. With its ticking heartbeat, the mechanical wristwatch is alive and never felt better. And for most people, the very definition of a luxury watch is a Rolex. It has a mystical aura of high fashion, high quality and high price. It is the most popular high-end watch, with an estimated 750,000 sold annually, and even more changing hands each year in the second-hand market.

A1 Does the writer approve of status symbols?

A2 What words in the text paraphrase *status*?

A3 Which claim is YES, which is NO and which is NOT GIVEN?

a More people buy Rolex watches new than second-hand.
b Watches are as popular now as they have ever been.
c The Rolex is less expensive than it used to be.

B

Big publishing businesses do not really understand books. They are good at marketing bestsellers, but they are incapable of nurturing authors whose books are not immediately profitable. In their obsession with profit margins, they neglect writing that might shore up their companies once the bestsellers have long been forgotten.

B1 What is the writer suggesting?

B2 Can you guess the meaning of *shore up*?

B3 Which opinion is YES, which is NO and which is NOT GIVEN?

a Publishers should focus more on long-term gains.
b More effort needs to be put into advertising bestsellers.
c Consumers are showing a preference for big bookstores.

B4 Which word in the text has a similar meaning to *popular books*?

C

Scientists have scant idea of why we sleep, and find dreaming an even bigger mystery. Theories range from the brain clearing its memory of junk to the liberation of suppressed subconscious urges. The reason for their ignorance lies in the astonishing design of the brain. The most complex known object in the universe, it contains as many nerve cells – neurons – as there are stars in the Milky Way; about 100 billion of them. Each communicates with thousands of its neighbours, generating an unimaginable chatter.

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C1 How confident is the writer in the theories of scientists on this subject?

C2 Can you guess the meaning of *scant* and *generating*?

C3 What word in the text means difficult to understand?

C4 Which claim is YES, which is NO and which is NOT GIVEN?

a There are well-researched reasons why people need to sleep.
b We know more about how the brain works than we used to.
c A comparison can be drawn between nerve cells and stars.

D

Ten years ago, few people appreciated the effect of wide biodiversity on ecosystems. But it is not hard to grasp the case for keeping more species. Having more species in an ecosystem gives it more stability, allows it to retain more nutrients and makes it more productive. Some ecologists reckon that the rate at which species are being lost is so high that, if it continues, palaeontologists of the future will look at the fossil record now being laid down and liken it to earlier mass extinctions such as the one that killed the dinosaurs. Those previous extinctions are thought to have been triggered by external shocks such as an asteroid impact or a huge volcanic eruption. But it is not known how much of each previous extinction – in which at least 95% of all species were lost – was caused directly by the shock and how much by a subsequent unravelling of the ecosystem due to the loss of specific habitats and species. What seems certain is that finding out by repeating the experience will be risky and unpleasant for everyone.

D1 What is the writer's view of current attitudes to this topic?

D2 Can you guess the meaning of *biodiversity*, and *triggered by*?

D3 Which claim is YES, which is NO and which is NOT GIVEN?

a More species are being lost in some areas of the world than in others.
b Scientists of the future will see clear differences between our era and that of the dinosaurs.
c The arguments in favour of conservation are easy to appreciate.

D4 What does 'the experience' in the penultimate line refer to?

E

Fingerprints, the touchstone of forensic science, have never been subjected to proper scientific scrutiny. For most of the century since it made its courtroom debut, fingerprinting has enjoyed an impeccable reputation for identifying criminals. What jury would acquit a suspect if his prints matched those found at the scene of a crime? It was thus understandable that when a speaker at a recent meeting on Science and the Law held in San Diego by America's Justice Department hinted that the technique might not deserve its aura of infallibility, an FBI agent in the audience was later overheard calling him a rude name. Understandable, but not, says the speaker, Simon Cole, justified. For he is one of a small group of people that has started looking at the technique which, above all others, gave forensic science its scientific status. And, surprisingly, he has found it is scientifically and statistically wanting.

E1 What does the writer think about the FBI agent's comment?

E2 Can you guess the meaning of *scrutiny*, *acquit* and *wanting*?

E3 Which opinion is YES, which is NO and which is NOT GIVEN?

a Juries used to expect more evidence than fingerprint matches.
b We may have placed too much trust in fingerprints.
c Simon Cole is a better judge of fingerprints than many others.

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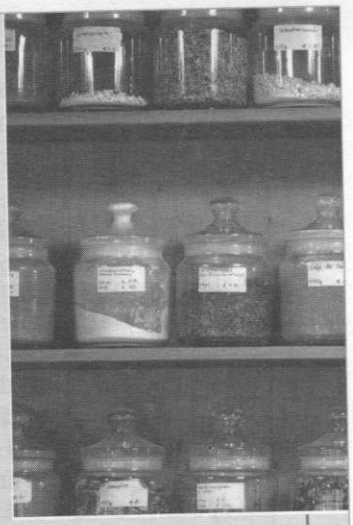
2 Take 6 minutes to read the passage and answer the questions below.

Herbal Medicine



Herbal remedies are more popular than ever. Estimates vary, but the global market has grown rapidly in the past decade, and according to the European Herbal Practitioners Association, the European Union market is worth 6.8 billion euros a year.

No one doubts that herbs are full of medicinal chemicals – after all, plants are the source of half the pharmaceuticals in our modern medicine cabinet. Most of the top seven sellers, such as Ginseng and Garlic powder, seem to have something going for them. But why take a risk by swallowing something as unpredictable as plant material when modern science can isolate the active ingredient and serve it to you straight?

Herbalists claim it is because mixtures are better than pure chemicals. They say the dozens of biologically active compounds in a plant work together to produce a greater effect than any one chemical on its own. It sounds like New Age hokum, but scientists are finding that the herbalists are sometimes right.

In fact, herbs could point us towards a whole new generation of drugs. Modern medicine is hooked on the idea of the 'magic bullet' – the pure drug molecule, like aspirin or penicillin. Even multi-drug approaches such as combination therapy for HIV are just more of the same. Each ingredient in the cocktail is a magic bullet in its own right.

Revolutionary though modern medicine has been, there are a host of illnesses, from depression to multiple sclerosis, for which there is no magic bullet. Some respond better to the kind of mixtures found in herbs. Is it time for a rethink?

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

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 More herbal remedies are sold in the European Union than anywhere else in the world.
2 It is widely known that herbal medicines lack proper chemical ingredients.
3 The risks associated with herbal medicine are well documented.
4 Research has provided some evidence for the effectiveness of herbal ingredients.
5 Combination therapy is based on the same concept as herbal medicine.
6 Some current illnesses are more effectively treated by herbal remedies than by modern medicine.

Star phrase 'But it is not hard to grasp **the case for** keeping more species.'

1 Guess the meaning from context.
2 Answer the question.
3 Complete the sentence using the star phrase and the words in brackets.

Do you think there is a case for refusing medical treatment to people who smoke?

Do the effects of global warming mean .....

..... (restrict / air travel)

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Reading

8 General Training Reading Section 1

1 Look at the texts on this page and answer these questions.

a What is similar about the two texts?
b Who are these texts written for?

2 Answer the questions below.

*Choose **NO MORE THAN THREE WORDS** from the texts for each answer.*

PICASSO MUSEUM
Château Grimaldi, Antibes, France

The Picasso Museum of Antibes is housed in a beautiful old villa built on ground that was once occupied by the ancient Greeks and later by the Romans. Picasso himself lived in the house and painted there in 1946.

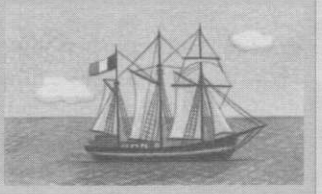
Guided tours can be organised on request. There are several programmes for children (ages 4–11) and workshop visits for school groups on Wednesdays and holidays.

June 1 – September 30 10am – 6pm
October 1 – May 31 10am – noon and 2 – 6pm

Closed Mondays and holidays

NATIONAL MARITIME MUSEUM

WHAT'S ON TODAY?



- Enjoy the display of Tall Ships on the harbour
- Watch two tug boats guide a cruise ship into port
- Experience the conditions on board The Vampire submarine
- Learn about Captain Cook's original sailing ship The Endeavour – short film in theatre

CAFÉ
Refreshments with views of the harbour

MUSEUM SHOP
Crammed with books and unusual souvenirs

VOLUNTEERS
Opportunities exist for interested people to donate their time by becoming tour guides at the museum. Enquire at the Volunteers' desk.

PHOTOGRAPHY
Use of flash not permitted inside the museum.

HOURS
10am – 5pm daily, except Christmas Day

1 Where is the Picasso Museum?
2 Who once lived in the villa?
3 When are there special programmes for schoolchildren?
4 Which months is it open all day?
5 Which of the boats can you visit at the Maritime Museum?
6 What can you see from the café?
7 Where can you find out about showing people around the museum?
8 What should you not do in the museum?
9 When is the Maritime Museum not open to the public?

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Group activity

3 Get into small groups and select one of the following topics.
English language courses jobs travel films restaurants

- Cut out some adverts from magazines on your chosen topic and bring them to class.
- In groups, pick the six most interesting adverts and paste them onto an A4 sheet of paper.
- Write some 'short answer questions' on your set of adverts. Make sure they can be answered in three words.
- Exchange sets of adverts and questions with another group and answer the questions.

4 Read the leaflet below and answer these questions.

a What does the heading tell the reader?
b Who is most likely to read this leaflet?
c How many parts are there to the leaflet and how do they differ in style?
d Underline any unfamiliar words and try to guess their meaning from their position in the text.

PHYSIOTHERAPY AND SPORTS INJURIES

Sport is a vital part of our lives. It provides exercise, social contact, relaxation, competition and promotes well-being. It may also cause injuries, many of which can be prevented. Most sports injuries can be effectively treated by your physiotherapist, enabling you to return to your sporting activities as soon as possible.

COMMON INJURIES
- Bruises
- Sprains and tears
- Muscle strains
- Overuse injuries
- Stress fractures

HOW YOU CAN PREVENT THEM
- Correct warm-up and warm-down exercises
- Proper stretching exercises
- Protective strapping in some cases
- Correct footwear
- Good general fitness

+ Family Pharmacy Health Tips +

5 Read the leaflet again and answer these questions.

1 The information is
A aimed at professional sportsmen and women.
B offered as part of a training course.
C designed for physiotherapy students.
D intended for anyone who does sport.

2 What does the leaflet say about sports injuries?
A They are often avoidable.
B Some are worse than others.
C They can happen easily.
D They can put people off sport.

Vocabulary builder

6 Find a single word in the *Physiotherapy and Sports Injuries* leaflet which has the same meaning as the following phrases.

1 extremely important .....
2 good health .....
3 make something happen .....
4 stopped from occurring .....
5 using something too much .....
6 making it possible .....

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7 Read the information leaflet about Australia and take 10 minutes to answer questions 1–10.

Welcome to Australia!

Essential Information for Travellers

The great outdoors

Australia is the world's oldest continent and indigenous Australians have one of the world's oldest cultures.

In Australia you will see some of the most beautiful scenery in the world. Many parks have information centres offering advice on where to go, what to see and, most importantly, how to see it. Pick up some leaflets, for both your personal safety and to protect our unique plants and animals.

Banks and money matters

Banks are generally open between 9.30am and 4.00pm on Monday to Thursday and between 9.30am and 5.00pm on Friday.

Foreign currency or traveller's cheques can be changed at all banks and some of the larger hotels. There are currency exchange facilities at all international airports.

The sun

Take care! Our sunlight is very strong and you can get sunburnt.

For best sun protection, it is advisable to wear:

★ broad brimmed hat ★ shirt with collar and sleeves ★ sun screen with high protection factor

Swimming

We have so many beautiful places to swim – beaches, lakes, rivers and creeks.

★ Many of our waters are safe for swimming, but if you have any doubts, ask before entering the water.

★ Most of our popular ocean beaches have patrols with a lifesaving service. Red and yellow flags mark the area that you are advised to swim within. Blue flags often indicate danger.

★ If there are no flags and no lifeguards on the beach, talk to local people about the best areas to swim.

Staying safe on the roads

★ Australians drive on the LEFT hand side of the road.

★ For safety, everyone in the car, including children, must wear a seatbelt.

★ Motor cyclists and bicyclists are required by law to wear a helmet.

★ Watch out for native animals crossing the roads, especially at night.

Questions 1–6

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 Written guidance on caring for the environment is often provided.
2 You can always change money at the hotels.
3 You run the greatest risk of sunburn at the beach.
4 You can only swim if there are lifeguards on the beach.
5 It is illegal to ride a bicycle without wearing a helmet.
6 Many native animals are killed on the roads at night.

Questions 7–10

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

7 Banks have longer opening hours on _____.
8 Clothes and strong _____ are recommended in hot weather.
9 Flags indicating where it is safe to swim are coloured _____.
10 It is obligatory for car passengers to _____.

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Reading

9 General Training Reading Section 2

Understanding paraphrase

1 Read the short text below and underline the words which have the same meaning as the words or phrases (1–8) in the box.

Ideas that make a difference

A series of public lectures by prominent international speakers will be held in Sydney throughout the year. Guaranteed to stimulate discussion and debate, this is a unique opportunity to learn about everything from politics and sociology to science and religion. The first speaker in the series is Prof. Frank Furedi, a sociologist from the University of Kent in the UK. He is in Australia as a guest of the Queensland government for the 'Ideas Festival' taking place in Brisbane in April.

1 the study of society
2 encourage or generate
3 conversation
4 well-known or famous
5 someone who has been invited to do something
6 talks
7 around the world
8 lecturer

2 Read the text in exercise 1 again and complete each of the following statements with the best ending **A–H**.

1 The lecturers come from .....
2 The series of talks will take place in .....
3 The talks should generate .....
4 Prof. Furedi has been invited by .....

A the government of Queensland
B Brisbane
C scientific research
D Sydney
E around the world
F heated conversation
G interest in sociology
H the University of Kent

3 Look at the paragraph headings **i–x** below, which relate to the text *College Services* on page 47.
Match the idea contained in each heading to the alternative expressions 1–10. The first one has been done for you.

List of Headings

i Cultural events
ii Exchange programmes
iii Formal means of assessment
iv Getting around the campus
v Financial assistance
vi Special consideration
vii College regulations
viii Personal identification
ix Study skills workshops
x Writing skills

Alternative expressions

1 rules governing the way things are done
2 arrangements for studying abroad
3 artistic activities such as concerts or theatre
4 funding provided by the college
5 ability to produce a written paper or assignment
6 particular attention because of a problem
7 something which shows who you are
8 ways of measuring your performance
9 special classes to help improve your learning strategies
10 moving around the college grounds

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4 Take 8 minutes to do questions 1–6.

*The text below has seven paragraphs **A–G**.*
*Choose the correct heading (**i–x**) from the list of headings on the previous page.*

Example	*Answer*
Paragraph **A**	**x**

1 Paragraph **B** .....
2 Paragraph **C** .....
3 Paragraph **D** .....
4 Paragraph **E** .....
5 Paragraph **F** .....
6 Paragraph **G** .....

COLLEGE SERVICES

Essential information for students

A For many courses at our College, your marks will be based on two pieces of written work so you need to develop your skills as a writer. You will also be asked to produce some practical work to demonstrate your grasp of the subject. Most departments offer advice and guidelines on how to present your work but the requirements may vary from one department to another.

B There are two examination periods each year at the end of each semester. The first period is in June and the second in November. Additionally, individual departments may have tests at other times, using various methods such as "take-home" exams or assignments.

C If you feel your performance in an examination has been affected by illness or a personal problem, you should talk to the Course Co-ordinator in your department and complete a special form. Each case is judged on its own merits depending on individual circumstances.

D The College has arrangements with similar institutions in North America, Europe and Asia. The schemes are open to all students and allow you to complete a semester or a year of your course overseas. The results you gain are credited towards your final certificate. This offers an exciting chance to broaden your horizons and enrich your learning experience in a different environment and culture.

E Youth Allowance payments or government funding may be available to full-time students. Reimbursement of travel costs may also be available in some cases. Scholarships are also on offer, but these are competitive and the closing date for applications is 31 October in the year before the one for which the funds are sought.

F Your student card, which you get on completion of enrolment, is proof that you are enrolled. Please take special care of it and carry it with you when you are at the college. It is proof of who you are and you may be asked to show it to staff at any time. This card is also your discount card for the canteen as well as allowing you access to the library.

G The Students' Club provides opportunities for a wide range of activities, including the production of films, plays and concerts, as well as art and photo exhibitions of work done by the students. If you have a creative idea in mind, pick up a form from the office on Level 3 of the Administration Building.

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5 Read the text on page 47 again and answer questions 1–5 below.

Answer the questions below.

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

1 In addition to written work, what must most students prepare in order to receive their course marks?
2 At which time of the year are examinations held?
3 What expenses can some students claim back?
4 Where can you get reductions using your student card?
5 Which body organises displays of students' work?

Vocabulary builder

6 Read the text again and find words which have the same meaning as these definitions.

Example one of the sections of a school or college department

1 a piece of work set by your teacher, often with a deadline
2 a set of rules which tell you how to do something
3 a division of the academic year
4 someone who organises a course
5 money which is given back to you
6 a document proving who you are
7 to register at a college for a course
8 a reduction in price
9 a display of artwork

7 Using words you found in exercise 6, complete the notes below.
Use one word only for each space.

Advice for new students

When you first arrive at college, you will need to **1** _____ in the subjects that you have chosen to study. For each course there is a **2** _____, who is responsible for organising the programme, and you should make sure that you introduce yourself to him or her early in the **3** _____. In that way, if you need to make any changes to your programme, you will know who to speak to. The form of assessment for each course varies from one **4** _____ to another, but most will use a combination of examinations and **5** _____ and there will be a set of **6** _____ explaining how this works.

Your **7** _____ is an important document as it provides proof of your identity, so keep it on you at all times. It enables you to borrow books from the library and also entitles you to a **8** _____ in the cafeteria.

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Reading

10 General Training Reading Section 3

Understanding paraphrase

1 Quickly skim the full text on the next page and say what it is about.

2 Read paragraphs **A–D** again and find words or expressions which mean the same as these.

1 playing sport for a living
2 scientists investigating a topic
3 speed
4 think / consider
5 tired
6 employees
7 in the lead / leading
8 natural aptitude
9 sportsmen and women
10 equivalent (thing or person) in another country
11 where research takes place outside the laboratory
12 observation

IELTS Reading test practice — **Finding information in paragraphs**

3 Read paragraphs **A–H** on the next page and take 8 minutes to answer these questions. The words which will help you to identify the type of information you are looking for have been underlined.

Which paragraph contains the following information?
NB *You may use any letter more than once.*

1 the idea that athletes can predict their opponents' actions
2 a description of a virtual sports environment
3 two areas where the AIS has previously excelled
4 an example of what a specially designed item of footwear can do
5 a description of an exercise designed to promote concentration
6 reference to a study which is highly regarded by another nation

4 Scan the text again to find where these people are first mentioned and say what role each of them has.

	Paragraph	Role
1 Michelle Wilkins	.....	.....
2 Damien Farrow	.....	.....
3 Jana Pittman	.....	.....
4 Allan Hahn	.....	.....
5 Eddie Jones	.....	.....

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Creating the champions

A coach's tool used to consist of a stopwatch, a whistle and an ear-shattering voice, but science is changing that

A In the heart of the Australian Institute of Sport (AIS) a scientist holds up a shoe that looks exactly like those worn by every professional football team in the country. Except this one is special. Champion hurdler Jana Pittman has been helping researchers test a running version of this shoe which can measure the amount of time feet are in contact with the ground, and the degree of their power and velocity.

B Scientists reckon they can use this information to monitor not only the physiology of specific feet and how people run, but to locate the point at which athletes become fatigued. Researchers need to find the exact moment when fatigue sets in, so that training and competition days are maximised. Eddie Jones, who coached the Australian rugby team for many years, worked out that he could use such foot technology to determine the strength of his team.

C At the AIS pool, Olympic medallists wear matchbox-sized gadgets on their backs, which relay incredible detail about every stroke they make during each training lap. Jones has his eye on this, too. "We are looking at the technology to accelerate our performance," he explains. "It's all in the margins, but I can see the benefits already after 12 months."

D Being ahead of the game is the aim of AIS staff in developing new sports technologies. In the past they have been at the forefront of global sports science in areas such as talent identification and some altitude-training techniques. But Professor Allan Hahn, the institute's Head of Physiology for the past 21 years, is most excited by two streams of emerging technology. "These will ensure that our athletes maintain their edge over our international counterparts." One stream concerns the way athletes learn their skills; the other takes the laboratory into the field to allow continuous monitoring of performances using micro-technology.

E Damien Farrow is a skills acquisition specialist at the AIS and has already brought about changes to the way athletes learn their skills in team sports such as netball, basketball, cricket, tennis, hockey and water polo. He does this by videoing the games at very close range and using the footage as part of the training. Everyone knows that the truly talented athletes have an innate ability to "read the play". But can everyone learn this? Farrow believes – and his research bears this out – that the truly great players can anticipate exactly what is going to happen. And he thinks this can be taught.

F In one of the rooms of the AIS, the windows have been blacked out with cardboard. The room is filled with the sound of crowds jeering, the olfactory senses are overloaded with the odour of sweat and liniment, and an elite netball player puts on 3-D glasses to study a screen displaying sections of a game from the previous weekend. At a certain point the image is blanked and the player has to make an instant decision where to throw the ball. Once she has improved her decision-making response time, she will have to repeat the exercise, this time distracted by annoying beeps, or by having to sing a song, or by having the tape of the game sped up.

G AIS netball coach Michelle Wilkins says such training makes her players more self-aware and because they react like lightning, they have more time to execute the play. "They become conscious of where they should be in relation to their fellow players and they are now far more analytical about their game," she says.

H Farrow says the speed and/or accuracy of responses increases 5 to 10 per cent doing these exercises. He has had great success with football goalkeepers – to the extent that Italian football authorities want to buy his research. What Farrow has found is that the cue to read where the ball is headed is not the foot or the ankle, nor can you tell by reading the shooter's eyes. "The foot can disguise the shot easily and the best players do that all the time," says Farrow. Instead, the goalkeepers are trained to look at the angle and rotation of the hips and the pelvis, and he knows this because high-tech skeletal images of footballers show the hips never lie.

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IELTS Reading test practice — Matching

5 Read paragraphs **A–H** again and take 10 minutes to answer the questions.

Look at the following statements (questions 1–6) and the list of people.

Match each statement with the correct person.
NB *You may use any letter more than once.*

1 Using simulation can greatly improve an athlete's responses.
2 Knowing when players get tired could help assess a team's potential.
3 The new coaching techniques will guarantee a leading position worldwide for Australian sports people.
4 Becoming more responsive leads to better teamwork.
5 Talented sports people know how to trick their opponents.
6 Monitoring performance electronically can achieve results within a year.

List of People

A Eddie Jones
B Allan Hahn
C Damien Farrow
D Michelle Wilkins

IELTS Reading test practice — Summary completion with box

6 Read the last two paragraphs of the text and then take 8 minutes to complete the summary below so that the original meaning is unchanged.

Alongside advances in the way athletes learn skills, one of the most radical developments in training has been the use of micro-technology, coupled with Bluetooth or GPSW satellite transmission to send intricate data back to coaches, such as the stroke rate in rowing or swimming. The idea is to have every training session monitored in the field, rather than haul in athletes at regular intervals to train under simulated conditions. It is a direct and less intrusive way of collecting masses more information.

In the future sports with more subjective judging criteria such as snowboarding, will be able to use technology to improve the objectivity of scoring. The devices will record the length of time a snowboarder is in the air, the altitude, and spin speed and height, for instance. Judges will only need to decide how spectacular they thought the performance looked. And, of course, all of that data will provide some nifty graphics for the TV camera.

Complete the summary below using words from the box.

As well as improving how sportsmen and women acquire **1** _____, it is possible to transmit detailed **2** _____ direct to the trainers from the track, field or pool. This has made a significant difference to how athletes train. It is envisaged that all training will soon be **3** _____ in this manner as opposed to monitoring the athletes in **4** _____ conditions. And sports which are scored by a group of **5** _____ will no longer have to rely on the **6** _____ of this panel, thanks to the introduction of the technology.

A expertise	**J** lawyers
B messages	**K** statistics
C observed	**L** done
D talent	**M** indoor
E unusual	**N** experts
F opinions	**O** conducted
G instructions	**P** graphics
H artificial	**Q** altered
I coaches	**R** players

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Writing

1 Interpreting charts, tables, graphs and diagrams

Vocabulary: choosing the right words

The **Cambridge Learner Corpus** tells us that IELTS candidates often make errors such as these:

A large amount of people enjoy snow sports. ✗
The quantity of men looking after children at home is growing. ✗

Get it right!

number is used with countable nouns: *A small **number** of cars are still made by hand.* ✓
amount is used with uncountable nouns: *The desert contains a large **amount** of sand.* ✓
quantity is often used for things that can be measured: *The world consumes a large **quantity** of oil.* ✓
Often the plural form is used: *Elephants consume large **quantities** of vegetation.* ✓

Some uncountable nouns go better with *level* than *amount*: *The **level** of carbon dioxide in the atmosphere is rising.* ✓
A phrase is often formed by putting *level(s)* after the noun: *crime levels* ✓

All these words are used with the preposition *of* when they come before the noun.

NB *Figure(s)* is sometimes used to replace *numbers* when describing data, e.g. though we say *number of people in a country*, we refer to *population figures*.

1 Complete these sentences using one of the words in the box. You may have to form a plural.

quantity (of)	number (of)	amount (of)	level (of)	figure

Example
The number of female managers in companies has increased.

1 There has been a decrease in the ..... fruit consumed by children in the last twenty years.
2 The graph shows the ..... tourists who visited Brazil between 2000 and 2006 and the ..... money they spent.
3 Pollution ..... in industrialised countries increased rapidly during the last century.
4 The population ..... for developing countries are predicted to decrease over the next 50 years.
5 In summer the ..... ultraviolet in sunlight is higher than in winter.
6 Large ..... palm oil are being produced in Brunei.
7 Solar panels and wind farms can generate a large ..... power.
8 Increasing ..... schoolchildren are being educated to the age of 16 and beyond.

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Vocabulary: choosing words that go well together

The **Cambridge Learner Corpus** tells us that IELTS candidates often make errors such as these:

a big amount ✗
the great level ✗
More number of people watch television in the evening than during the day. ✗

Get it right!

Use *huge/great/large/small* with *number, amount* and *quantity*: *a large amount* ✓
Use *high/low* with *level* and *figures*: *a high level* ✓; *low inflation figures* ✓
Be careful with comparatives and superlatives:
A greater number of people / More people watch television in the evening than during the day. ✓

2 Correct the highlighted phrases.

Example
There is a low number of computers in primary schools in Africa.
There is a small number of computers in primary schools in Africa.

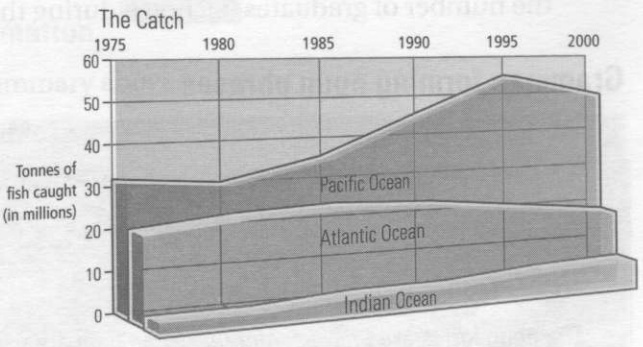
1 Vegetable soup contains a low quantity of fat.
2 The company has ordered a high number of IT equipment.
3 Some planes carry a very great amount of passengers.
4 Smog levels were large in the middle of the day.
5 The reptile museum receives a little quantity of visitors during the day.
6 A high number of chocolate is made in Belgium.
7 Cholesterol levels are small in Asian countries.
8 Planes produce more amount of pollution than cars.

3 Write a one-sentence introduction to each chart below, then complete the gaps in the sentences.

1 The ..... fish caught in the Pacific Ocean is ..... that caught in the other two oceans.

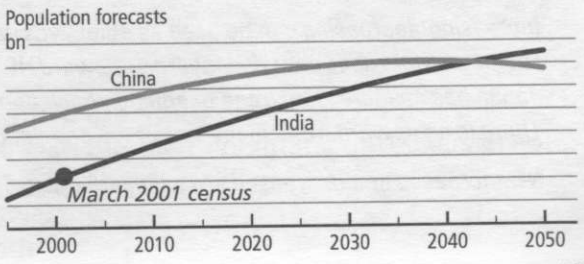
2 The ..... fish is caught in the Indian Ocean.

3 ..... fish is caught in the Atlantic Ocean than the Indian Ocean.



4 Between 2000 and 2040, the population figures for China are predicted to be ..... than those for India.

5 In 2050, it is predicted that ..... people will be living in India than in China.



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Writing

2 Describing trends

Grammar: using correct verb forms

The **Cambridge Learner Corpus** tells us that IELTS candidates often make errors such as this:

Then in 1992, the number of storms rised up to ten. ✗

Get it right!

Then in 1992, the number of storms ***rose to*** *ten.* ✓

Learn these verb forms:
rise – rose – has/have risen *fall – fell – has/have fallen*

When adding the data and using *to*, you must not use *down* or *up* with these verbs.

NB Use *a rise/fall* ***in*** + noun: *There was a significant* ***fall in*** *the number of animals in the park.* ✓

1 Read the box above and then correct the highlighted words in the following sentences.

1 In some countries, unemployment is raising fast.
2 At 3 p.m. each day audience figures are expected to rise up to about 45,000.
3 Pollution levels rised since 1997 at 60 parts per million.
4 Spending falls down in 2003 into approximately US$ 33 billion and then raise steadily in the next two years.
5 In the next ten years, average literacy levels are going to raise to record levels worldwide but the number of graduates fell down during the same period.

Grammar: forming noun phrases

The **Cambridge Learner Corpus** tells us that IELTS candidates often make errors such as this:

There was a slightly increased in the number of fires in the dry season. ✗

Get it right!

The noun forms are *increase/decrease* and both are used with the preposition *in*:
There was a slight increase in the number of fires in the dry season. ✓

Increasing/decreasing can be used as adjectives with *number, amount* and *levels*.
The noun *trend* goes with *downward* or *upward* NOT *increasing*.
Japan has an increasing trend of ageing population. ✗
There is ***an upward trend in*** *the age of the population in Japan.* ✓

NB *Increased* and *decreased* are past participles. *Increasement* is not a word.

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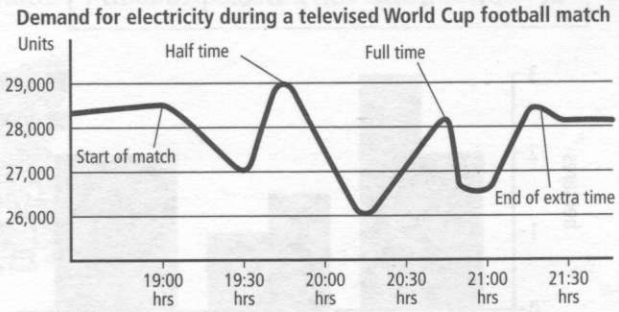
2 Read the box on the previous page and then correct the highlighted parts of the following sentences. Add any necessary words.

Example
The graph shows a huge increased trend of people working from home.
The graph shows an upward trend in the number of people working from home.

1 There was a decrease of demand for sportswear in winter.
2 There is an increased figure for paper used in offices.
3 The chart predicts a slight decreased birth rate.
4 Between 1995 and 2005, a decreased trend of crime took place.
5 After 2009, a steady increasement in the population is predicted.

Vocabulary: using precise words

3 Fill the gaps in the summary of this graph with an appropriate word or phrase. Use adjectives and adverbs to make the description as precise as possible and add any necessary prepositions. Some words are given to help you.



Before the match begins, demand for electricity is **1** constant at about 28,500 units. There is a **2** (fall) slight fall in demand during the first half of the match but then demand **3** (rise) ..... a peak of 29,000 units during half time. At the start of the second half, the demand for electricity **4** (drop) ..... and hits its **5** (point) ..... at 26,000 units.

In the thirty minutes before full time, the graph shows a **6** (rise) ..... just over 28,000 units. However, at the beginning of extra time there is another **7** (fall) ..... and a levelling off for a short period, before demand **8** (return) ..... normal.

Content: providing an overview of the information

4 Add the introduction and overview to the summary above.

5 Write an introduction and overview to the table below.

Percentage of Japanese school-leavers going to university					
	1960	1970	1980	1990	2000
Boys	15	25	40	33	42
Girls	3	8	12	15	25
Total	18	33	52	48	67

Coherence: linking ideas

6 Write the rest of the answer for the table above. Try to use words or phrases from the box to link your ideas. Compare your answer with the key, underlining the linkers in both.

but then	although	but	even though	generally
however	overall	this	which	while	with

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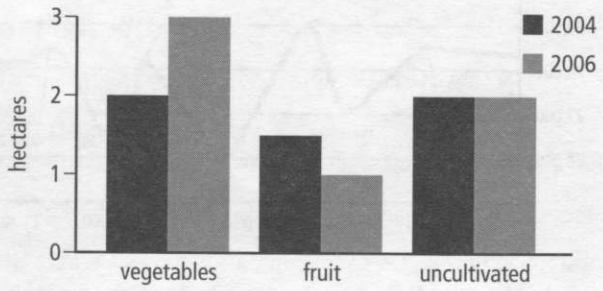
Writing

3 Summarising information

Grammar: using prepositions correctly

1 Complete the text about this chart using prepositions from the box.

at by from in over to to



Some changes took place, **1** ..... a two-year period, in the way the farmland was used. While the area devoted to some crops increased **2** ..... size, less land was used for others.

The area of land used to grow vegetables increased **3** ..... two **4** ..... three hectares. However, the area of land used for fruit cultivation fell **5** ..... half a hectare **6** ..... one hectare. The uncultivated area remained the same **7** ..... two hectares.

Grammar: making predictions

The **Cambridge Learner Corpus** tells us that IELTS candidates often make errors such as this:

It is predict the population will grow. ✗

Get it right!

We usually use verbs like *predict, forecast* and *estimate* in the passive when describing data:
*It is **predicted/forecast/estimated** that the population will grow.* ✓
*Crime levels **are predicted/forecast/estimated** to rise.* ✓
NB The past participle of *forecast* is irregular.

If you want to use the active voice, you must include a subject:
***Experts / The chart(s)** predict(s)/forecast(s)/estimate(s) that crime levels will rise.*

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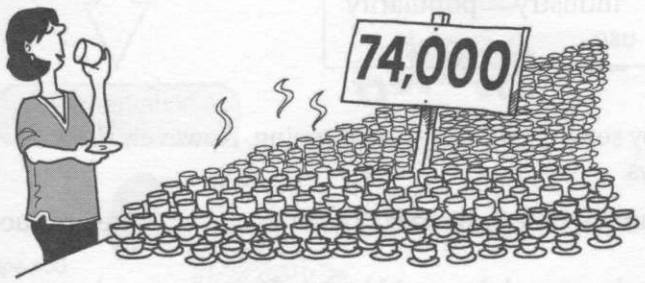
2 Make complete sentences using the words given. You may need to change the form of some words and add other words.

Example
Estimate / *people* / *world* / reach / 11 billion / 2200
It is estimated that the number of people in the world will reach 11 billion by the year 2200.

1 Forecast / *popularity* / *science subjects* / *at university* / fall / sharp / next ten years
2 Estimate / *pollution levels* / *the 1900s* / higher than / today
3 Forecast / *global population figures* / reach / 10 billion / 2050
4 Predict / *more children* / *adults* / obese / 2030
5 Predict / *number* / *hours* / *people spend* / *watch TV* / fall / while / amount time / using technology / rise
6 Estimate / *average person* / *Britain* / consume / 74,802 cups of tea / in their lifetime



3 Rewrite each sentence in exercise 2, starting with the words in italics.

Example
The number of people in the world is estimated to reach 11 billion by the year 2200.

Grammar: forming complex sentences

You need to use some complex sentences to have a chance of scoring Band 5 or above for Grammar. Sometimes you can join two simple sentences together to make a complex sentence by using an *-ing* form.

You can often do this when adding more information about a trend or when describing trends that hit a low, reach a peak or stabilise:
The number of households rose in Canada, ***reaching*** *11.8 million in 2004.*

NB Remember to put a comma before the *-ing* clause.

4 Join these sentence pairs together to make one complex sentence. First, underline the verb that will change to the *-ing* form.

Example
In 2005, crime levels rose again. They reached a peak of 225 cases per week.
In 2005, crime levels rose again, reaching a peak of 225 cases per week.

1 Between 2005 and 2006 the amount of rainfall decreased. It hit a low of 2mm per month in the summer of 2006.
2 Standards in hospitals rose in the 1960s. They showed a 20% improvement over the previous decade.
3 The average number of hours children spend on computers is predicted to increase over the next five years. It will reach a peak of ten hours a day.
4 Sales figures for 2007 fluctuated. They were high at the beginning of the year and low at the end.

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Writing

4 Comparing and grouping information

Coherence: using reference words and nouns to avoid repetition

1 Reference words like *this, these* and *their* can be used to link ideas. Complete these sentences by adding an appropriate noun from the box after each reference word. You may have to form a plural.

~~activity~~	facility	feature	figure	industry	popularity
product	resource	significance	use		

Example
Forty-five per cent of girls say they enjoy sewing, painting and dancing. However, *these* activities are less popular among boys.

1 Tunnels and caves are sometimes found in limestone rock. *These* ..... are produced by acid rain.
2 Mobile phones are used by many people around the world but *their* ..... has grown at different rates in different countries.
3 Mexico spends over $2,000 million on imports of oil and natural gas, as it doesn't have enough of *these important* ..... to meet demand.
4 In 1995 skateboarding was enjoyed by 65 per cent of boys. Since then, *this* ..... has fallen.
5 Air travel produces a lot of greenhouse gases and the level of emissions from *this* ..... is rising every year.

Coherence: using linkers and comparatives

2 Fill gaps 1–9 in the paragraphs below using linkers and comparatives.

The table compares top performance between men and women in five major running events.

Running event	Men	Women	% difference
100 metre sprint	9.95 secs	10.49 secs	6.1
1500 metre sprint	2 min, 27.37 secs	3 mins 50.45 secs	10
Marathon	2 hrs, 6 mins, 50 secs	2 hrs, 21 mins, 6 secs	10
24-hours	178 miles	154 miles	15.6
6-days	640 miles	548 miles	16.8

The table provides information about speed and distance for men and women in different major running events. Looking at the figures overall, it can be seen that men are generally **1** ..... than women in these races, but the gap is greatest in the long-distance races and it is **2** ..... in the sprints.

In the long-distance events, men can run up to 640 miles in six days, **3** ..... women can only manage 548 miles. This amounts to a difference of 16.8 per cent. **4** ..... in the 100-metre sprint, the percentage difference is much

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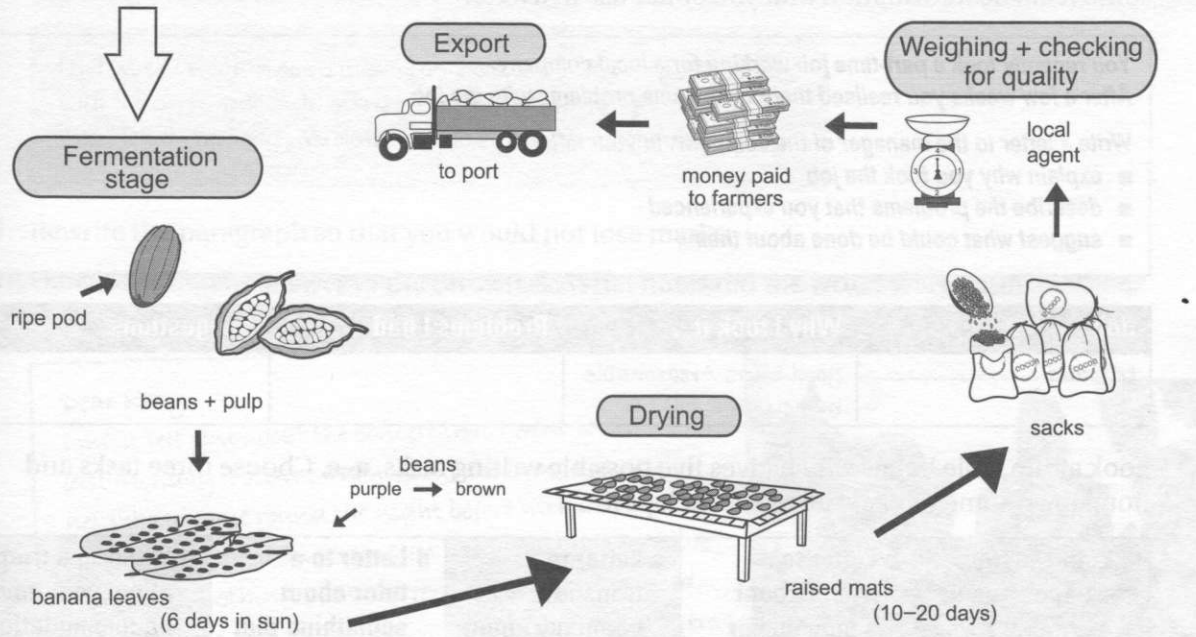
5 ..... , at 6.1 per cent.

In between these two extremes, there is a ten per cent difference in speed for **6** ..... the 1500-metre sprint and the marathon and a **7** ..... per cent difference in the distances that men and women can cover in the 24-hour event. For this event, the fastest men can run 178 miles **8** ..... 154 miles for women, which marks the second **9** ..... significant difference in performance.

Grammar: using correct tense and voice

The diagram below shows how cocoa beans are prepared for export to countries that make chocolate.



3 Complete the gaps in the following description by changing the verbs in brackets into the correct form, where necessary.

Cocoa beans have to undergo a number of different processes, so that they lose their bitter taste and are ready to **1** *be manufactured* (manufacture) into chocolate.

Initially they **2** ..... (ferment). Once a pod is ripe, it is cut open and the beans and pulp **3** ..... (remove) and heaped onto a layer of banana leaves. Here, they **4** ..... (leave) under the hot sun for six days to ferment. During this time, they **5** ..... (turn) from purple to brown.

When the beans have been fermented, they **6** ..... (spread out) on raised mats and left to dry for ten to twenty days. After this, the farmers **7** ..... (pour) the dry cocoa beans into sacks, which are then **8** ..... (take) to the local agent. He or she weighs the beans and checks that they are good quality before **9** ..... (buy) them from the farmers.

Finally, the sacks of beans are transported to a port and **10** ..... (load) onto a ship for export. Eventually they will **11** ..... (make) into chocolate and **12** ..... (eat) by consumers.

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Writing

5 Planning a letter

Content: covering the task fully

1 Read this example of a General Training Writing task and complete the first table below with some realistic information that you could use in a letter.

> *You recently took a part-time job working for a local company.*
> *After a few weeks you realised there were some problems with the job.*
>
> *Write a letter to the manager of the company. In your letter*
> - *explain why you took the job*
> - *describe the problems that you experienced*
> - *suggest what could be done about them*

Job	Why I took it	Problems I had	Suggestions
telesales	good hours / reasonable money		

2 Look at the table below which gives five possible writing tasks, **a–e**. Choose three tasks and note down some realistic ideas for each point.

a Letter to travel company about a holiday you booked with them	**b Letter to a friend about a museum or gallery you visited recently**	**c Letter to a transport company about a method of transport**	**d Letter to a tutor about something that happened in a lecture that concerned you**	**e Letter to a friend about your new accommodation**
• details of the holiday	• why you went to the museum or gallery	• when and why you use this method of transport	• details of the course and lecture	• why you have moved
• good and bad points about the holiday	• what you saw	• criticisms of the transport service	• what happened during the lecture	• a description of the new accommodation and its location
• request for information on a future holiday	• why you do / do not recommend it	• suggestions regarding how the service could be improved	• how this has affected you / your work	• an invitation to your friend to visit you

3 Pick one of the topics **a–e** above and write a letter in 15 minutes. Use the three points in the column as the framework for your letter. Remember to use the correct level of formality.

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Coherence: organising your points logically and clearly

4 Read this example of a GT Writing task and the sample paragraph below. There are two reasons why this paragraph would lose marks, even though it contains no grammatical mistakes. What are they?

> ***Last week you went to a musical concert. You were very impressed with the performance.***
>
> ***Write a letter to a friend about the concert. In your letter***
> - ***say what the concert was and why you went***
> - ***describe the performance***
> - ***suggest why he/she should go to the concert***

Last week I went to see a musical concert and I was very impressed with the performance. It was a group from South Africa. Their name was "The Swing Band". My mother came. It was her birthday.

5 Rewrite the paragraph so that you would not lose marks.

6 Here is a different answer to the same task. What notes did the writer work with? Complete the notes below.

Dear Katy,

I must tell you about the concert that I went to see last Monday. I didn't know about the event but my neighbour came round the night before with a spare ticket for an African percussion band called 'Jangle Jive'.

As I had nothing planned for the evening, I agreed to go and the whole evening was amazing. The players wore the most beautiful, brightly coloured clothes and the scenery changed as the evening progressed from sunrise, at the start, to sunset at the end of the show. As for the music, the most memorable part was a fifteen-minute number called 'Jungle Rhythms', which included lots of animal sounds that were made using drums and many other weird and wonderful instruments.

I'm pretty sure they will be playing in your town next month and I really recommend that you go. You may think drums are loud and boring but wait till you hear this! Even you will say it's a great sound!

Take care,

May

Notes
- ticket from neighbour
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

7 Underline the words and expressions that the writer uses to introduce and link the points together.

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Writing

6 Communicating your message

Vocabulary: using appropriate expressions

1 Match the opening sentences 1–5 to the situations **A–E** in the box. Underline the words that help you decide.

GT Task 1 Situations

A making a complaint
B recommending something
C apologising for something
D seeking information
E making a reservation

1 I would like to enquire about the Stock Market seminar advertised in your latest newsletter.

2 Two years ago we stayed at your lovely hotel in Delhi, and I would like to book two rooms for the first week of October for a group of six people.

3 Further to our phone conversations, we now enclose the signed documents you sent us. It is disappointing that the Bank has taken so long to respond as ...

4 Thanks so much for your email and lovely holiday photos. We've just come back from two weeks in New Zealand ourselves, which were absolutely fantastic, and I'm attaching the details as I know you'd love it there.

5 I am writing to explain why I wasn't able to attend the school reunion last week. I'm so sorry because I was really looking forward to it.

2 Write one or two sentences about each of these situations.

1 Your next-door neighbour always puts his rubbish out for collection on the wrong day. Give him a reason for not doing this (e.g. rubbish sits on the pavement all week).
2 Apologise to a colleague for missing a meeting this morning. Say what happened.
3 Thank your friend Alison for lending you her car. You've filled the tank.
4 Write to your grandparents about a family celebration you are organising. Invite them to attend.
5 You are annoyed with the dry cleaners where you sent your best suit. The trousers are ruined.
6 Remind your flatmates about the meeting with the landlord on Friday. Encourage them to go, as there are important things to discuss.

Grammar: using 'if' clauses

3 Read the box on the next page and complete these sentences using the correct form of the verb in brackets.

1 I would be grateful if you ..... (can) give me a call.
2 If you can't attend the meeting, I ..... (go) in your place.
3 I ..... (appreciate) it if you could have the desk repaired.
4 If your plane ..... (arrive) after 9 p.m. I would come to get you at the airport, but I'm afraid I can't be there in the afternoon.
5 If you come to my office before 8 a.m., the building ..... (not be) open.
6 I ..... (be) delighted if we ..... (can) meet up to exchange ideas.

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The **Cambridge Learner Corpus** tells us that IELTS candidates often make errors such as these:

If you want tickets for the concert on Saturday, I would buy them for you. ✗
It would be helpful if you can reply to my letter. ✗

Get it right!

Conditional 1 (used to talk about likely events/situations in the future and to make offers)
will in main clause + present tense in 'if' clause:
I'll call you on your mobile, if I'm running late.
If you want tickets for the concert on Saturday, I'll buy them for you.

Conditional 2 (used to talk about unlikely events/situations in the future and for polite requests)
would in main clause + past tense in 'if' clause:
David would be very happy if he passed his driving test this week.
It would be helpful if you could reply as soon as possible.

Grammar: using *suggest*

4 Read the box below and complete these sentences by using the words in brackets in their correct form. You may need to add some words of your own.

1 In order to make sure that your customers are not inconvenienced like this again, _____ (suggest / employ more staff)
2 If you want to know more about living and studying in London, _____ (suggest / look / this website)
3 As you haven't understood the assignment properly, _____ (suggest / take another week to complete it)
4 To avoid this happening again, _____ (suggest / salespeople / check all the boxes)
5 I would like to see the apartment early next week. _____ (Can / suggest / convenient time?)

The **Cambridge Learner Corpus** tells us that IELTS candidates often make errors such as these:

I suggest you to change your appointment. ✗
Can you suggest me a good English course? ✗

Get it right!

Suggest needs to be followed by a clause or a gerund: *I suggest looking on the Internet.* ✓
Suggest is never followed by an infinitive: *I suggest (that) you change your appointment.* ✓
Suggest is never used with an indirect object: *Can you suggest/recommend a good English course?* ✓

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Writing

7 Approaching the task

Content: covering the task fully

1 Analyse each of the two tasks below by:

a deciding on the topic
b turning it into a question
c deciding how many parts to write about
d selecting 2–4 main ideas to write about

Task A

> *In achieving personal happiness, our relationships with other people (family, friends, colleagues) are the most important factor.*
>
> *Do you agree or disagree?*

Task B

> *Some people argue that there are no basic differences between the way men and women approach academic study. Others insist that there are big differences in areas such as organisation, attitude and ambition.*
>
> *Discuss both these views and give your opinion.*

Content: adding support to main ideas

2 Read this paragraph from an essay on Task B and write the main idea and supporting points in the box below.

> It also seems to me that men organise their study time in a different way from women. In my experience, men are more likely to study on their own, whereas women prefer to work in groups. This is because women like to talk about their assignments before they do them. Men, on the other hand, do not seem to need this type of support.

Main idea	Supporting points
.....	1 .....
.....	2 .....

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3 Do the same with another paragraph from a different essay on the same topic.

In my view the differences between how students manage their study time depends on the type of person they are, rather than on whether they are male or female. Although many men may seem to leave things to the last minute, there are plenty of women who do the same thing. Similarly, there are people of both sexes who make sure that they use aids such as diaries and wall plans to help them meet deadlines comfortably.

Main idea	Supporting points
.....	1 .....
.....	2 .....

Coherence: writing a well organised paragraph

4 Underline these words and phrases in the paragraphs in exercises 2 and 3 and look at how they are used to link ideas.

also	on the other hand	similarly	whereas
rather than	such as	this is because	although

5 Select an appropriate word or phrase from above to link the ideas in the paragraph below.

1 ..... it is true that our families, friends and workmates are important to our well-being, there must be other factors that contribute to happiness. In my view, money is **2** ..... important. Experts argue that money doesn't lead to happiness but if you are starving and looking for food **3** ..... cooking a nice meal, it must make a difference. **4** ..... good health means a lot to people. **5** ..... there are many things that you cannot enjoy if your health is poor, **6** ..... sports and other independent activities.

6 Read this paragraph from an essay on Task A and answer these questions.

a What is the main idea of the paragraph?
b Are there any supporting points?
c What do you notice about the structure of the paragraph?

In my opinion, my friends are the most important people in my life. This is because my friends are more important to me than anyone else and they help me in my life. Actually I have a lot of friends and I feel very lucky to have so many friends. Other people may not have good friends but I would not be happy without my friends around me. Even if I am ill, I still need my friends and no-one else can take their place. As a consequence, I value them very highly.

7 Now rewrite the above paragraph. Make a small plan first, and then take no more than 15 minutes to write two paragraphs about the topic.

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Writing

8 Planning your essay

Content: showing a clear line of development

1 Read the following task and the sample answer, then do questions **a–f** below.

People who have original ideas (e.g. people who invent or discover things) are of greater value to society than people who are simply able to copy the ideas of others well.

To what extent do you agree or disagree?

Sample answer

I certainly agree that people who come up with new ideas are terribly important to our society. However, I also think there is a role in society for good imitators.

No one would deny that certain individuals must be thanked for providing us with facilities that we use every day. Where would we be, for example, without basic items such as the washing machine, the computer and, more recently, digital cameras and mobile phones? These inventions are now used so regularly that we tend to take them for granted.

In fact, the society we live in today has become increasingly consumer-oriented and, while it may be possible to constantly update and improve consumer goods, not everyone in my country can afford them. Furthermore, not everyone lives in an area that has access to the latest models on the market. For these reasons, it is useful if someone can provide good copies of expensive products.

Having said that, certain innovations have a more serious impact on our lives than others and cannot easily be replicated. Vital medicines like penicillin and vaccines against dangerous diseases also exist because people made continual efforts to develop them. Scientific ideas such as these enable us to live longer and avoid illness.

Undoubtedly, scientists and engineers work extremely hard to make life better for us. In some areas, their work just adds comfort to our lives, and if people copy their ideas, it allows a wider population to benefit from them. However, in other areas, their contribution is unique, cannot be copied and without it we would be unlikely to survive or move forward.

a Underline the words in the opening paragraph that paraphrase the task.
b What is the writer's position?
c Underline the main ideas in paragraphs 2, 3 and 4.
d Underline a supporting point in each paragraph.
e How does the writer use paragraphing to develop the answer?
f What does the writer do in the conclusion?

Content: making a plan

2 *Read this task and the ideas in the plan on the next page. Then think of some more supporting* points to complete the plan.

In order to be able to study well, students need an attractive, clean learning environment. Universities and colleges should make efforts to provide this.

Discuss both statements above and give your opinion.

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	Main idea	Supporting points
Paragraph 2	Why might a clean environment help?	a *assists clear thinking* b c
Paragraph 3	Compare education with other areas of life	d *businesses* e f
Paragraph 4	Is it the responsibility of the educational institution?	g *funding problems* h i

Content: introducing and concluding the essay

3 Read this task and the sample introductions and conclusions. Say whether **a**, **b**, **c** and **d** are introductions or conclusions.

> ***Crime is nearly always related to the environment in which it occurs. For this reason, international laws and international law courts are unrealistic and will not succeed in reducing crime levels in different countries.***
>
> ***Do you agree or disagree?***

a Initially the argument seems reasonable, but in order to prove this, a closer examination of the causes of crime is needed.	**b** Taking all the arguments into account, it seems that there is substantial evidence of a link between crime and the location in which it occurs and this link cannot be addressed internationally.
c So, while the idea of establishing international laws is basically good, it seems to me that such a system would be unlikely to work in practice.	**d** Is there a relationship between crime and the environment? If there is, is it justifiable to say that international laws will not work?

4 Practise writing some introductory sentences. Look at the task in exercise 2 and write one or two sentences that ...

a generally agree with the statement
b express some doubt about the statement
c express a mixed view on the statement
d question the definition of 'study well'
e explain what you understand by 'environment'.

5 Write an answer to the following task in 40 minutes. Take 5 minutes to map out some ideas and then write an answer to the task in 30 minutes. Use the last 5 minutes to check your work.

> ***In some cultures the parents arrange marriages for their children but in others people choose their own marriage partner.***
>
> ***What are the advantages and disadvantages of each system?***

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Writing

9 Turning your ideas into written arguments

Content: presenting ideas

1 Match statements **1–6** with the ways of introducing arguments **a–f**.

a making a concession
b making a generalisation
c explaining / defining
d refuting an argument
e drawing a conclusion
f giving a personal opinion

1 *In my view* human nature is fundamentally good.
2 *While I appreciate* the importance of computers, *I still think* we rely too heavily on them nowadays.
3 *By* 'professional expertise' *I am referring to* the skill with which people do their jobs.
4 *I am not convinced that* goal setting is an important aspect of personal fulfilment.
5 *People have a tendency to* resist change.
6 *Ultimately* there are stronger arguments in favour of marriage than against it.

2 Correct the expressions used to present ideas in these sentences written by IELTS candidates.

1 I am really disagree this view.
2 As far as I concern, it is better to have a long holiday.
3 In my opinion, I strongly agree that children should wear school uniforms.
4 Even there are disadvantages to studying in another country, many students choose to do this.
5 In my point of view, poor nations need more financial support.
6 I think is good rich nations support poorer nations.
7 In conclude, I find there are merits to both of the views.
8 To sum up my opinion, I would support my child going overseas to study.

3 Read these seven extracts from candidates' essays. Use the prompts to improve the way the main idea is presented and to build a complex sentence.

Example *We have a tendency to accept new technology, regardless of its effect on our health.*

		Prompts
Ex	We just accept new technology and don't think about its effect on health.	*have a tendency to / regardless of*
1	Parents should not choose to have a boy or a girl baby.	*my view / unethical for*
2	A lot of steps have been taken to help old people but it's not enough.	*Despite the fact that / we still / do more*
3	Antibiotics will probably become ineffective one day.	*doubtful whether / continue / long term*
4	People say that fat is bad for you but it isn't true.	*little evidence to support / view that*
5	Students get tired but still stay up late.	*although / get tired / stay up late*
6	I don't think tourism helps poor countries.	*unconvinced / tourism / benefits poor nations*
7	Most people think animal testing is OK.	*generally believed / animal testing / justifiable*

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Vocabulary: using words correctly

The **Cambridge Learner Corpus** tells us that IELTS candidates often make errors such as this:

Basically some workers consider that they can do anything they want. ✗

Get it right!

Consider is followed by the object + *to be*.
*I **consider** online bookshops **to be** very useful.* ✓ *I **consider** pride **to be** a good quality in a person.* ✓

Think is followed by the object + the correct form of the verb.
*I **think** (that) pride **is** a good quality in a person.* ✓

NB Do not confuse *consider* with *concerned*.
As far as my opinion is considered, online bookshops are very useful. ✗
*As far as **I am concerned**, online bookshops are very useful.* ✓

NB Do not use *about* with *consider*.
*We do not **consider where** our food comes from.* ✓ *We need to **think about where** our rubbish goes.* ✓

4 Rewrite these sentences using the word *consider*.

Example I think that taxes are too high. *I consider taxes to be too high.*

1 Some people think that money is the most important aspect of life.
2 Many conservationists think that humans are responsible for the loss of wildlife.
3 Teachers are not thought to be as important as doctors.
4 My grandparents thought education was very important.
5 In Europe, bread is thought of as a staple food.
6 Have you thought about your future?

Writing practice

5 Fill the gaps in the paragraphs below with one or two words.

One of the main arguments **1** ..... of school uniforms is that they cover up any obvious socio-economic differences. By this **2** ..... that they make all schoolchildren within one school look the same, and thus prevent children from feeling embarrassed about the clothes they wear. I consider this **3** ..... very important because children should be concentrating on their studies, **4** ..... worrying about their appearance.

5 ..... it is not ideal to take away people's freedom of choice by imposing a uniform, I **6** ..... whether children think about this. Neither do I **7** ..... that paying for uniforms places a financial burden on families. **8** ..... they would spend less on a uniform than they would on brand-name clothes that would inevitably be popular if children could wear what they wanted.

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Writing

10 Linking your ideas

Coherence: using appropriate linking words

1 Read the following task and a paragraph from a student essay. Then answer the questions.

> ***It has been suggested that in the not-too-distant future people will take their holidays on the moon. How realistic do you think this is? What type of holidays do you think people will take in the future?***

a Are the linking devices appropriate?
b Identify three ways the student could improve on this paragraph.

I would predict that it is unlikely that people will choose to go to the moon for their holiday in the future. Who would want to travel to the moon? Actually, it would be very expensive to do this and some people can't afford it. As well, there are a lot of dangerous aspects to it and people may be afraid. On the other hand, the facilities would be limited and people would prefer to be at home.

2 Read this next paragraph, which would receive very good marks despite one or two mistakes. Then answer questions **a–d** to analyse why it is successful.

According to space experts, some people will soon be so eager to try something new that they will happily check into a moon hotel – assuming (it) is available. As far as I am concerned, this is a rather far-fetched idea. To begin with, the cost of travelling to the moon is likely to be so high that only the extremely wealthy (can) afford it. Secondly, though it is argued that tourists are looking for a challenge, the dangers involved in just getting to the moon are well known and these will surely put a lot of people off the idea. Besides, even if you do manage to get up there in one piece, you still have to survive in an alien environment for the (time) of the holiday. And lastly, what will tourists do in space? Can you imagine playing space football, for example?

one

will be able to

duration

a Why is the opening sentence effective?
b Underline the linking words/phrases and reference words.
c What does 'besides' mean? What is it used to link?
d Why does the writer choose to use a rhetorical question at the end?

Vocabulary: using precise and varied expressions

3 Find the following expressions in the paragraph above.

1 an adjective that means 'really wanting to'
2 a phrasal verb that means 'stay at' a hotel
3 an adjective that means 'silly'
4 a phrase that means 'very rich'
5 a phrasal verb that means 'discourage'
6 an idiom that means 'arrive safely'
7 a phrase that means 'strange place'

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4 This sentence, with the underlined noun phrase, is from the paragraph in exercise 2. It refers to the idea put forward in the previous sentence of the paragraph.

As far as I am concerned, this is a rather far-fetched idea.

Make some more noun phrases to describe the views below, by selecting a word from each of the boxes. Begin with the structure provided.

Adverbs		**Adjectives**		**Nouns**	
very		unhealthy	one-sided	proposal	development
rather	+	cruel	positive	claim	attitude
particularly		unrealistic	inevitable	activity	approach
		uncharitable		outcome	

Example Mobile phones should be banned on trains and buses. *In my view …*
In my view, this is a rather unrealistic proposal.

1 Brazilians are the best footballers in the world. *I tend to think this …*
2 You should not give money to beggars. *Surely this …*
3 Children have become more independent. *I think this …*
4 Animals are used to test drugs. *In my view, this …*
5 Smoking cigarettes stops you from overeating. *I feel this is …*

Vocabulary: choosing the 'best' word(s)

5 Read this sample answer on Energy Options and improve it by replacing the underlined words with more precise words or expressions. Use the notes to help you.

ENERGY OPTIONS

The debate about the best way to 1 make electricity is back on the agenda. The most common 2 ways are by burning coal, building dams or using nuclear power. However, many people think that nuclear power is 3 danger, and when you consider the 4 experiment of Chernobyl in the Ukraine 20 years ago, you can see why.

Countries such as France, however, get about 80% of their electricity from nuclear power plants, and 5 the scientists in favour of nuclear power argue that it is actually much cleaner than burning fossil fuels, which 6 contribute global warming.

Others argue that it is better to get electricity from sustainable 7 things, such as the wind, the sea and the sun. Although this sounds like a 8 fantastic idea, they are not 9 rely enough to maintain a constant supply of power. For instance, you cannot make solar energy at night.

10 Really, we need a source of energy that will not 11 run away and if it cannot be hydro electricity or coal-fired energy, it will have to be nuclear. Finding a way of 12 assuring that nuclear power is safe and cannot be misused is the real challenge.

Notes
1 a verb which goes with *electricity*
2 be more precise
3 use the correct word form
4 use the correct noun
5 make a noun phrase using the adjective *pro-nuclear*
6 include a preposition
7 be more precise
8 more appropriate adjective needed
9 use the correct word form
10 use the adverb from *basic*
11 use the correct phrasal verb
12 use the correct verb

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Speaking

1 Responding to personal questions

Vocabulary: using a range of words related to the topic

1 **a** What are the key words in questions 1 and 2 below?
b What is significant about the words in **bold** in the responses?

1 What kind of music do you like?

A Well ... I really like **rock music** and these days you can download a lot of **good songs** from the **Internet**. And that's great!

B Well, in fact I really only listen to **classical** music and **opera**. To be honest with you, I find **modern music** quite **boring**. It's just a terrible **noise** as far as I'm concerned.

C Actually, my **favourite** kind of music is **film music**. I enjoy listening to the **sound tracks** of **movies** – especially when I've enjoyed the film and I want to remember it.

2 What is the best way to learn how to use a new mobile phone?

D I suppose you could read the **instruction manual**, but I think it's better to **get your friends to help you**.

E Um ... well, using a mobile phone seems to come naturally to young people. But most older people seem to need some kind of actual **lesson**. So I think the **salesperson** at the shop should show you **the basic features** when you buy the **phone**.

F Personally, I'm not very good at **learning from watching** other people. So I think the best way is to **sit down** with the **manual**, and **read** it **carefully**. At least that's what I'd do.

Pronunciation: using word stress to assist meaning

2 (24) Listen to each speaker's response and underline the words that are pronounced more strongly than others.

3 Listen again. Why might the speakers have chosen to stress these words?

	Words/phrases that are stressed	Reason for stress
Speaker **A**	*really like* *these days*	*to emphasise how much* *to compare with the past*
Speaker **B**		
Speaker **C**		
Speaker **D**		
Speaker **E**		
Speaker **F**		

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Grammar: using the right tense

4 Read questions 1–10 and underline the main verbs in each question.

1 How do you like to spend your spare time?

2 What sort of TV programmes do you enjoy watching?

3 When you were at school, did you play any team sports?

4 What do you want to do when you finish this course?

5 What is your favourite meal of the day?

6 What is the best way to learn how to use a computer?

7 How do the clothes you wear compare with the clothes your grandparents used to wear when they were young?

8 Would you rather get an email message or a letter? Why?

9 Do you prefer to study in a library or at home?

10 Why are you studying English?

5 Complete the table about the questions 1–10 above.

	Verbs	Tense needed for answer	Type of vocabulary needed
1	*do you like to spend*	*present simple, e.g. I like ...ing*	*leisure activities, sports, shopping*
2			
3			
4			
5			
6			
7			
8			
9			
10			

With a partner

6 Ask and answer the questions above.
As you listen to each other's answers, complete the checklist below.

What topic vocabulary did your partner use? .....
Which tense did he/she use? .....
Was it the right tense? .....
Which words did he/she stress? .....
Did the use of stress help you understand? .....

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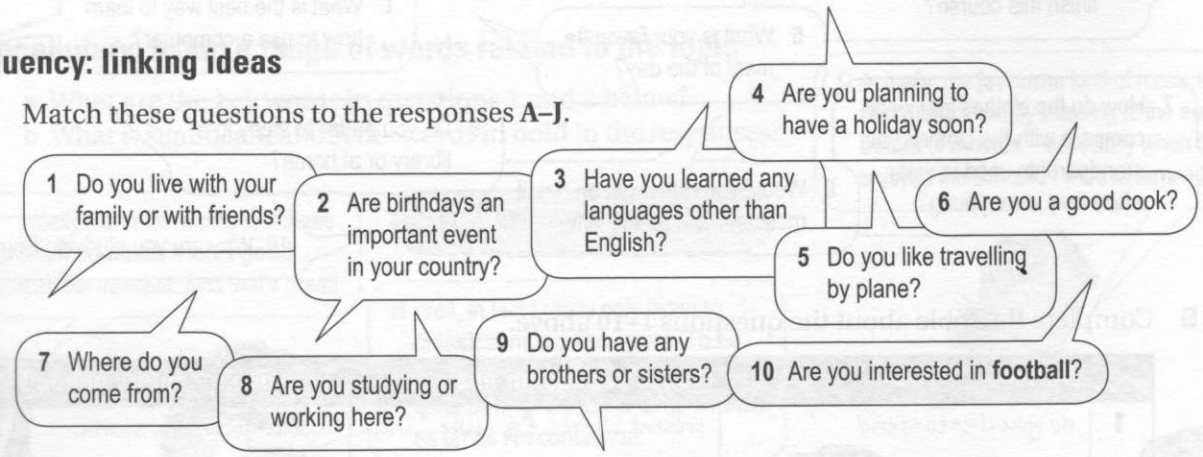
Speaking

2 Becoming more fluent

Fluency: linking ideas

1 Match these questions to the responses **A–J**.



A	No, I'm not, and in fact, I'm not very interested in any kind of **sport**, I'm afraid.
B	Yes, I do, except that waiting around at airports can be pretty boring.
C	I'm from a small village in the mountains, which is a long way from the capital of my country.
D	I'm a student at the moment, but I hope to get a job next year.
E	Yes, I have. I studied Spanish at school, although I don't remember very much now and I can't speak it very well.
F	Yes, they are, and we usually share a cake or give a card or present or something like that.
G	No – I'm an only child … but I have ten cousins that I grew up with, so I didn't ever feel lonely.
H	Well, I enjoy trying out new recipes, especially when friends come round for dinner.
I	Actually, I'm staying in a university hall of residence because I'm here as an overseas student for a year.
J	Not really – I haven't got much money at the moment, although I'm going to have a weekend break with my aunt, who lives by the sea.

2 Circle the topic vocabulary which links the ideas in responses **A–J** with the questions.

Example *A – sport* and *10 – football*

3 Now underline the linking words which join the ideas grammatically and make a list of them.

Example *A – and in fact*

4 Link the ideas in these answers to a set of Part 1 questions using one of the linking words and expressions from above.

EXAMINER: Where do you usually go shopping for food?
STUDENT: I tend to go to the supermarket ..because.. it's very convenient ..and.. you can find everything you want there.

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EXAMINER: Do you think large department stores are better than markets?
STUDENT: No, **1** ..... I prefer the markets. They're much more colourful **2** ..... things are a lot cheaper there, **3** ..... is good if you don't have much money.
EXAMINER: Have the shops in your area changed since you were a child?
STUDENT: Yes, they have, **4** ..... in the city centre. When I was a child there were only small shops there **5** ..... now it's totally different – there are high-rise buildings everywhere!
EXAMINER: When do you prefer to go shopping for clothes?
STUDENT: I guess the weekend's the best time. **6** ..... I don't think I ever go shopping during the week – oh, **7** ..... when I'm on holiday.
EXAMINER: Do you think people will always enjoy shopping?
STUDENT: I don't know. These days people shop on the Internet a lot, **8** ..... you can't try things on if you shop online **9** ..... it isn't as much fun, **10** ..... I guess shopping will always be popular.

Fluency: being able to keep going

5 25 Listen to a student answering these questions. As you listen, read the notes below.

Where do you come from?

What is the best thing about .....?

Is it famous for anything in particular?

	Main information	Additional information	Linking words, fillers
Name of place	Victoria Vancouver Island	Capital of British Columbia, Canada – Vancouver not on Vancouver Island	well, which, actually, but, although
Good points	Good climate Lovely architecture	Better than Eastern Canada	you know, with, and, once
Famous for	Eco-tourism – whale watching Butchart gardens	Best from May to Sept. Clean and safe	these days, in particular, so, you know, even if

6 26 Make a table similar to the one above. Then listen and complete it with the information you hear.

Pronunciation: saying words clearly and correctly

7 25 and 26 Listen to both recordings again and listen out for these words and phrases. Note which syllables the speaker stresses. Practise repeating the words to yourself.

Recording 1		Recording 2	
island	eco-tourism	beautiful	public transport
climate	tourists	avenues	traffic
certainly	predominantly	competition	European
architecture	friendly	serious	

With a partner

8 Take it in turns to ask and answer the three questions in exercise 5 about the place where you grew up. Try to give the information, followed by a supporting point.
While your partner is talking, complete a table similar to the one in exercise 5.

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Speaking

3 Preparing your talk

Vocabulary: using appropriate words

1 Read the following Part 2 task. A candidate has underlined the key words and written some notes for her talk.

Describe a zoo or a wildlife park you have visited that has impressed you.

You should say:
- where it is situated
- when you went there
- how you felt about it

and explain what impressed you about it.

I have a clear memory of my visit and what I saw

Notes
Key words: describe, zoo, impressed
Melbourne Zoo – Australia
large – near city centre
during school holidays
not many fences and cages
many different species
animals appear to be free – open areas
best zoo in world

27 Listen to the candidate giving her talk and answer these questions.

a Did she mention all the points from her notes?
b Did she include anything new? If so, what?
c Which tense is used most? Why?
d What, did you feel, was the speaker's main point?

2 28 Listen to someone talking about a visit to an African wildlife park. As you listen, complete the table below. You can listen as many times as necessary.

Key words used	South Africa, wildlife park
Adjectives used to express feelings	
Main tense used	
Speaker's main point	

Using the table, try to create the notes that the speaker made before he gave his talk.

Grammar: using articles correctly – zero article (no article) / a (an) / the

3 The 'zero' article (no article) carries meaning, so you can only omit it in these situations.

an abstract noun
Time is money

an uncountable noun
Sugar is sweet

a plural noun (non-specific)
Butterflies have wings

Look at these abstract nouns and think of some more to add to the list.
a time **b** life **c** health **d** love **e** beauty

4 Use each of the above words in their abstract sense (without an article) and then in a more concrete sense (with a definite article).

Example *abstract* ***Time** flies!*
concrete *Remember **the time** when we got lost at the zoo?*

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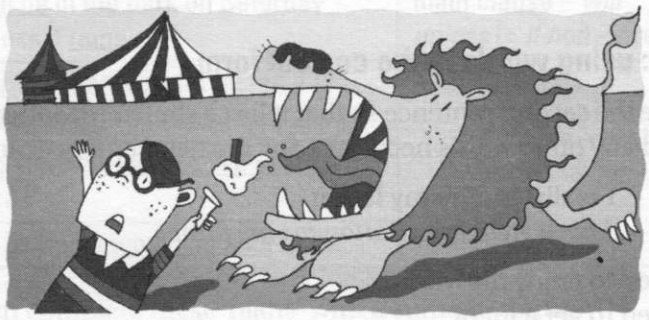
5 Add an appropriate article (*a/an, the*) or no article to the talk below.

I've never been to **1** ..... zoo, but I have seen animals at the circus, which is similar, I suppose. Bertrams's Circus used to come to town every summer and I still have **2** ..... vivid memories of it all. They would set up their big tent near **3** ..... centre of town, surrounded by lots of **4** ..... trucks and **5** ..... equipment. I used to go and watch **6** ..... acrobats performing in **7** ..... open air to anyone who wandered by. And there were lots of **8** ..... animals to see too: **9** ..... elephants, **10** ..... lions, all sorts. One year, one of **11** ..... big cats escaped from its cage and they had to get **12** ..... vet to help catch it. **13** ..... life with the circus looked pretty exotic then, but now I think it would be **14** ..... very hard life, and of course you don't often find **15** ..... animals in circuses now.



Coherence: introducing points in a natural way

6 The expressions below are all useful to introduce ideas.
Complete the sentences, adding information in the right-hand column.

What I like about (*city*) Perth is	(that) it's not a very crowded city.
The reason I don't like (*film*) ..... is	(that)
One of the problems with (*university*) ..... is	(that)
One of the (good) things about (*activity, e.g. riding a bicycle*) ..... is	(that)
What I enjoy about (*sport or hobby*) ..... is	(that)

With a partner

7 Work with a partner to create an 'ideas bank'.
Look at the topics **1–6** below. For each topic, see how many ideas come into your head – nouns, verbs, adjectives, proper nouns like places, people, etc. and write them down. Don't worry if some of them seem unusual! If they flow from the topic for you, and you can explain that relationship, then they belong in your 'ideas bank'.
Decide whether you would use the present, the past or the future to talk about topics **1–6**.

1 A sportsman or woman that you admire

2 A TV programme that you enjoy watching regularly

3 A place that you plan to visit

4 A film you have seen in English that impressed you

5 A subject you would like to study

6 An invention that has benefited humanity

8 Use some of the expressions from exercise 6 to make some statements about topics **1–6** above.

Example *One of the amazing things about Roger Federer is …*

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Speaking

4 Giving your talk

Vocabulary: using words in the correct form

1 Complete the second sentence so that it has a similar meaning to the first sentence, using a noun and any other words necessary. Say the new sentence out loud and emphasise the feeling.

Example I really admire my father.
I have great admiration for my father.

1 He used to enjoy his work.
He used to get a lot of .....
2 I am pleased with what I have achieved at college.
I am pleased with my .....
3 I believe that to succeed you need to work hard.
I believe that ..... comes from .....
4 I respected the way my colleagues handled the problem.
I had great .....
5 Most people benefit tremendously from taking regular exercise.
Regular exercise has .....
6 I recorded the observations we made on our geography field trip in great detail.
I made a .....
7 Improved transport systems should reduce the amount of time people spend in their cars.
Improved transport systems should lead to a .....
8 We should find ways of improving the health system in our country.
We need to make some .....
9 After his illness, my grandfather was not able to speak properly.
My grandfather lost the .....

Vocabulary: choosing words that go well together

2 Complete each sentence using the best word (adjective or adverb form) from the box.

Example It is highly unlikely that I will go back to live in my home town.

1 My maths teacher had a ..... influence on me when I was at school.
2 We used to do all the ..... things that children get up to!
3 My father and I see each other on a ..... basis.
4 When you live with someone you discover their ..... character.
5 When I didn't get into my preferred course, I was ..... disappointed.
6 It is a ..... mistake to think that you can study and work at the same time.
7 My trip to Macao was great fun and full of ..... surprises.
8 In Paris, we parked in a no-standing zone and got a ..... fine.
9 To be a vet, you'd need to have a ..... affection for animals.

usual(ly)
wonderful(ly)
heavy (ily)
genuine(ly)
regular(ly)
common(ly)
strong(ly)
true(ly)
bitter(ly)
high(ly)

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Grammar: expressing a future plan

Conditional 1 Definite plan	If I get a student visa, I will definitely go to New Zealand.	*if* clause – present tense main clause – *will*
	My plan is to travel across Russia on the Trans-Siberian railway, if I can get a ticket.	main clause – present tense *if* clause – present tense
	The picnic will be in the park on Saturday afternoon unless it rains.	main clause – *will* *unless* (= *if not*) – present tense
Conditional 2 Possible, improbable or unreal outcome	My English would improve a lot faster, if I spent time in an English speaking country.	*if* clause – past simple main clause – *would*
	If I had enough money, I would like to visit South America.	
	If you were a bird, you would be able to fly.	

3 Read the examples above, then complete these 'plans' with a suitable clause.

1 Ultimately I'd love to work overseas for a year, if .....
2 If I get the opportunity to study abroad, I .....
3 My aim is to study medicine, if I .....
4 I'd like to go to Hong Kong to learn about acupuncture, if .....
5 If I don't pass my driving test, I .....
6 If I'm lucky, I ..... a scholarship to fund my studies.
7 I hope to live and study in Canada for a year, unless .....

4 Read this Part 2 task and say how the tenses you will use will be different from those used for the task about the zoo on page 76.

Talk about a subject (a hobby, a skill or an academic subject) that you would like to study at some time in the future.

You should say
- what subject you would choose
- where you could study it
- how well you think you would do at it

and say why you would choose this subject.

Useful phrases
Ultimately
In a couple of years' time
After I've done ... I'd like to ...
In the long term
Down the track

On your own

5 Give a talk on the task above and, if possible, record it. Check your timing. Play the talk back and complete the table below.

	Things I did well	Mistakes I made
Fluency		
Vocabulary		
Grammar & accuracy		
Pronunciation		

How did you introduce each point?
Was your talk interesting?

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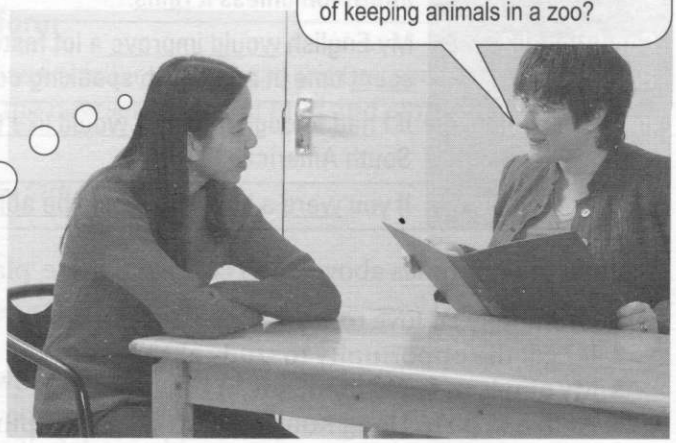
Speaking

5 Understanding abstract and analytical questions

Fluency: giving a full, coherent answer



1 Read six responses to the above question. Which speakers answer the question by giving the benefits of keeping animals in a zoo?

A I think there are lots of good reasons for keeping animals in a zoo. One is that you can see animals from other parts of the world that you'd never see in the wild. And they're great for children, too.

B Personally, I don't like zoos. I can't see the point of them. You can see animals on the TV if that's what you want.

C I can see a number of advantages. They give us a chance to observe animal behaviour, and they also help to protect some species of animal, such as the panda bear, which are in danger of extinction. I think they're really important because they're a kind of scientific laboratory.

D I'm afraid I can't see any real benefits in old-fashioned zoos. Wildlife parks, on the other hand, where the animals are living in their natural environment, are a bit different. There the animals are protected from, you know, people who want to kill them for their hides or their ivory, for instance.

E Um ... I'm not really sure, but I can't really see any benefits for the animals in a zoo. I mean, would you want to be stuck in a cage all day?

F Um ... One of the main pluses of zoos is that we can see animals such as lions and kangaroos, which you wouldn't normally see. Well, not where I come from anyway. But, then again, some people think it's really cruel and they may have a point.

2 Which speaker

a gives an argument against zoos, as well as a benefit of zoos?
b doesn't answer the question?
c looks at the question from the animals' point of view?
d supports the answer with lots of examples?
e makes a comparison between types of zoos?

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Vocabulary: using paraphrase effectively

3 If you can't think of the correct word or phrase for something, you have to 'paraphrase' what you want to say. This means finding an alternative way of saying it. For example, if you can't think of the expression 'looking for prey', you might say that an animal is 'hunting for food'. Find a word or expression in responses **A–F** in exercise 1 which matches each paraphrase below.

1 in a natural place like a jungle or a forest .....
2 good things .....
3 what animals typically do .....
4 may all die out soon .....
5 place where you can study animals indoors .....
6 in the place where the animals are born and belong .....
7 area which stops animals escaping .....
8 very unkind .....

Pronunciation: grouping words to produce connected speech

4 29 Listen to response **A** from exercise 1 and notice how the words are grouped.

I think // there are lots of good reasons // for keeping animals // in a zoo. // One is // that // you can see animals // from other parts of the world // that you'd never see in the wild. // And they're great for children // too.

Now mark possible word groupings in responses **B–F** and then read them aloud.

With a partner

5 Look at the list of Part 2 topics (**1–7**) in the box. Read the two Part 3 questions below and say which of the topics they are exploring.

A Some people spend more time watching sport than playing it. What are the benefits, if any, of watching sport or supporting a special team?

B How important is it to keep things like photos and books from your past?

Part 2 topics

1 A sportsman or woman that you admire
2 A TV programme that you enjoy watching regularly
3 A place that you plan to visit
4 A film you have seen in English that impressed you
5 A souvenir of someone or something that is important to you
6 A subject you would like to study
7 An invention that has benefited humanity

6 Now write a Part 3 question to go with each of the other topics.
Ask your partner each of your questions turn.
Make a note of the reasons he/she gives for each answer.

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Speaking

6 Giving a reasoned response

Vocabulary: using appropriate language to fit the question

1 Read questions **1–5** below and match each one with what the question asks you to do (**a–e**). (See Student's Book Unit 6.) Underline the words which tell you this. Then answer the questions.

a give a reason	**b** give an opinion	**c** make a suggestion
d compare two things	**e** look ahead	

1 Can you say whether you would prefer to live in a house or an apartment?

2 You mentioned that you often use the Internet but that your parents don't. Why do you think older people find it difficult to adopt this new technology?

3 Smoking is known to be very harmful to our health. How do you think we can stop young people from taking up smoking?

4 What do you think our cities will look like by the year 2020?

5 Some people say we are born the way we are and we can't change ourselves. Other people say we learn from our experiences and our environment. Do you think people are born naturally 'good at music' or 'good at maths'?

Fluency: using adverbs to express an opinion

2 Rephrase these sentences using the adverb in brackets to emphasise the point.

Example It is clear that there's been a mistake. (Clearly)
Clearly, there's been a mistake.

1 From what I've read recently, the government is planning to remove the tax on imported cars, which, I think, is a very bad policy. (Apparently)
2 To be absolutely frank, I think the idea of the monarchy is completely out of date. (Frankly)
3 I am not in favour of sports like fox-hunting or even horse-racing, but that's just my opinion. (Personally)
4 It's a great shame that we still have no cure for some forms of cancer. (Regrettably)
5 Some people must enjoy horror movies, because otherwise the film studios wouldn't keep making them. (Obviously)
6 A free national health service is a wonderful idea in theory, but in practice it's almost impossible to sustain without private backing. (Theoretically)
7 The government spends thousands of dollars on anti-smoking campaigns, so we hope to see a change in people's smoking habits. (hopefully)
8 In my sincere view, we should be doing everything possible to reduce world poverty. (seriously)

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Vocabulary: using idiomatic language

3 It is a good idea to learn a few idiomatic expressions and try to use these when you answer questions. Fill the gaps with one of the idiomatic expressions from the box.

A I'd like to spend more time with my family but ...5... when I have so many other things to do.

B ..... I don't really have time to do any sports.

C I'm quite happy with my accommodation. It's not very close to town but ..... I think it's value for money.

1 think nothing of
2 to be honest
3 I can see your point
4 get along well
5 that's easier said than done
6 go along with the idea
7 the pros and cons
8 cold feet
9 on the whole
10 in the end

D I always drive everywhere, but my uncle would ..... walking ten miles to see a good friend.

E It's good to make changes but I think you have to weigh up ..... first.

G The students in my class are from many different backgrounds but we .....

I I can't really ..... that people should have to retire at 65 just because they've reached this age.

F I used to order things online, but now I've got ..... because there is so much Internet crime.

H ....., but I believe that people should be paid more money for working at the weekend.

J People can give you all sorts of advice on what career to choose, but ..... you have to make the decision for yourself.

With a partner

4 30 Listen to responses **A–D** below and notice how the speakers stress certain words to emphasise their meaning.

- Circle the adverb which supports the opinion.
- Practise saying the responses out loud, emphasising words as on the recording.
- Write a suitable Part 3 question for each response.
- Look carefully at how each response begins, and make sure your question fits the meaning and the grammar.

A I don't think we should waste money on trying to build a colony in space because, frankly, I think we have enough problems on Earth which we need to fix first.

B Personally, I believe museums still have an important role to play in our society. I think it would be a great shame if the government stopped providing the funds to keep them open.

C That's a hard question! On balance, I think single-sex schools are probably better. They say that girls do much better at single-sex schools, you know, but apparently, boys don't do so well.

D Well, no, I don't think so, because people should be allowed to make their own choices. So, no ... I'm not really in favour of compulsory seat-belts in cars, but obviously we have to have other road rules, such as speed limits.

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Practice test: Listening

Section 1 Questions 1–10 31

Questions 1–6

Complete the form below.

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

PATIENT RECORD

Time of appointment	***Example*** 10.00 am
Given names	Simon 1 .....
Family name	Lee
Date of birth	2 1989
Address	3 ..... , Adams Terrace, Wellington.
Phone no.	0211 558809
Name of insurance company	4 .....
Date of last eye test	5 .....
Patient's observations	6 Problems seeing .....

Questions 7–10

Answer the questions below.

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

7 When must Simon wear his glasses? .....

8 What type of glasses are the least expensive? .....

9 What is good about the glasses Simon chooses? .....

10 How does Simon decide to pay? .....

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SECTION 2 Questions 11–20 32

Questions 11–12

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

11 Who is buried in the tomb of the Taj Mahal?

- **A** the emperor Shahjahan
- **B** the wife of Shahjahan
- **C** the emperor and his wife

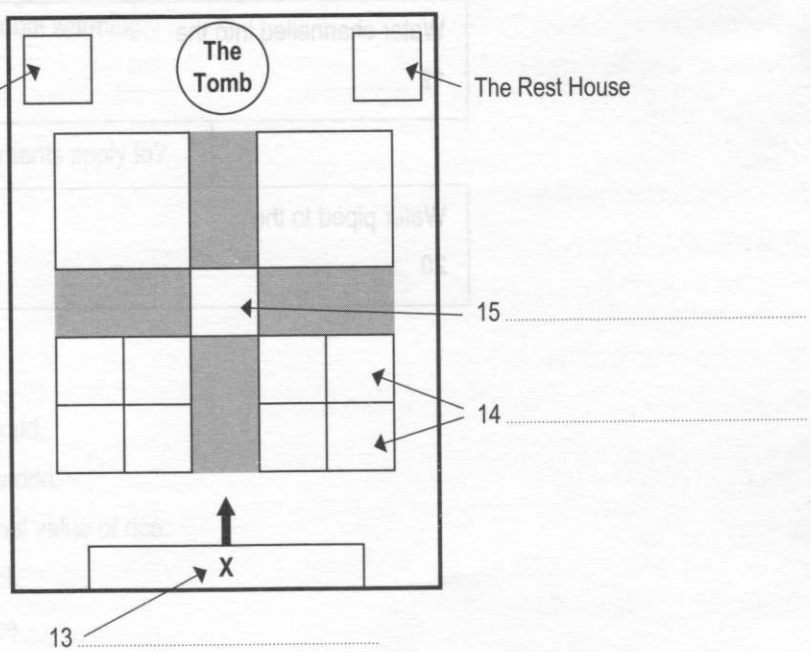
12 Where did the white marble come from?

- **A** India
- **B** China
- **C** Persia

Questions 13–16

Label the plan below.

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



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Question 17

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

17 What is the purpose of the Rest House?

A a place for the poor to stay
B a meeting place for pilgrims
C an architectural feature

Questions 18–20

Complete the flow chart below.

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

How running water is provided

Water taken from the
18 ..... by bullocks.

↓

Water channelled into the
19 .....

↓

Water piped to the
20 .....

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SECTION 3 Questions 21–30 33

Questions 21–24

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

21 What background information does Daisy give about rice?

A Wild rice is grown throughout Asia.
B Some types of rice need less water than others.
C All rice varieties have a lovely aroma.

22 Erik says that a priority for rice farmers is to be able to

A grow rice without fertilizers.
B predict the weather patterns.
C manage water resources.

23 Where is the International Rice Research Institute?

A The Philippines
B China
C Japan

24 Scientists in Bangladesh want to find a

A more effective type of fertilizer.
B strain of rice resistant to flooding.
C way to reduce the effects of global warming.

Questions 25–30

Which country do the following statements apply to?

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

A Japan
B China
C Thailand

25 They grow the most rice in the world.

26 They export the most rice in the world.

27 They aim to increase the nutritional value of rice.

28 Less rice is eaten than in the past.

29 An annual rice festival takes place.

30 A new type of rice is now popular locally.

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SECTION 4 Questions 31–40 34

Questions 31–33

Complete the sentences below.

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

RADIO WRITING

31 You may have to ignore some of the ordinary _____ of writing.

32 Written words do not indicate things like emphasis, the _____ of reading or where to pause.

33 A script needs to sound like a _____ .

Questions 34–40

Complete the notes below.

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

Know who you are talking to

Imagine a typical listener:

e.g. imagine telling your **34** _____ about a film.

Create an informal tone:

e.g. use words like **35** _____ and _____ .

Work out what you are going to say

Remember: listeners cannot ask questions

you cannot **36** _____ ideas

Make your script logical:

- **37** _____ the information.
- Use concrete images e.g. compare the size of a field to a **38** _____ .
- Use the **39** _____ to get attention.

Check the script by **40** _____ .

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Practice test: Academic Reading

READING PASSAGE 1

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

Climate change heralds thirsty times ahead for most

A new modelling study suggests that increasing temperatures will dramatically affect the world's great rivers

Veteran climate modeller Syukuro Manabe, and colleagues at Princeton University, modelled what effect a quadrupling of atmospheric carbon dioxide above pre-industrial levels would have on the global hydrological (water) cycle over the next 300 years. That looks further ahead than most climate models, but the scenario is inevitable unless governments take drastic action to limit greenhouse gas emissions. Rising CO_2 levels will trigger higher temperatures not only at the Earth's surface, but also in the troposphere, the team says. By factoring this into the models together with changes to levels of water vapour, cloud cover, solar radiation and ozone, the team predicted the effect that climate changes could have on evaporation and precipitation (rain). Both would increase, the researchers found, causing the discharge of fresh water from rivers around the world to rise by almost 15 per cent.

However, while water is going to be more plentiful in regions that already have plenty, the net effect will be to take the world's water further from where the people are. 'Water stresses will increase significantly in regions that are already relatively dry,' Manabe reports in the journal *Climate Change*. He goes on to predict that evaporation will reduce the moisture content of soils in many semi-arid parts of the world, including north-east China, the grasslands of Africa, the Mediterranean and the southern and western coasts of Australia. Soil moisture will fall by up to 40 per cent in southern US states, representing the greatest reduction.

The effects on the world's rivers will be just as dramatic. The biggest increases will be in the far north of Canada and Russia. For instance, the flow of the river Ob in Siberia is projected to increase by 42 per cent by the end of the 23rd century. This prediction could encourage Russia's plans to divert Siberian rivers to irrigate the deserts around the Aral Sea. Similar changes could increase pressure from the US for Canada to allow transfers from its giant Pacific rivers to water the American West. Manabe predicts a 47 per cent increase in the flow of the Yukon river.

By contrast, there will be lower flows in many mid-latitude rivers, which run through heavily populated regions. Those that will start to decline include the Mississippi, Mekong and especially the Nile, one of the world's most heavily used and politically contested rivers, where his model predicts an 18 per cent fall in flow.

The changes will present a 'profound challenge' to the world's water managers, Manabe says. They are also likely to fuel calls for a new generation of super-dams and canals to move water round the planet, like China's current scheme to transfer water between north and south.

Some of the findings are controversial. The UK Meteorological Office's climate model predicts that flows in the Amazon could fall this century, while Manabe's team predicts greater rainfall could increase its flow by 23 per cent. And while Manabe foresees a 49 per cent increase in the flow of the Ganges and Brahmaputra rivers that drain the Himalayas, an international study reported that the Ganges would lose flow as the glaciers that feed it melt away.

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Global warming has already increased glacier melting by up to 30 per cent. 'After 40 years, most of the glaciers will be wiped out and then we will have severe water problems,' says Syed Iqbal Hasnain of Calicut University, Kerala, reporting the results of a three-year study by British, Indian and Nepalese researchers. The study finds the biggest impact in Pakistan, where the River Indus irrigates half the country's crops. Flows here could double before crashing to less than half current levels by the end of the century. But the declining flows predicted for the Ganges will also throw into disarray a vast Indian government scheme to avoid drought by diverting water from the country's glacier-fed northern rivers to the arid south.

Meanwhile, a team of researchers in France say that climate change is already affecting the world's rivers. David Labat and colleagues at the government's CNRS research agency in Toulouse in France reconstructed the monthly discharges of more than 200 of the world's largest rivers since 1875. They took discharge data held by the Global Runoff Data Centre in Germany and the UNESCO River Discharge Database and used a statistical technique to fill in gaps left by missing data, or changes to run-off caused by dams and irrigation projects.

Their findings reveal that changing temperatures cause river flows to rise and fall after a delay of approximately 15 years, and the team predicts that global flows will increase by about 4 per cent for every 1° C rise in global temperature. However, climate change over the past few decades has already caused discharge from rivers in North and South America and Asia to increase. Run-off in Europe has remained stable, but the flow of water from Africa's rivers has fallen.

Questions 1–7

Complete the notes.

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

Write your answers in boxes 1–7 on your answer sheet.

Syukuro Manabe's climate model

based on: fourfold increase of ..1..

period covered: looks ..2.. ahead

processes monitored: effects of climate change on ..3.. as well as ..4..

Syed Iqbal Hasnain's predictions

based on: the loss of ..5..

period covered: looks ..6.. ahead

David Labat's predictions

based on: data going back to ..7..

features studied: 200 of the world's largest rivers

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Questions 8–12

Complete the table below.

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

Write your answers in boxes 8–12 on your answer sheet.

Predictions about increasing temperatures

	Rivers	Soil
Syukuro Manabe	Overall increase in flow of approximately ...**8**... Decreases in flow at mid latitudes, in particular for the ...**10**...	Most significant decline in water content will be in ...**9**...
Syed Iqbal Hasnain	Greatest flow increase in ...**11**..., e.g. River Indus Flows will rise and then fall.	
David Labat	Flow rates change about ...**12**... after the change in temperature occurs.	

Question 13

*Choose **TWO** letters, **A–E**.*

Write your answers in box 13 on your answer sheet.

*Which **TWO** of the following countries are developing systems to solve their own water problems?*

A China
B Africa
C Canada
D India
E France

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READING PASSAGE 2

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

Principles of Persuasion

Successful advertising has to keep up with the times

A By the early twentieth century, key consumer markets for products such as confectionery, soap and tobacco had already become saturated. Though advertisers had developed strategies such as expanding consumer spending through increasing credit, they also turned to advertising messages to help increase sales. As early as 1908, when *The Psychology of Advertising* by Professor Walter Dill Scott was published, advertisers began to formulate theories of human behaviour and motivation which could unlock the consumer's mind through persuasive treatments (Leiss et al. 1990). New approaches to persuasiveness were grouped and systematised in the 1920s into 'reason-why' and 'atmosphere' advertising techniques.

B 'Reason-why' was designed to stimulate demand by constructing a reason for purchase, such as helping to save time, being modern, or being socially acceptable. Reason-why ads were used to differentiate the product from others on the market, as in an example from the 1960s: 'Make sure it's Cadbury's. Because no other chocolate can possibly give you the proper, creamy, Cadbury taste.' The premise was that consumers were essentially rational and made consuming decisions based upon reason. In an expanding market, there is no reason to try to make appeals other than 'reason-why', because consumers continue to buy, but once competition rises and the market flattens, advertisers need to find new appeals. 'Atmosphere' advertising, on the other hand, was meant to evoke non-rational responses such as sexual desire and patriotism from consumers and was useful when the market became saturated and advertisers needed a competitive advantage.

C These approaches tried to get to the essence of what advertising is all about and consequently solve all of the problems of advertising. In reality, advertisers used a combination of the two. New products, for example, at the turn of the century had to be explained, and the reason for using them developed, in the advertising. However, new inventions could not rely just on 'reason-why' ads, they also used suggestion and atmosphere. One technique was to associate the new brand with traditional and cosy settings such as nature and the family.

D A later version of the 'reason-why' advertisement of the 1920s was the Unique Selling Proposition (USP) developed by US agency boss Rosser Reeves in the 1950s. This too was based on 'rational' consumer decisions, but more explicitly tried to find an essence to advertising. Rosser Reeves specified that 'Each advertisement must make a proposition to the consumer. Each advertisement must say to each reader, "Buy this product, and you will get this specific benefit … one that the competition either cannot or does not offer." It must be unique – either a uniqueness of the brand or a claim not otherwise made in that particular field of advertising. The proposition must be so strong that it can move the mass millions, i.e. pull over the new customers to your product' (Reeves 1961).

E A USP could be achieved through the packaging, such as a unique bottle shape or a boiled sweet 'double-wrapped to keep in the freshness'. These differences in the product (the look, shape, size, colour and market position; the biggest/best/leading) are less to do with the advertising and more to do with the manufacturer. The manufacturer may decide to design the product in a certain way to provide the USP, such as an unusual pack design. Whether the consumers were interested enough in the USPs to make them want to buy the product was of little relevance. This imperative for differentiation came from the companies and the competitive market, not from any predilection towards the consumer. The greatest strength of the approach was that it re-emphasised the basic communications principle that to be effective advertising must

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emphasise difference; it did not matter for what rational or irrational reason the product was differentiated, just that it was differentiated.

F Reason-why and USP are still used today in different settings, especially for new products. However, the speed with which goods lose their difference means that the straightforward explanation of the goods' use, and the appeal of product difference, is lost and other ways are needed to differentiate the product, such as the emotional sell and the advertising 'brand image'.

G David Ogilvy was one of the biggest exponents of the power of the brand to influence consumer-buying decisions, though the term 'brand image' had been used for decades before. Building a brand is as much about establishing familiarity as it is about establishing difference. Even if you are not a Coke addict, you may turn to Coke in a store because you are so familiar with its design and its name and packaging. Any new brands that come on the market have the weight of this to fight against. The new brand has to differentiate through a separate product feature or benefit, or, more usually (if there is no difference), to develop a separate personality so that the brand is remembered as quite distinct.

Questions 14–18

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

Which paragraph contains the following information?

*Write the correct letter **A–G** in boxes 14–18 on your answer sheet.*

14 a reference to customers owing money for their purchases

15 an expert's explanation of a particular advertising method

16 an example of how advertising makes a link between the product and familiar situations

17 why current advertising can't rely only on traditional techniques

18 when investigations began into how advertising could appeal to consumer logic

Questions 19–22

Classify the following features as being true of

A *'reason why' advertising*
B *'USP' advertising*
C *'atmosphere' advertising*

*Write the correct letter **A–C** in boxes 19–22 on your answer sheet.*

19 It was created by the manager of an advertising company.

20 Its main approach was to suggest a motive for purchasing the product.

21 It was a useful technique if the customer base was no longer growing.

22 It moved the focus from advertising to what the product looked like.

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Questions 23–26

Complete the summary below.

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

Write your answers in boxes 23–26 on your answer sheet.

Brand Advertising

The need for brand advertising was created because of the ..**23**.. with which products today begin to look alike. David Ogilvy is considered a pioneer in this area, although people were using the expression ..**24**.. many years earlier.

In addition to focusing on difference, branding highlights customers' ..**25**.. with a product. A good example of this is ..**26**.., which is instantly recognisable in the shops. Manufacturers of new products have to find a way of matching this.

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READING PASSAGE 3

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

Roses are blue, violets are red

If you don't like GM food, try flowers instead

Beautiful flowers, like any other beautiful object, can separate the most sensible of people from their money. On special occasions, people invest in a display of beautiful stems and petals to signal their own feelings or intentions. The result is a cut-flower industry in which roses alone are worth $10 billion a year. But that is nothing, compared with what happened in the past. In 17th-century Holland, tulips (the fashionable flower of the day) grew so expensive that people exchanged their bulbs for houses. One bulb of the most sought-after variety, the flaming red-striped Semper Augustus, sold for twice the yearly income of a rich merchant.

For modern flower growers, the equivalent of the Semper Augustus is the blue rose, which horticulturalists have longed for since the 19th century. Any blue rose sent on Valentine's Day this year will have been dyed. But if Yoshi Tanaka, a researcher at Suntory, a Japanese drinks company, has his way, that will soon change. Dr Tanaka is currently overseeing the first field trials of a blue rose developed by Suntory's subsidiary, Florigene. If the trials are successful, a dozen blue roses – even if they do look slightly mauve – could, by 2010, be available in florists worldwide.

What Dutch growers of old and Dr Tanaka's employers both grasped is that rarity, and hence economic value, can be created by genetic manipulation.

The stripes of the Semper Augustus were caused by the genes of a virus. Not knowing that an infection was involved, the Dutch growers were puzzled as to why the Semper Augustus would not breed true. The genetics of blue roses too have turned out to be more complicated than expected. The relevant genes cannot easily be pasted into rose DNA because the metabolic pathway for creating blue pigment in a rose consists of more chemical steps than it does in other types of flower. (Florigene has sold bluish genetically modified carnations since 1998.) Success, then, has been a matter of pinning down the genes that allow those extra steps to happen, and then transplanting them to their new host.

Mere colour, however, is for unsophisticated buyers. A truly harmonious gift should smell beautiful as well. Sadly, commercial varieties of cut roses lack fragrance. This is because there is a trade-off between the energy that plants spend on making the complex, volatile chemicals that attract people and insects alike, and that available for making and maintaining pretty coloured petals. So, by artificially selecting big, long-lasting flowers, breeders have all but erased another desirable characteristic.

Smell is tougher to implant than colour because it not only matters whether a plant can make sweet-smelling chemicals, it also matters what it does with them. This was made plain by the first experiment designed to fix the problem. In 2001, Joost Lucker, then a researcher at Plant Research International in Wageningen, in the Netherlands, added genes for a new scent into small, colourful flowers called petunias. Chemical analysis showed that the new scent was, indeed, being made, but unfortunately the flowers did not smell any different. As happens in Florigene's blue carnations and roses, Dr Lucker's petunias dumped the foreign chemical they were being forced to create into cellular waste buckets known as vacuoles. Whereas pigments are able to alter a petal's colour even when they are inside a vacuole, because the cell contents surrounding the vacuole are transparent, smelly molecules must find a route to the sniffer's nose by getting out of the cell and evaporating.

Like Dr Lucker, Natalia Dudareva, of Purdue University, in Indiana, eschews experiments with roses, since these plants have scents composed of 300 to 400 different molecules. She prefers to understand basic odour science using petunias and other similar plants, which have about ten smelly chemicals apiece. She has made an encouraging

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discovery. By studying the many different pathways through which flowers make their fragrances, she has found consistent patterns in the way these pathways are regulated.

Such co-ordinated patterns suggest that a type of protein called a transcription factor is involved. Transcription factors switch genes on and off in groups. If Dr Dudareva is right, cut roses have lost their fragrances not because the genes that encode their hundreds of scent molecules have each lost their function, but because the plants no longer make a few transcription factors needed to turn the whole system on.

This suggests that the task of replacing lost fragrance is more manageable than it seemed at first. But even when the transcription factors in question have been identified, the problem of the energetic trade-off with pigment production and longevity will remain. So Dr Dudareva is also measuring how quickly the enzymes in scent-production pathways work, in order to identify bottlenecks and thus places where her metabolic-engineering efforts would best be concentrated.

Dr Dudareva's methods may also help to improve the job that flower-scents originally evolved to do – attracting insects that will carry pollen from flower to flower. By modifying the smell of crops such as vanilla, which have specific pollinator species, different insects might be attracted. That could expand the range in which such crops could be grown and thus make some poor farmers richer.

Questions 27–32

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

In boxes 27–32 on your answer sheet write

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

27 Historically, people have been willing to pay excessive amounts for flowers.

28 Farmers who grow flowers are generally richer than other farmers.

29 Blue roses were available for purchase in the 19th century.

30 Dutch plant growers deliberately used a virus to produce the striped Semper Augustus.

31 Blue carnations are more popular than carnations of other colours.

32 Plant breeders are to blame for the loss of smell in today's roses.

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Questions 33–36

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

Write the correct letter in boxes 33–36 on your answer sheet.

33 Dr Tanaka hopes that his field trials will

- **A** result in a more expensive flower than the Semper Augustus.
- **B** produce blue roses that can be sold commercially.
- **C** show that flowers can be dyed unusual colours.
- **D** verify the link between flowers and romance.

34 Dr Lucker's experiment with petunias showed that

- **A** plant fragrances depend on the colour of the petals.
- **B** the more colourful plants are, the less they smell.
- **C** plants are able to reject the chemicals that produce smell.
- **D** colour and smell are equally difficult to introduce into plants.

35 Dr Dudareva prefers to study petunias, rather than roses, because petunias

- **A** are easier to grow.
- **B** have a wider range of scents.
- **C** are found in a wider range of places.
- **D** have less complex molecular scent structures.

36 In what way could Dr Dudareva's work benefit agriculture?

- **A** More farmers would be able to grow flowers.
- **B** A wider range of insects would pollinate certain plants.
- **C** More unusual flowers could be created.
- **D** A wider variety of plant species would be grown.

Questions 37–40

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 37–40 on your answer sheet.

37 What items were traded for flower bulbs in 17th-century Holland?

38 What aspect of a rose's internal biology slows down attempts to change its DNA?

39 What is the name of the waste area in which Dr Lucker's petunias were placing foreign chemicals?

40 What is the name of the protein that plants must make in order to release scent molecules?

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Practice test: Academic Writing

TASK 1

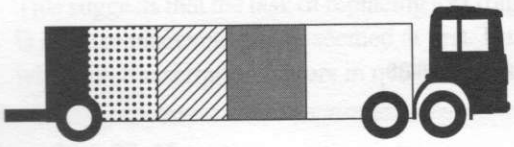
You should spend about 20 minutes on this task.

The charts below show information about India's trade.

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

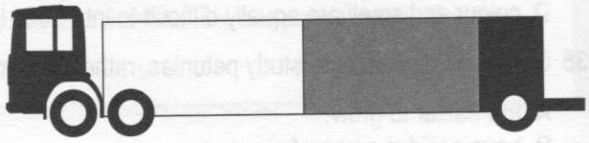
Write at least 150 words.

Exports (£ billion)



textiles	5.0
handicrafts	3.7
gems and jewellery	3.2
engineering goods	3.1
chemicals	1.9
total (including others)	21.2

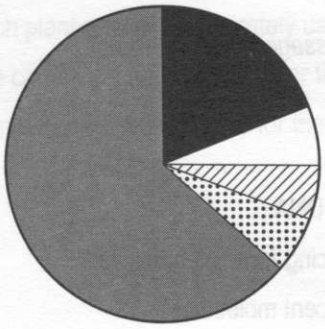
Imports (£ billion)



machinery and equipment	5.7
crude oil and products	5.1
gems	1.9
total (including others)	25.6

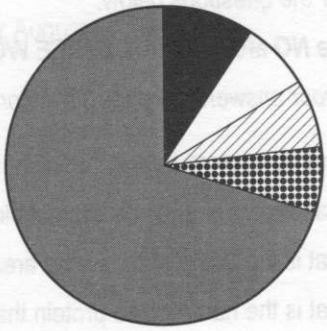
Main trading partners

Exports



19.3%	USA
6.0%	United Kingdom
5.8%	Hong Kong
5.6%	Japan

Imports



9.5%	USA
7.1%	United Kingdom
6.8%	Belgium
6.7%	Germany

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TASK 2

You should spend about 40 minutes on this task.

Write about the following topic.

Some people think that it is very important to get a university education. Others feel we should encourage more young people to take up a trade such as plumbing, painting or building to ensure a good balance of skills in our society.

Discuss both these views and give your opinion.

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

Write at least 250 words.

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Practice test: Speaking

Part 1

4-5 minutes

Ask and answer these questions.

Where do you live?
How long have you lived there?
Would you like to change your home? Why? / Why not?

How often do you watch TV?
When do you usually watch TV?
What's your favourite TV programme?
Did you enjoy watching TV as a child? Why? / Why not?

Are you a tidy person? Why? / Why not?
Were you taught to be tidy as a child? Why? / Why not?
How important is it to be tidy?

Part 2

3-4 minutes

Record your talk.

Describe an item of clothing that you bought for a special occasion.

You should say:

- **why you needed the item of clothing**
- **what it looked like**
- **where you bought it**

and explain why you chose this item of clothing.

Part 3

4-5 minutes

Ask and answer these questions.

Clothing and work
Why do some organisations or companies insist that their employees wear a uniform?
Do people change when they put on a uniform?
Will uniforms become more or less popular in the future?

Clothes and choice
Does our choice of clothing reflect our personality?
Are expensive clothes always better quality clothes?
Are people as fashion conscious now as they were in the past?

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Practice test: General Training Reading

SECTION 1 Questions 1–14

You should spend about 20 minutes on Section 1.

A LOOK AT THE FESTIVALS THIS SUMMER

A *The Firegathering*

18–20 May

The Firegathering festival returns to an unidentified location somewhere in the Sussex countryside this May. The ticket price is a very agreeable £40; an amount that the organisers promise covers only the costs incurred from staging the event. As well as the cabaret and circus performers, you can expect live performances from local stars. If this looks like it might be right for you, you'd be well advised to book your ticket soon; the event has sold out every year since its beginning four years ago.

B *Sheep Music*

20–22 July

Sheep Music started life as a garden party and has blossomed into a full-scale community event. Even though the advertising has always been limited to word of mouth, the monster turnout in 2005 left organisers worried that the large crowds could ruin the festival's family feel. Luckily July sees the return of this brilliant party. The climax comes in the shape of Saturday night's full-scale parade and fancy dress ball that you just wouldn't expect to happen in the otherwise sleepy Welsh borders.

C *The Big Chill*

3–5 August

Ten years on and The Big Chill could very well be on the verge of becoming a big pop festival like Glastonbury. That said, the many thousands in attendance are still able to relax in the beautiful Eastnor deer park and listen to plenty of music that would otherwise pass them by. Families have always been given a warm welcome and it's fair to say that The Big Chill is probably the most child-friendly of all the medium-sized festivals. If you've never been, you should definitely go.

D *Summer Sundae*

10–12 August

Although only a year old this summer, Summer Sundae has quickly captured the imaginations of Leicester's music lovers. Last year's event was a roaring success, noted by more than a few mentions at the UK Festival Awards. Set in the imposing grounds of De Montfort Hall, the festival has a dedicated kids arena right in the middle of the site. Although the performers are still to be confirmed, the cabins are sure to be there. These small structures are made from wood and feature carpets, storage space and ventilation, and can fit a family for the night.

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Questions 1–7

*Look at the festival advertisements **A–D** on page 101.*

For which festival are the following statements true?

*Write the correct letter **A–D** in boxes 1–7 on your answer sheet.*

1 There is no formal marketing of the festival.
2 The acts for the festival have not yet been finalised.
3 The audience was bigger than expected one year.
4 No one knows where the festival will take place.
5 Some accommodation is provided at the festival.
6 No profits will be made from the festival.
7 The festival can be compared with another major music event.

Questions 8–14

Read the library website page on page 103 and answer the questions below.

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

8 What place is close to the library?
9 What is the latest time that books can be taken back to the library?
10 What number should the partially deaf ring for information?
11 On which level do the tours commence?
12 What can you show the library as evidence of where you live?
13 What is required if you lose your membership card?
14 How many items are you allowed to order from another branch?

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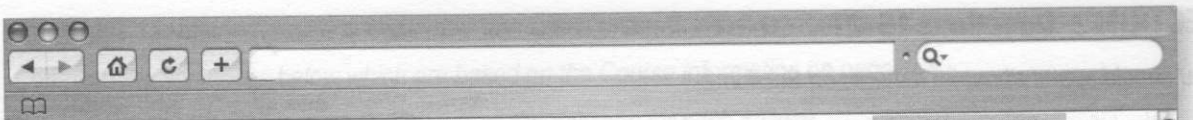

HOME PAGE

Customs House Library

Located over three floors in the historic Customs House building near the old harbour, the library has books, CDs, videos, DVDs, magazines, newspapers, music scores, audio books, community language books and much more.

Opening hours
Monday to Friday: 10am–7pm
Saturday and Sunday: 11am–4pm
Public holidays: Closed

After hours
Return books every day until 11.30pm on the ground floor.

Contact us
Tel: 9209 8554
Email: library@city.gov.net
Fax: 9202 8561
TTY: 9202 8565 (for hearing impaired)

Free library tours
Public tours: Tuesdays at 1pm – no booking required
Group tours: Thursdays at 10am
Meet on the first floor (lounge area).
Tours take approximately 30 minutes.
No tours on public holidays and from 15 December to 15 January.

Joining
To become a member of the City Library Network, please bring to a branch the following documents:
- proof of your name
- proof of your permanent residential address (e.g. bank statement)

City residents and ratepayers FREE
Click here for non-residents' membership fees and charges.

NOTE Library membership will NOT be granted without proof of your permanent residential address. No membership services are available at the Town Hall branch. Lost or stolen cards incur a replacement fee. *Click here for details.*

Borrowing
Members can borrow up to 10 items for three weeks. This includes
- books, magazines, CDs and talking books – 10 at a time
- videos, DVDs and CDs – 5 at a time
- language kits – 2 at a time
- inter-library loans – 5 at a time
- toys – 2 items plus 1 puzzle at a time

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SECTION 2 Questions 15–27

You should spend about 20 minutes on Section 2.

Read the information from a college website below and answer ***Questions 15–21.***

Mondo College of Travel and Tourism

If you plan to work in the travel industry, you will need to have the right skills.

Mondo College offers an on-line certificate course recognised by the travel industry, which will train and qualify you to book airline seats, hotel rooms and rental cars using recognised Computer Reservations Systems (CRS).

You will learn about the domestic and international tourism market, destination information, and how to handle yourself in a range of situations related to the industry. You will also become familiar with a number of travel software packages, making you highly employable in different companies.

Upon successful completion of this course you will receive a nationally recognised Certificate in Travel and Tourism and your new career will take off from there.

In the course you will learn how to:

- operate a computerised reservations system
- sell tourism products and services (see course outline below)
- prepare quotations and process financial transactions
- provide destination information and advice.

Sell tourism products and services

- Establish rapport with the customer to promote goodwill and trust
- Tailor options to the cultural needs of customers
- Provide all options within the agreed timeframe

Workplace training and assessment

Workplace training gives students the opportunity to develop practical job skills such as interacting with people in a professional environment and developing communication skills, as well as an insight into particular job roles and responsibilities. Overall, students have found workplace training improved their chances of getting a job and succeeding at it.

As a compulsory part of this course, students are required to seek a work placement on which they can be assessed. The assessment will involve being observed in a number of roles and all students are required to produce paperwork verifying what they have achieved, signed by a qualified manager or supervisor.

The College provides insurance cover for students who undertake work experience as part of their course. The policy covers personal accidents in the workplace, and will help put employers' minds at ease for the duration of the work placement.

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Questions 15–21

Complete the sentences below which are based on the Course information on page 104.

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

Write your answers in boxes 15–21 on your answer sheet.

15 The course qualifies you to make _____ for clients using standard computer systems.

16 The course equips you to advise clients on _____ as well as overseas travel arrangements.

17 Mondo College teaches you how to _____ outlining what a trip will cost.

18 You will learn how to meet the _____ of clients depending on their backgrounds.

19 Work placements are a _____ of the Travel and Tourism course.

20 Your workplace training must be overseen by a competent _____.

21 While you are on placement, you are insured against any _____.

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Questions 22–27

Read the leaflet below.

Which paragraph contains the following information?

Write your answers in boxes 22–27 on your answer sheet.

22 advice to the trader on how to give information to the public

23 a reference to a problem being hidden from the customer

24 examples of consumer negligence

25 the relevance of cost / quality to performance

26 a situation where legal help may be needed

27 mention of goods bought as presents

Advice for traders on refunding money

When are consumers entitled to a refund?

A Consumers may ask for a refund if the goods they bought are so defective that they should not have been sold, e.g. they don't work, they break down or they develop a serious fault. If an article becomes defective after sale, one of the considerations would be the price paid to the store for the goods (e.g. a $20 watch would not be expected to last as long as a $300 watch).

B Where a dispute arises between a consumer and a trader, the Department of Fair Trading[1] can negotiate with the parties to achieve an acceptable solution. However, the Department cannot instruct the parties what to do. Only a court or tribunal is allowed to make a decision in such circumstances. And remember: consumers cannot ask for a cash refund if they did not pay cash.

When are consumers not entitled to a refund?

C Consumers are not entitled to a refund if they change their mind about a product. This includes when a consumer has found a cheaper product elsewhere, has bought a gift that is unsuitable, or they no longer require the goods.

D They are also not entitled to a refund if they knew about a fault when the goods were bought, for example as seconds. However, if a second has a fault that the consumer was not aware of, or could not have discovered upon a reasonable inspection when the item was bought, their rights are not affected.

E No refund can be made if the consumer is unable to prove when or where the item was purchased. However, traders should not refuse a refund solely because there is no receipt, if they are satisfied that the goods were purchased from their store. Nevertheless, there can be no refund if the consumer is responsible for damaging the goods by not following the instructions, or misusing the product.

F Many stores and traders offer refunds over and above their legal requirements as a goodwill measure to their customers. In this case, traders should display a notice near the cash desk advising their customers of their refund policy.

[1]Government department which looks after the legal rights of consumers and traders

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SECTION 3 Questions 28–40

You should spend about 20 minutes on Section 3.

Read the passage below and answer ***Questions 28–40****.*

Open all hours

With the click of a mouse, libraries and museums are reaching a new audience, writes Steve Meacham.

A Museums and libraries used to be thought of as boring and of little relevance to our mobile-phone generation. And yet, over the past decade, something bizarre has happened to the once rarefied world of museums and libraries. Suddenly they've become 'fashionable'. Some call it 'a renaissance', others 'a revolution'. Either way, many of our most august institutions have reinvented themselves. The walls that once protected their vast collections of artefacts and books from the ravages of the outside world have become porous. Now, people are peering beyond the bricks and mortar, seeing libraries and museums for what they always wanted to be – citadels of ideas, stores of human knowledge.

B Even though many sceptics have questioned whether such 'elite' bodies as libraries would become redundant because of the Web – who needs a librarian when you can find out just about anything you need to know on *Google*? – the statistics show the opposite: libraries and museums are thriving like never before. They're marketing themselves to an even wider population, opening their doors 24 hours a day, displaying 'treasures' that until now have had to be locked away under conservation protocols.

C Take the National Library of Australia (NLA) in Canberra. Relatively few Australians ever venture inside. Yet, according to the director general in charge of public programs, 'The library collection of documentary heritage is the largest in the nation. We've got nine million items. Every year the library accepts the equivalent of five semi-trailer loads of new information.'

D 'There's a lot of rubbish on the Internet,' says the chief librarian at the State Library of New South Wales. Search engines like *Google* may be invaluable research tools, she says, but they don't differentiate between truth and fiction. Libraries can advise people which websites have credibility and which don't. Librarians, thanks to the Internet, have become web pilots – highly skilled researchers who are expert in the Internet's electronic tools.

E It is less than a decade since the Australian Museum launched its website. Back in 1995 it was little more than a crude bulletin board, giving details of opening times and admission charges. Now it is one of the most 'information-rich' sites in the country. There are interactive forums, such as those on sea slugs and fish, which are recognised as international leaders.

F As the oldest natural-history institution in the country, the Australian Museum has an estimated 13 million specimens, dating back hundreds of years. Only a tiny fraction can ever be displayed. Preservation, conservation and documentation are vital. Yet digital images of the specimens can be displayed on the museum's website without risk to the specimens themselves. A good example of this is the feathered cape that belonged to the famous navigator and explorer Captain James Cook, that was given to him by the people of Hawaii. Far too delicate to be displayed except for short periods under subdued lighting, it can be

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viewed permanently on the museum's website. The same goes for threatened species. Thanks to the Web, says the curator, 'We can not only show animals which are rare or endangered, but animals which are extinct.' By their very nature, many documents stored in libraries are too fragile to be displayed. A classic case is William Wills' journal of the ill-fated Burke and Wills expedition, discovered after the explorers' deaths. Scrawled in pencil, it is a priceless piece of Australian history. On the Web every page can be read, a poignant account of a monumental folly.

G A transformation has taken place at another of Sydney's museums, the Powerhouse Museum, where the Soundbite.org project won a prize for innovation in 2003. This was an online digital music studio, which allowed musicians to play with other musicians around the world. It was used by music teachers throughout Australia, New Zealand and Singapore and became an invaluable teaching tool.

H Our libraries are also combining to make it easier to borrow books and it is predicted that soon Australians will be able to go online and order any book in any Australian library and have it delivered to their local library within seven days. Eventually they will be able to have digitalised versions of books sent to them by email. The result, says one of the librarians at the National Library of Australia, is that younger people are being enticed back to libraries. 'People realise libraries are alive. Librarians aren't just looking after dead things.'

Questions 28–35

Reading Passage 3 has eight paragraphs, **A–H**.

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

Write the correct number, i–ix, in boxes 28–35 on your answer sheet.

List of Headings

i A place that rarely receives visitors
ii How one museum received an award for linking people across the globe
iii Looking at real future possibilities
iv Predictions about museums and libraries are proved wrong
v The museum that never closes
vi Items that would not be seen without the Internet
vii The changing face of museums and libraries
viii How one museum has undergone huge technological change in the last ten years
ix Providing a reliable guide to Internet sources

28 Paragraph **A**
29 Paragraph **B**
30 Paragraph **C**
31 Paragraph **D**
32 Paragraph **E**
33 Paragraph **F**
34 Paragraph **G**
35 Paragraph **H**

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Questions 36–40

Complete the sentences below.

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

Write your answers in boxes 36–40 on your answer sheet.

36 Unlike search engines such as *Google*, librarians know the difference between fact and ..... , and people value this.

37 Museum websites can show ..... of fragile, ancient specimens and provide discussion forums on various species.

38 Precious garments such as a ..... once worn by Captain Cook can be displayed on a museum website.

39 Libraries contain valuable ..... that need to be preserved, such as old travel journals.

40 The future collaboration between libraries and the Internet means it will take only ..... to transfer books from one library to another.

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Practice test: General Training Writing

TASK 1

You should spend about 20 minutes on this task.

You are a regular customer at a supermarket in your town/city. You have recently noticed a problem with some of the products that you usually buy and you have decided to complain about this.

Write a letter to the manager. In your letter

- ***explain who you are***
- ***describe your complaint***
- ***say what you think should be done about it***

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

Dear Sir or Madam,

TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Many young people today have their own mobile phone and believe it is essential to their lives.

Other people dislike mobile phones and think that they are both a nuisance and an unnecessary luxury item.

To what extent do you agree or disagree with these two points of view?

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

Write at least 250 words.

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Recording script

The parts of the script that contain the answers are underlined.

Listening 1

Track 02

Conversation 1

STUDENT Excuse me. I'm looking for the Medical School. Do you know if I'm going in the right direction?

WOMAN Sure, um … Go along this road, here, past the library and past the Great Hall. The Faculty of Medicine is on your left. It's about three minutes' walk from here.

STUDENT Thanks very much.

Conversation 2

MAN 1 I've got this really cool new computer game – it's called *Soccer Superstars.*

MAN 2 How does it work? Can I have a look at it on screen?

MAN 1 Sure. Well, first you choose your own club – you know, Inter Milan, Manchester United … You click here to do that.

MAN 2 Right!

MAN 1 And then you actually manage the team as if you were the club manager. It's all about tactics.

MAN 2 Cool!

Conversation 3

NEWSREADER An express from Newcastle has been derailed outside the station, causing a number of injuries. The Presidential elections have caused a riot in Florida. And gale force storms continue to batter Queensland's north coast causing millions of dollars' worth of damage. This is the six o'clock news – and I'm Sally Broadmoore. Good evening!

Conversation 4

STUDENT Oh, hi! I'd really like to be able to play for one of the university football teams. How do you … like … become a member of the club?

COACH You just have to demonstrate that you're a good player.

STUDENT Right!

COACH We're having trials down here on the oval next Tuesday at six o'clock. So if you come along, we'll see how good you are then.

STUDENT OK – I'll do that.

Conversation 5

STUDENT I'd like to apply for a parking permit for the campus. Have I come to the right place?

ADMINISTRATOR Yes, you have … er … but you have to be a postgraduate student.

STUDENT I'm sorry. I don't quite understand.

ADMINISTRATOR I'm afraid you can only get a parking permit if you're enrolled for a postgraduate degree: a Master's or a PhD program.

STUDENT Oh! That seems rather unfair.

Conversation 6

COMMENTATOR I'm standing down here on the famous Chelsea football ground, and the atmosphere this afternoon is absolutely electric. There isn't a single ticket to be had and the crowds are pouring into the stands. It's going to be an extremely exciting match.

Track 03

WOMAN Good morning. Is this the right place to report a theft?

POLICE OFFICER Yes, it is.

WOMAN Right. I've had my bag stolen. It happened last night when I was …

POLICE OFFICER Slow down a minute. Let's get some details from you first. Can I have your name?

WOMAN Yes. It's … Anna Andersson. That's A double N A, Andersson – A N D E R double S O N.

POLICE OFFICER And what's your address?

WOMAN Do you want my home address or my address here in New Zealand?

POLICE OFFICER Let's start with a local address here.

WOMAN I'm staying in a hostel. It's called Sunrise House.

POLICE OFFICER Sunrise Hostel.

WOMAN No – House, not Hostel.

POLICE OFFICER Oh, OK! Is that the one in Beach Road?

WOMAN Yes, that's right.

POLICE OFFICER Right … Now can you describe the bag that was stolen?

WOMAN Yes … it was a leather bag, a black leather one … but I'm more worried about the contents because it has my passport and my watch in it.

POLICE OFFICER I see. Do you know the passport number?

WOMAN Yes, I think it's 4528 … 7709.

POLICE OFFICER 4528 …

WOMAN 7709.

POLICE OFFICER … 7099.

WOMAN No, 7709.

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POLICE OFFICER Oh, and can you tell me what kind of watch it was?

WOMAN I can't remember the make, but it was quite small, with a silver band.

POLICE OFFICER OK – no make but … it's a small, silver watch. We'll get this description sent round to all the stations in the area. Meanwhile, I suggest you get in touch with the embassy …

Track 04

PRESENTER The famous scientist Charles Darwin was a brilliant man, and his wife, Emma, was also intelligent. She liked literature and spoke French, German and Italian well. She was a graceful dancer and an excellent piano player.

Emma Darwin was born Emma Wedgwood – one of eight children from the well-to-do Wedgwood family, well known to this day for their fine plates and china.

Emma coped well in society, whereas Charles did not. He wasn't in the least bit interested in music, nor did he have time to read anything but science. Nevertheless, it's said that Emma made a successful and happy career out of the marriage and gave birth to ten children between the years 1839 and 1856. Her life has been documented in a recently published biography called *Behind every great man.*

Listening 2

Track 05

SECRETARY School of Architecture. Professor Burt's office.

STUDENT Oh! Good morning. I was wondering if you could give me some information about the forthcoming Architecture 21 conference – dates, enrolment procedures, costs … that sort of thing.

SECRETARY Well … the conference runs from the 18th to the 20th of October.

STUDENT 18th to the 20th of October … Oh good. I'll still be here then and um … where exactly is it being held? Is it at the university as in previous years?

SECRETARY No, it's actually being held at the Pacific Hotel – we've rather outgrown the university conference facilities, so we've opted for this new venue.

STUDENT Right – Paradise Hotel.

SECRETARY No, the Pacific – that's P A C I F I C.

STUDENT Oh right. And presumably we can get accommodation at the hotel?

SECRETARY Yes, but you'll need to contact them direct to arrange that. I'll give you the number for hotel reservations. Have you got a pen ready?

STUDENT Yes, go ahead.

SECRETARY It's area code zero seven and then nine triple three, double two double six.

STUDENT And what's the registration fee?

SECRETARY Individual fees are $300 for the three days, or $120 a day if you only want to attend for one day.

STUDENT Are there any student concessions?

SECRETARY There's a 50% concession for students, so that's $150 for the three days, or $60 a day.

STUDENT And am I too late to offer to give a talk?

SECRETARY Oh, I'm pretty sure you've missed the deadline for that.

STUDENT Oh, really? But I've only just arrived here in Australia – is there any way I could have a paper accepted?

SECRETARY Well, you'd need to talk to Professor Burt, the conference organiser. I can put you through, if you like.

STUDENT That'd be great. Oh and can I just check the spelling of his name. Is that B U R T?

SECRETARY Yes, that's correct.

PROF. BURT Professor Burt speaking.

STUDENT Oh, hello. My name's John Helstone. I'm an architecture student at London University. I'm here in Australia for three months, looking at energy-saving house designs.

PROF. BURT Right.

STUDENT I'm interested in giving a talk on my research at the conference but I believe I may have missed the deadline.

PROF. BURT Well, strictly speaking you have. The closing date was last Friday.

STUDENT Oh, no!

PROF. BURT But we may be able to include your paper if it fits into our program … but you'll have to be quick.

STUDENT OK. What do I need to do?

PROF. BURT Send me a summary of your talk. And make sure you include an interesting title for the talk. Something to attract people's attention.

STUDENT OK. Interesting title. Right. I'm looking at ways of designing buildings for tropical climates that don't rely on the need to include air-conditioning, so I'm sure I can come up with something.

PROF. BURT Yes, quite. But remember: the outline should be no more than 300 words.

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STUDENT Right. I'll try to keep it down to 300 words, but would 400 be OK?
PROF. BURT No, not really, because we have to print it in the proceedings and we just don't have the space.
STUDENT Sure, I understand.
PROF. BURT And also, can you send me a short CV – the usual stuff – name, age, qualifications, that sort of thing.
STUDENT Right. OK, short CV.
PROF. BURT Actually, you can email it to me. That'd be quicker.
STUDENT Sure. What's your email address?
PROF. BURT Well the best thing would be to send it to the conference administrative officer at info … that's I N F O at uniconf dot edu dot au.
STUDENT Right. I'll do that straight away.

Track 06

CLERK Good morning, Blue Harbour Cruises. How can I help you?
CUSTOMER Can you tell me something about the different harbour cruises you run?
CLERK Well … we run three cruises every day, each offering something slightly different.
CUSTOMER Let me just get a pencil.
CLERK Firstly, there's the Highlight Cruise, … then we do the Noon Cruise and we also have our Sunset Cruise.
CUSTOMER Could you tell me a little bit about them? When they leave, what they cost, that sort of thing?
CLERK Well, the Highlight Cruise is $16 per person and that leaves at 9.30 every morning and takes two hours to go round the harbour.
CUSTOMER Right … 9.30 … and do you get coffee or refreshments?
CLERK No, but there's a kiosk on board where you can buy drinks and snacks. And we do provide everyone with a free postcard.
CUSTOMER Right. And the Noon Cruise? Can you give me some details on that one?
CLERK Well … the Noon Cruise is a little more expensive – it's $42 per person, and that departs at 12 o'clock, of course. It's actually very good value because it takes about three hours, as it goes round the harbour twice and, of course, for that price you also get lunch.
CUSTOMER I see … and what about the last one?
CLERK Well that's $25 a head. And it takes two hours.
CUSTOMER And when does that depart?
CLERK We only run that one in the summer months, and it leaves punctually at a quarter past six.
CUSTOMER And presumably you get a chance to see the sunset.
CLERK Yes, indeed, which is why it only runs in the summer.
CUSTOMER And is there anything included?
CLERK Oh, yes. All passengers receive drinks and snacks, served throughout the cruise.
[*pause*]
CUSTOMER Can I book for tomorrow?
CLERK No need to book. Just be down at the quay at six o'clock. All our cruises depart from jetty no. 2.
CUSTOMER Can you tell me where that is exactly?
CLERK Yes, no. 2 jetty is opposite the taxi rank. It's clearly signposted.
CUSTOMER Right … and can you tell me – is there a commentary?
CLERK Yes, there is. On all the cruises.
CUSTOMER Do they do the commentary in any other languages?
CLERK No, it's just in English, I'm afraid.
CUSTOMER Oh … so I'll have to translate for my friend, I suppose, as she's from Japan.
CLERK Well, there is a brochure with some information about the places of interest, and that's printed in several languages, including Japanese.
CUSTOMER Oh, fine.
CLERK Oh, and one other thing. It gets extremely hot on the upper deck even at that time of day, so it's a good idea to bring a hat. Otherwise you could get quite sunburned.
CUSTOMER Right. I'll remember that. Thanks very much.

Listening 3

Track 07

1 It's a typical house window really. It's got an outer square frame and then there are two rectangular windows inside the frame. The window on the left has a handle halfway up in the middle and the right-hand side has a small window at the top, with a handle.

2 It's quite a simple design. It looks like one tube but in fact there are two cylindrical tubes – an outer one and an inner one. They're both decorated with stripes. The inner one is longer and thinner than the outer one, so that when you stand it on its end, it looks like a telescope.

3 I'm going to get some new glasses and I really like these. The frame's made of metal and it's quite thin. You can see a darker edge at the top of the lenses but the sides and the bottom have no frame at all. They're good, I think, because I have quite small facial features. Also the lenses are oval, which suits the shape of my face.

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Track 08

1

WOMAN How was your first day at university?

MAN Well … it was OK, I suppose …

WOMAN Did you have any actual lectures?

MAN Yes, I went to the introductory psychology lecture in the morning, followed by a psych tutorial, and after lunch I had a sociology lecture at … um … two o'clock, and then I had a history tutorial from five to six this evening.

WOMAN That does make a rather long day!

MAN It certainly does.

2

WOMAN Excuse me. Would you be able to tell me where the Emily Parker Auditorium is? I'm looking for the course information sessions.

MAN Well, you can follow me, because I'm going to the same place. What do you want to study?

WOMAN Well, I'm hoping to be accepted into the medical school, if I get high enough grades in my school exams, but if I don't make it into medicine, I'll probably do medical science. What about you?

MAN Oh, I'm interested in veterinary science. But I'm not sure, at this stage.

Track 09

MARIA So, what's happening on the field trip?

STEVE Um … well, we're going to visit a water treatment plant to see how they process the city's drinking water.

MARIA Oh, that should be interesting. Do you know if it's possible to take photographs of the plant, or are cameras not allowed?

STEVE Not sure. I think we're supposed to include pictures and the lecturer recommended that we bring a pen and notebook because you may want to do some drawings of the dam.

MARIA OK. I'll do that. Should we bring anything to eat?

STEVE No need – all the food's laid on by the people organising the trip. You'll need some good walking gear and spare clothes though.

MARIA Such as?

STEVE Well … I'd recommend that you bring a waterproof jacket of some sort because according to the weather forecast on the radio this morning, it's going to rain.

MARIA Hm. Right. I'll see what I can find.

STEVE And by the way, do you have a cell phone?

MARIA A mobile? Yes, sure.

STEVE Well, make sure you bring that along so we can keep in touch.

MARIA Provided they work up there, of course!

STEVE That's a point!

MARIA See you on Monday then.

Listening 4

Track 10

SPEAKER 1 Oh, you want the south side of the campus, and where we are now at the dance studio is the north end. The best thing is to take the footpath from here to the road. The labs will be right in front of you when you get there. Then go to the crossroads and turn left and go down to the lecture theatre. Then at the junction at the end of that road, you'll see a footpath leading to the block.

SPEAKER 2 We're right next to the admin block, so … you see the footpath that goes round the side of the lake? Well, go north along that path and then … you see where it divides? Well, you need to take the left fork. You'll see the supermarket on your left. The footpath will join the road and then if you turn right, the block will be just along there on your left.

SPEAKER 3 I'm afraid you've come to the wrong place. These are the Graphic Design workshops. Um … what I suggest is that you take the footpath at the back of the workshops, which leads down to the road that you want. Turn right when you get there and follow that road … go straight across both junctions and just keep going. You'll see the block on your left.

Track 11

LECTURER Harnessing the Sun's energy – that is, using the sun to generate power – can be difficult, but these days increasing use *is* being made of the energy from the sun, particularly to heat homes and provide hot water. Have a look at this diagram, which represents solar panels fixed to the roof of a house. It is typical of any system which uses a solar panel to provide hot water.

So how does it work? Well … energy from the Sun travels to the Earth in the form of radiation. This can be *visible* radiation – which is another way of saying 'light'. We also receive *invisible* radiation, which is known as infra red. A lot of this radiation passes through the glass at the front of the solar panel – here on the roof – and hits the surface at the back. This surface is black, because black is good at absorbing radiation, and so the black surface becomes hot. Energy in the form of heat is conducted along the back of the solar panel to these copper pipes. Now … these pipes are filled with a liquid which in turn becomes hot. This can be either oil or water, though oil is usually used. The oil expands and rises up the pipe into the energy exchanger, which is located – up here – in the water tank. Sometimes we have to use a

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pump as well, to help the liquid along. It's a remarkably efficient system, when you think about it.

Listening 5

Track 12

MINI-TALK 1 We believe there was a game, similar to football, played in Japan as well as in China as far back as 1000 BC. But very little is known about this. The Romans apparently played a similar game, but they had 27 men to a team. The modern game has its origins in England and these days the game is played by women as well as men.

MINI-TALK 2 I think the best known ever would have to be the Brazilian – Pelé. In his time, he was the highest paid and possibly the most famous athlete in the world. He led his national team to win no fewer than three World Cups in 1958, in 1962 and then again in1970. In November 1969 he scored his 1000th goal. Pelé also won an International Peace Award in 1978 and became a Brazilian national hero.

MINI-TALK 3 The earliest known rules for what we call 'modern' soccer are believed to have been created in 1815 at a famous boys' school in England called Eton College, where the game used to be played. Before this date, there weren't really any rules as such! The rules are now very complex and are constantly under review. From time to time FIFA, the international body governing the game, makes changes to the rules. Referees come under enormous pressure both from the crowds and the players, but it's against the rules to argue with the ref!

MINI-TALK 4 The first World Cup was organised in 1930 by FIFA, the international body governing the game, and this competition was won by Uruguay. The World Cup happens every four years and the competition consists of a number of tournaments being played around the world, leading to an elimination event with 16 teams from 16 different countries. The last World Cup attracted TV audiences of approximately 35 billion people for almost 27 days.

Track 13

Conversation 1

STUDENT 1 Sandra! Are you going to play any sport this season … you know … for one of the university teams?

SANDRA No, I don't think so. I played basketball last year for the uni. It was fun but it really cut into my time. I've got so many lectures this year that I thought I'd focus on my studies a bit more.

STUDENT 1 Hm, yes, I can understand that. But I'm on a partial sports scholarship, so I'm more or less obliged to sign up for the rowing, and that will involve training three mornings a week plus giving up Saturdays for the competitions.

SANDRA Well, count me out, but good luck with it, all the same.

Conversation 2

STUDENT I'm after a book by Patrick White. It doesn't seem to be anywhere on the library shelves.

LIBRARIAN Which 'Patrick White' are you after?

STUDENT I think it's called *The Tree of Life.*

LIBRARIAN Do you mean *The Tree of Man*?

STUDENT Yes, that's it. Sorry! It's on the reading list for the First Year Australian literature…

LIBRARIAN Yes, well it's out on loan, I'm afraid. Would you like to reserve it for next week?

STUDENT No, thanks. I'll have to buy a copy.

Conversation 3

STUDENT Can I come in?

TUTOR Sure – come in. Oh hi, Mariella. How's it going?

STUDENT Oh, OK! But I've run into a bit of a problem with my Economics essay topic.

TUTOR Right! What's the problem?

STUDENT Well, initially I wanted to do something on the slump in the IT industry, but I just haven't been able to get enough data, and so I was wondering if you'd be prepared to give me an extension until Wednesday week to get it finished.

TUTOR Well … as long as you promise …

Conversation 4

GREG Hi, Frank! It's Greg here.

FRANK How are you doing?

GREG Good, mate. Doing anything this evening?

FRANK Yeah! I've got to finish my Economics dissertation. Why?

GREG Oh! It's just that there's a free barbecue on at the sports centre – thought you might fancy coming along?

FRANK Look – I'd love to, but if I don't finish this assignment for Dr Pollard tonight, I may as well give up Economics. In fact, I may as well give up university! I only just scraped a pass in the first semester!

GREG Oh well. Don't let me keep you from your books.

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Track 14

BOOKSELLER Good morning. Can I help you?

STUDENT Good morning. Yes, I have a list of books that I'm looking for.

BOOKSELLER OK – tell me what they are and I'll see if we have them in stock.

STUDENT Right … well … first of all, do you have a copy of George Orwell's *Animal Farm*? It's a set text for an exam I'm preparing for.

BOOKSELLER We do normally keep that one in stock. Let me just look it up on the computer. Yes, according to this we have three copies in stock. It's over there – in the Modern Classics section.

STUDENT Yes, of course. That's where I found *Brighton Rock* last month. Thanks. And also, I'm an English student and I have a few problems with English verbs and articles, so I'm looking for a book that I can refer to in my own time.

BOOKSELLER A very popular title we have is *Grammar in Use* and we have plenty of copies in the Languages section. Or there's *Better Writing* but it's a bit more expensive.

STUDENT I'll go with your first suggestion, I think. Thanks. Um, now … there's another course book that I need – *Pride and Prejudice* – no, wait a minute, I think I can get a second-hand copy of that.

BOOKSELLER That book's out of stock at the moment, anyway.

STUDENT OK, and then there's my book club – that's just for my own amusement of course. I think the next book we're discussing is a biography of Nelson Mandela.

BOOKSELLER Oh, I've just read that myself. It's great. It's over there with the non-fiction books … third shelf, I think.

STUDENT Thanks.

Listening 6

Track 15

Conversation 1

MAN What did you think of the *Lord of the Rings* movie?

WOMAN I **really** enjoyed it. And I thought the music was great.

MAN Yes, I thought so too.

Conversation 2

MAN 1 I've been reading about the International Space Station that they're building in space. You know, **I'd love** to spend some time up there.

MAN 2 I can't think of anything worse. And space travel isn't at all good for the body, you know. It draws the calcium out of the bones.

MAN 1 Yes, but I find this stuff **absolutely fascinating**. The Space Station is a truly international venture. I'd go tomorrow!

Conversation 3

MAN I've just been to the new Tate Modern art gallery in London. I thought it was great.

WOMAN 1 **Did** you? Frankly, I don't think much of it. I prefer the old Tate.

MAN Oh, **really**? I think it shows an interesting use of space.

WOMAN 2 That's the fashion these days, isn't it? Museums and art galleries all around the world are being housed in old warehouses and power stations. I think it's quite a good idea, really, the concept of recycling buildings!

Conversation 4

SARAH I'm voting for the opposition party next week. I'm **fed up** with the present government.

MAN 1 I haven't quite decided who to vote for, but you know the old saying, 'Better the devil you know …'

MAN 2 Oh, I'm with Sarah. I think we need a **change**.

Conversation 5

LAURA Look at this. Sport on the front page of the newspapers again. **Who cares** which team won on Saturday?

MAN 1 Oh, come on, Laura. Just because you're not interested in football …

LAURA That's not the point. I just think that as a society, we spend **far too much time** talking about sport and **not nearly enough** time worrying about real issues.

MAN 2 I think Laura's got a point. Sport's a **substitute** for things that matter – a way of distracting us.

Conversation 6

WOMAN What **is** that music you're listening to?

MAN It's Charlie Parker. Don't you **like** jazz?

WOMAN No. It gives me a headache. I don't know what you see in it. Can't you play some **decent** music for a change – Mozart or Bach?

MAN Sorry – I don't have any classical music! It's not my thing. I find it **pretty dull**, to tell you the truth.

Track 16

Beginning A

STUDENT 1 What topic are you researching for your economic history assignment?

STUDENT 2 Well, I've decided to look at the history of postage stamps.

STUDENT 1 That's different.

STUDENT 2 Yes, well … postage stamps played an important role in the development of 19th century commerce. They were quite a novel idea at the time of their introduction.

STUDENT 1 Oh, were they really?

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Beginning B

PRESENTER Welcome to this week's edition of *The Sports Show*. Today, we're going to look at the role of the sports coach in elite sport. In the studio we have a group of young athletes and two coaches from two very different sports – football and gymnastics. And let's go first to Charlie McPhee, who's been coaching young footballers for over 25 years. Charlie – welcome to the programme.

CHARLIE My pleasure!

Beginning C

TUTOR OK, everyone! Let's get started. We've got three tutorial papers to get through in the next hour, so … who's going first?

STUDENT 1 We are, Dr Matthews! Cathy and I are doing a joint presentation this week.

TUTOR Oh yes, of course! And can you just remind the rest of the group what area of the media you've chosen to research?

STUDENT 2 Yes, well … we've been looking at the effect of television on young children.

TUTOR Right. Over to you.

Beginning D

TUTOR Good morning, everyone. I'd like to introduce our guest to you – John Watson. We're delighted to have John with us today to share his views on conservation. As Environmental Science students, I know you'll have a lot of questions, so let's kick off by asking him to tell us how he got involved in the environmental movement.

WATSON Thank you, Deborah. It's nice to be here.

Beginning E

PRESENTER Welcome to this week's edition of *Frontiers of Science*. The International Space Station – the ISS – is a floating laboratory, 350 kilometres above the Earth. But what exactly is it and who is behind it? To answer our questions, we are pleased to welcome to the studio Dr Karl Richter, who is a specialist in the field of space research.

RICHTER Delighted to be here.

Track 17

NARRATOR *You will hear two students talking about the topic for an economic history assignment. First you have some time to look at questions 1–5. [pause]*
Now listen and answer questions 1–5.

STUDENT 1 What topic are you researching for your economic history assignment?

STUDENT 2 Well, I've decided to look at the history of postage stamps.

STUDENT 1 That's different.

STUDENT 2 Yes, well … postage stamps played an important role in the development of 19th century commerce. They were quite a novel idea at the time of their introduction.

STUDENT 1 Oh, were they really?

STUDENT 2 Yes … because … you know … before they had stamps, the addressee – that's the person receiving the letter, not the sender – used to have to pay for the letter to be delivered, and of course, if he didn't want to pay …

STUDENT 1 … Or maybe if he couldn't pay…

STUDENT 2 Yeah, if he couldn't pay, he could refuse to accept the letter and in effect the post office had to cover the cost. So, they came up with the brilliant idea of having a pre-paid stamp which the sender always paid for.

STUDENT 1 So when was the first stamp produced?

STUDENT 2 Well … the idea for an adhesive postage stamp – one that you could stick onto your letter – was initially devised in Great Britain around 1834. But it took the government until 1839 to accept the idea, and the first stamp was produced in 1840. And that's when they introduced the uniform price.

STUDENT 1 And how much was that?

STUDENT 2 It was one penny for each letter …

STUDENT 1 … No matter where the letter was being sent within Britain?

STUDENT 2 Yes, that's right, because previously each letter was charged, not so much by size or by weight, but according to its destination.

STUDENT 1 Oh, really?

STUDENT 2 The first stamp was called the Penny Black. If you've got one these days they're worth an absolute fortune!

STUDENT 1 They're always bringing out new stamps, though, aren't they, so I figure they must be quite easy and economical to produce.

STUDENT 2 Well, yes, but more to the point it's quite a lengthy business because there are so many stages to go through.

NARRATOR *Before you hear the next part of the conversation you have some time to look at questions 6–10. [pause]*
Now listen and answer questions 6–10.

STUDENT 2 First they have to choose the subjects.

STUDENT 1 So what kind of topics are acceptable?

STUDENT 2 Well, the most important thing is that they must be of national interest. Something that represents the country in some way and which is highly recognisable at a glance. So, for instance, characters from books are popular, or you often find examples of national animals and birds.

STUDENT 1 Like the kangaroo on Australian stamps.

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STUDENT 2 Yes, exactly. And in the UK you can't have pictures of people who are alive – well, with the notable exception of members of the British royal family, so no *living* people ever appear on Australian or British stamps.

STUDENT 1 That seems a bit stupid.

STUDENT 2 Well, not really. The policy is under review, I believe, but many stamp enthusiasts see good reason for keeping it that way to avoid the possibility of people in power using their influence to get onto the stamps.

STUDENT 1 Oh, I suppose that's a point.

STUDENT 2 One favourite topic in the UK is kings and queens; for instance King Henry VIII, famous for his six wives, appeared on a British stamp together with a stamp featuring each of his wives.

STUDENT 1 Some of the stamps are pretty unusual, aren't they?

STUDENT 2 Yeah. For example, in New Zealand they had a series of stamps the shape of coffee cups.

STUDENT 1 Really! Are you kidding?

STUDENT 2 No – they did! Look … I've got some pictures here. See? … And they all showed people from different eras, sitting in coffee shops, just relaxing. The 90c stamp and the one dollar 20 stamp have people sitting at tables in the café enjoying themselves. And the dollar 50 stamp shows people sitting outside in the sunshine.

STUDENT 1 That's actually really nice.

Listening 7

Track 18

LECTURER Today I'm going to be talking to you about the International Space Station – the ISS, which is a joint venture between 20 countries: the five nations of the United States of America, Russia, Japan, Canada, Brazil and the 15 nations of the European Space Agency.

It is the largest and most complex international scientific project in the history of mankind, and as you can imagine, something of this size doesn't come cheap! So how much is it actually going to cost? Well, **despite the fact that** it was estimated to cost 120 billion dollars, it has already gone 8 billion over budget, so now we're looking at 128 billion.

People always want to know the same kind of information about the ISS, so I'll run through the most common questions. **First of all**, they always ask me how we manage with so little water on board the station. Well, I can assure you that nothing goes to waste. **Because of** the impracticality of transporting large amounts of liquid into space, we have come up with some ingenious solutions. **For instance**, everyone on board, including the laboratory rats, loses water when they exhale or sweat. This humidity goes through a condensation process before being returned to the water supply. **Because**, of course, if we don't re-use the water, the station would need about 20,000 kg of water transported from Earth each year, which just couldn't be done.

Track 19

LECTURER **The next** question relates to what we are going to be doing up there. Well, we'll have teams of astronaut-scientists working in the labs and research will include, **for example**, tissue culture, **though** that won't include plants as such; observations of the Earth from space with a view to improving our maps, and the development of new commercial products. And of course everything we do involves studying life in low gravity, **as** we're in a state of weightlessness. **And then**, **in addition to this**, we'll be keeping a very close watch on the mental state of our astronauts, **because** we are interested in finding out what the long-term effects on the human psyche will be.

Track 20

LECTURER **Another thing** people always ask us is about our daily routine on board the space station.

Well – you need to be real good friends with the others **because** it's a small place! The **first** chore of the day is to ensure all is well with the many systems. **Then** this is followed by breakfast, which is timed to take precisely 45 minutes. Experts have decided that togetherness around the dining table is psychologically important, **so** meals of pre-packed food are eaten together. Mail, which is received overnight, is read around the breakfast table, **followed by** a daily conference. So getting together is inescapable, even in space!

Recreational time's pretty minimal! Some astronauts read, others listen to CDs. One guy I knew just used to stare out the window. **Then** each day, **in order to** offset the ill effects of being cooped up in such a small space, we have two hours set aside for compulsory physical movement. Work rosters occupy six 12-hour days each week. Sundays are for rest and communication, via emails and video conferencing, with family back home on Earth.

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Listening 8

Track 21

NARRATOR Example

LECTURER 1 In previous lectures in this series we have focused on land conservation. Today we are going to look at the need for marine conservation and in particular the effects of commercial fishing on our oceans … because if we are not very careful, a great many fish are likely to end up on the 'endangered species' list.

Track 22

NARRATOR Listen and answer Question 1.

LECTURER 2 All languages share the same aim, but it seems from linguistic research that there is nothing in any language – for instance in the grammar or sentence structure – that is indispensable, and each language achieves the common aim – that is, to communicate thoughts – in its own way.

NARRATOR Question 2

LECTURER 3 A ballad is a narrative poem which tells an exciting story. Ballads were first created hundreds of years ago in the days when there were no newspapers and very few books, so people would tell stories instead. Many of the earliest ballads told tales which were frightening and full of superstition.

NARRATOR Question 3

LECTURER 4 Agriculture is one of the most ancient human activities, so it is remarkable that very little was known until the late 1600s about how plants grow and reproduce. In today's lecture we are going to look at the life of the man, whose name was John Ray, who effectively invented the study of botany.

NARRATOR Question 4

LECTURER 5 Heat tends to move from places where there's a lot of heat to places where there is less. In today's talk, we're going to look at the three ways in which this occurs. The first of these is conduction. The second way is convection, and the third way is radiation.

Track 23

LECTURER Good morning, everybody. Now last week we were looking at the positive effects that computers have had on our society. This week I'd like to talk about one of the negatives – computer viruses.

OK. So what is a computer virus? Well, it is a software program that has been created by a human programmer with the single intention of corrupting and destroying useful programs. Put in simple terms, it's a way of causing lots of trouble for ordinary people!

It's known as a virus because, although it's not a biological organism, it functions in a similar way in that it looks for a host, that is, a body – your computer – in which to live and multiply, with the one aim of destroying that host.

Let's go back 50 years. In 1949 the first model of a computer virus program was presented in a paper by John von Neumann. Soon after this was published, a game known as *Core Wars* appeared on the scene. *Core Wars* was initially created for intellectual entertainment by three Americans working on large mainframe computers. By the 1980s, for the very small sum of $2.00 postage, anyone could get details on how to play *Core Wars* and create programs that could escape from the game and destroy other programs.

Computer viruses are picked up in much the same way as their biological counterparts – that is, through contact with others, and this can happen very easily, as literally millions of people are in touch with each other by email every day. Virus programs are often intentionally placed within useful programs such as commercial websites or they are included in software that you might have got from friends or downloaded from somewhere without knowing its real source.

It seems quite hard to believe that anyone would go to all this trouble to intentionally spoil the data of other people, but the rise in the number of computer software infections, and the amount of lost data that we are seeing these days, is proof that these attackers are going to extremes to do just that … going out of their way to create programs that hide inside legitimate software and cause all sorts of errors that their victims will then mistake for hardware failure – believing that the problem lies with their own computer.

There are many types of virus, such as worms and Trojan horses, and each has its own purpose. One function of a Trojan, for instance, is to destroy and delete files on your computer. They attack by generating a lot of email and Internet traffic on your machine until it becomes completely overloaded and you can no longer use your computer. It then does the same to your friends' machines. Bad enough, you may think. But a Trojan also allows the attacker to use the victim's computer to purchase goods with stolen credit cards or access illegal websites.

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So, what can we do to combat these people? Well, the first thing is to realise that virus programmers succeed because people are not always careful about where they get their programs from. So, number one – be very careful. And I don't just mean that you should be careful about the source of your software, you also need to take care with emails and avoid any messages which are suspicious-looking. So the second golden rule is 'avoid trouble'. For instance, do not open any message that says 'I love you' or 'Win $50'. A third thing we can do involves trying to find out exactly how the viruses work – in other words, we need to understand the viruses. And, of course, there is a good selection of anti-virus software available on the market now to combat the virus plague, so another way of protecting ourselves and our computers is to be well prepared.

If you follow these basic rules, you really shouldn't have any problems.

Speaking 1

Track 24

SPEAKER A Well … I really like rock music and these days you can download a lot of good songs from the Internet. And that's great!

SPEAKER B Well, in fact I really only listen to classical music and opera. To be honest with you, I find modern music quite boring. It's just a terrible noise as far as I'm concerned.

SPEAKER C Actually, my favourite kind of music is film music. I enjoy listening to the sound tracks of movies – especially when I've enjoyed the film and I want to remember it.

SPEAKER D I suppose you could read the instruction manual, but I think it's better to get your friends to help you.

SPEAKER E Um … well, using a mobile phone seems to come naturally to young people, but most older people seem to need some kind of actual lesson. So I think the salesperson at the shop should show you the basic features when you buy the phone.

SPEAKER F Personally, I'm not very good at learning from watching other people. So I think the best way is to sit down with the manual, and read it carefully. At least that's what I'd do.

Speaking 2

Track 25

EXAMINER Where do you come from?

STUDENT Well, I grew up in a city called Victoria … which is the capital of the province of British Columbia, in Canada. It's actually not on the mainland but on a large island just to the west of Vancouver, called Vancouver Island … although, just to confuse everyone, Vancouver itself isn't on Vancouver Island!

EXAMINER What's the best thing about Victoria?

STUDENT Victoria has a pretty good climate … usually quite warm and certainly much better than the eastern provinces of Canada. I think it's a great place to grow up … you know, not too big, not too small, with some really lovely architecture. And the island itself is just so beautiful, once you get out of the city, that is.

EXAMINER Is it famous for anything in particular?

STUDENT These days the island is well known for its eco-tourism … in particular for whale watching. The best time to see the whales is from May to September, so lots of tourists come to the island in summer. I think it's very popular predominantly because it's safe … you know … and clean, and the people are friendly. If you go there, you should visit the gardens, called the Butchart Gardens … even if you're not really into gardens, you just have to go there.

Track 26

EXAMINER Where do you come from?

STUDENT I was born in Melbourne, which is the capital of the state of Victoria in Australia. I love Melbourne because it's a beautiful city with lots of examples of 19th century architecture. For example, the wide streets and avenues and grand buildings.

EXAMINER What's the best thing about Melbourne?

STUDENT Um … well, perhaps the best thing, for me at least, is Melbourne's sense of style. There's always been a lot of competition between Melbourne and Sydney because we like to think we're … you know … a bit more elegant … smarter clothes, better restaurants, that sort of thing. But it's not really serious.

EXAMINER Is it famous for anything in particular?

STUDENT Well, I suppose I'd have to say the trams. They're the major form of public transport in the city and everyone loves them, even though they get in the way of the other traffic! They really give the city a kind of … well … uh … how can I describe it? A kind of European feel, which is what I like about them, I think.

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Speaking 3

Track 27

CANDIDATE 1 I'm going to talk about Melbourne Zoo. Melbourne Zoo is probably one of the best zoos I've ever been to … and I'm not that keen on zoos normally … because it's a very open zoo. It's near the centre of the city, next to the Botanical Gardens, and it's really worth a visit.

I actually went there with my family … with my children when they were young … I think it was during the school holidays … and … they were very impressed because … um … for instance, you can see the lions from a bridge – you walk over the top of them and they appear to be quite free, roaming around underneath you. So were the elephants … in fact, they're separated by a kind of moat, that's like a ditch with water in it, and it means that they can't get across it but the impression that you have is that the animals are actually quite free.

The zoo has a great variety of animals and you can see all sorts of creatures from all over the world, though of course, a particular emphasis on Australia … on Australian animals. One interesting thing is that they've kept an old 19th century building, originally built as a monkey cage, as a reminder of what zoos used to be like, in the old days. But these days the monkeys have a much better enclosure and the zoo prides itself on its humanitarian approach. I think it's probably one of the best zoos in the world.

Track 28

CANDIDATE 2 Many years ago when I was in South Africa, I visited a wildlife park called Timbavati, in Natal Province. I went with my two aunts and my sister and we flew into the park in a small plane from Johannesburg, north east, and as we were landing we had to take off again because there was a giraffe on the landing strip. It was so exciting being there. There were no modern buildings; we just had one guide and there were six other people with us and we lived in little mud huts for four days – it was really exciting. We felt as though we were completely on our own, although we had the security of having a guard with a gun. He said he'd never had to use it!

I felt very privileged to be there with all the animals around and only six other people besides us. The guard took us out at dawn and then again at dusk – 'cos that's when you're most likely to see the animals. We also went out at night, once or twice, and that was really amazing – quite frightening though, because you'd see all these little eyes all around you … peering at you. We saw lions, elephants, giraffes, gazelle, everything. It was absolutely marvellous.

Speaking 6

Track 30

SPEAKER A I don't think we should waste money on trying to build a colony in space because, frankly, I think we have enough problems on Earth which we need to fix first.

SPEAKER B Personally, I believe museums still have an important role to play in our society. I think it would be a great shame if the government stopped providing the funds to keep them open.

SPEAKER C That's a hard question! On balance, I think single-sex schools are probably better. They say that girls do much better at single-sex schools, you know, but apparently, boys don't do so well.

SPEAKER D Well, no, I don't think so, because people should be allowed to make their own choices. So, no … I'm not really in favour of compulsory seat-belts in cars, but obviously we have to have other road rules, such as speed limits.

Practice test

Track 31

NARRATOR *You will hear a number of different recordings and you will have to answer questions on what you hear.*
There will be time for you to read the instructions and questions, and you will have a chance to check your work.
All the recordings will be played ONCE only.
The test is in four sections.
At the end of the real test you will be given ten minutes to transfer your answers to an answer sheet.

Now turn to Section 1.

NARRATOR *Section 1. You will hear a conversation between an optometrist and a patient who has come for an eye test.*
First you have some time to look at questions 1 to 6.
[pause]
You will see that there is an example that has been done for you. On this occasion only, the conversation relating to this will be played first.

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OPTOMETRIST Good morning, can I help you?
SIMON LEE Yes. I'm here for an appointment at ten o'clock with the optometrist. I'm a little early. I know its only ten to ten.
OPTOMETRIST Are you Simon Lee?
SIMON LEE Yes, I am.

NARRATOR *The time of the appointment is ten o'clock, so 'ten am' has been written in the space. Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer questions 1 to 6.*

OPTOMETRIST Good morning, can I help you?
SIMON LEE Yes. I'm here for an appointment at ten o'clock with the optometrist. I'm a little early. I know its only ten to ten.
OPTOMETRIST Are you Simon Lee?
SIMON LEE Yes, I am.
OPTOMETRIST I'm Rachel White, the optometrist here today. Come in and take a seat.
SIMON LEE Thanks.
OPTOMETRIST Before we test your eyes, I just need to get a few details from you.
So, Simon, what's your full name?
SIMON LEE Simon Anthony – that's A N T H O N Y.
And my family name is Lee: L double E.
OPTOMETRIST And your date of birth, Simon?
SIMON LEE The 1st of June, 1989.
OPTOMETRIST The 21st of June.
SIMON LEE No, the *first* of June.
OPTOMETRIST Whoops … sorry! 1989 – ah, same year my son was born! What's your current address?
SIMON LEE I'm living at a hall of residence.
OPTOMETRIST Which one?
SIMON LEE At University Hall, not far from here, in Adams Terrace.
OPTOMETRIST University Hall … And do you have any medical insurance?
SIMON LEE Yes, I'm fully covered.
OPTOMETRIST And who are you insured with?
SIMON LEE I'm with 'Health for Life'.
OPTOMETRIST Healthy Life.
SIMON LEE No. People always get that wrong. It's 'Health for Life'. They're part of some big insurance company.
OPTOMETRIST Good! Now, Simon. Have you ever had your eyes tested before?
SIMON LEE Yes, once. But not recently. It was when I was still at school.
OPTOMETRIST So roughly when would that have been?
SIMON LEE Probably around September 2007. No, on second thoughts, it must've been the year before – September 2006. And my eyesight was fine then.
OPTOMETRIST But you're having a little difficulty now, are you?
SIMON LEE Well, yes … since I started at university, I've been having difficulty with distance vision. I can't always see things in the distance.
OPTOMETRIST Well, let's have a look. Now I'm just going to cover your left eye. Can you read the top line?
SIMON LEE Yes. R … B … Q … S …

NARRATOR *Before you hear the rest of the conversation you have some time to look at questions 7 to 10.*
[pause]
Now listen and answer questions 7 to 10.

OPTOMESTRIST Well, Simon. Your eyes have obviously got a little worse since your last test and I think you're going to need to wear glasses … er … not all the time and … not so much for reading or close work but definitely for driving.
SIMON LEE Right. Yes. I thought that was probably the case.
OPTOMETRIST So now you need to choose some frames. There's a wide range to choose from, as you can see.
SIMON LEE Can you give me some idea of the difference in cost? I quite liked the idea of some frameless glasses.
OPTOMETRIST Mm. Did you? Well, the prices vary enormously, like everything, but the frameless ones are the most expensive. The cheapest are the ones with the full frame.
SIMON LEE Mm, perhaps I'd better go for those.
OPTOMETRIST Or why not try these ones with the half frame?
SIMON LEE They're not too bad.
OPTOMETRIST Yes. They look quite nice and they're strong – far less likely to break than the frameless ones.
SIMON LEE Oh, that's a good point. OK, I think I'll take those ones.
OPTOMETRIST If you pop back next Monday, I should have them ready for you. And you can pay for them when you pick them up.
SIMON LEE Thanks very much. Can I pay by credit card?
OPTOMETRIST You can, but there will be a slight charge if you do that.
SIMON LEE Right. I'll pay by cash then, if you don't mind.
OPTOMETRIST No problem. Cash, credit card, debit card. All the same to us. See you on Monday.

NARRATOR *That is the end of Section 1. You now have half a minute to check your answers.*
[pause]
Now turn to Section 2.

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Track 32

NARRATOR *Section 2. You will hear an extract from an audio guide to the Taj Mahal.*
First you have some time to look at questions 11 to 16.
[pause]
Now listen carefully and answer questions 11 to 16.

GUIDE Welcome to our audio tour of the Taj Mahal.

The Taj Mahal is the most popular tourist attraction in India. It is also one of the most spectacular buildings of the world, and is considered as a symbol of love. But how many people realise that it was actually built as a tomb or burial place for the Emperor's wife?

The Taj Mahal was built by the Mughal Emperor Shahjahan to commemorate his beloved wife Mumtaz Mahal when she died, and, although this was not his original intention, for he had planned to build a black marble tomb for himself, they both lie side by side in the tomb today. Emperor Shahjahan's two greatest passions were architecture and jewellery and both are represented here in all their splendour.

The most skilled architects and craftsmen came from across India and countries as far away as Persia and Turkey. Much of the structure was built in white marble that was carried by a thousand elephants all the way from the Indian region of Rajasthan some 300 kilometres away. Crystal and jade came from China, sapphires from Sri Lanka and turquoise from Tibet.

But there's a lot more to the Taj Mahal than just the tomb, so let's have a look at the overall plan before we take a walk through the magnificent gardens. Your tour begins here at the point marked with an X on the plan. This is known as The Main Gateway. Walk through the gate and you come into an elaborate garden. There are two marble canals studded with fountains, which cross in the centre of the garden, dividing it into four equal squares. Each of these four quarters is then sub-divided into flower beds. So there are 16 flower beds altogether. The tomb stands majestically at the north end, not in the centre as you might have expected. Instead, at the centre of the garden, halfway between the tomb and the gateway, there's a raised pond which provides a reflection of the Taj Mahal. It's a magnificent sight. On either side of the tomb there are buildings made of red sandstone. The one to the west – to the left on our plan – is a mosque. It faces towards Mecca and is used for prayer. On the east side of the Taj is a building known as the Rest House. It's like the twin of the mosque, but because it faces away from Mecca, it was never used for prayer.

NARRATOR *Before you hear the rest of the guide you have some time to look at questions 17 to 20.*
[pause]
Now listen and answer questions 17 to 20.

GUIDE Many people have asked what the Rest House was for. Was it a place for pilgrims to stay? Was it a meeting hall of some kind? Perhaps the most likely answer to this question is that its purpose is purely aesthetic, to act as a visual balance for the mosque and to preserve the symmetry of the design of the whole complex.

Let's have a look at some of the engineering features of the garden. For one thing, they require a constant supply of running water. When it was built, water was drawn from the river manually, using an elaborate rope and bucket system, pulled by a team of bullocks. The water was then brought through a broad water channel and held in a number of supply tanks. These tanks were at varying heights off the ground and were ingeniously designed to store the very large amounts of water required. Using an elaborate system of underground pipes, the water was then distributed from the supply tanks to each of the fountains. To ensure that the water pressure was the same throughout the garden, there was a copper pot under each fountain connected to the water supply. It was undoubtedly a brilliant system.

NARRATOR *That is the end of Section 2. You now have half a minute to check your answers.*
[pause]
Now turn to Section 3.

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Track 33

NARRATOR *Section 3. You will hear a tutor and two students discussing the crop rice.*
First you have some time to look at questions 21 to 24.
[pause]
Now listen carefully and answer questions 21 to 24.

TUTOR Good morning, everyone. So … following on from our tutorial on European agriculture last week, Daisy and Erik are going to talk about the most commonly grown crop in Asia, which is, of course, rice. Erik, can you tell us what you've been working on?

ERIK Yes, sure … We've been looking at the role of rice in a number of countries, how it's grown, ways of increasing production. As I'm sure you know, rice is the staple diet throughout Asia and, in fact, 90 per cent of the world's rice is grown and eaten there. Daisy's got some background on that.

DAISY Um … well, rice was originally a wild plant which started out in the tropical regions of Asia, but there are literally hundreds of varieties today and each with different qualities. For instance, one will survive floods, while another will grow in relatively dry conditions. A third has a really lovely smell. But wherever it grows, rice needs a lot of water.

TUTOR What do you mean by 'a lot'?

ERIK Well, it takes about 5,000 litres to get a kilogram of rice. This can be supplied either naturally or by irrigation. And as most rice-growing countries suffer from unpredictable weather, including drought – water management really is the key.

DAISY Research has become so important now that each rice-growing country in Asia has its own research institute, whether we're talking about Japan, China or Bangladesh … and they're all co-ordinated by a group in the Philippines called the International Rice Research Institute.

TUTOR Interesting.

DAISY Bangladesh, for instance, has been successfully using different rice varieties and fertilizers for 30 years. But because it's such a flat, delta country, it's very difficult for the water to drain away after the monsoon season, so they need to find special rice crops that can survive the floods. And with global warming, the situation is more urgent than ever.

NARRATOR *Before you hear the rest of the discussion you have some time to look at questions 25 to 30.*
[pause]
Now listen and answer questions 25 to 30.

ERIK Now I'd like to move on to our comparative study. As you can imagine, China is the world's biggest rice producing country. Collectively the Chinese people probably eat more than three billion bowls of rice every day!

TUTOR Quite a statistic!

ERIK And of course, rice plays an important cultural role too.

DAISY We then compared China to Thailand. You know, even though Thailand only has about 64 million people, it is the world's number one exporter of rice. Not China as you might imagine.

TUTOR Is that so?

ERIK Yes. They send their rice everywhere … in particular to Europe, as well as Africa and the Middle East. Apparently the fact that 'jasmine rice' is growing in popularity is one reason why Thailand's rice export industry is doing so well. People want something a bit different.

DAISY And, of course, Thailand is well suited to rice growing – good climatic conditions, and lots of fresh water.

ERIK Going back to China for a minute, we should mention that at the rice research institute in Hangzhou they are working on ways of improving rice yields, using less water.

TUTOR By yields you mean … the amount they can grow?

ERIK Yes. They're trying to find ways to get more rice from less land, improve the taste, but also have other things in it besides carbohydrates so that it's healthier – better for you.

TUTOR Good idea, considering it's the staple food.

ERIK And then you've got Japan, which is totally self-sufficient when it comes to rice. This is basically because they have a high tariff on imported rice, so everyone buys the home-grown product. And they don't export much.

DAISY Yes, but you know, even though rice is a kind of sacred crop there, consumption is only half what it was in the 1960s. This trend isn't evident in Thailand or China.

TUTOR Interesting that you mentioned how rice is almost sacred in Japan. Because I believe in Thailand it also plays an important cultural role.

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DAISY Absolutely! They have the 'royal ploughing ceremony' every year, which the King always attends and he actually scatters a new stock of seed to the farmers, who pour into Bangkok for the event.

TUTOR What about the global interest in organic farming? Is there such a thing as organically grown rice?

ERIK Yes – indeed. And the Japanese are getting quite a taste for it, apparently. There's an experimental farm near the city of Akita in the Japanese rice belt – famous for its Sake, by the way – which has pioneered organic rice production, and now it's sold all across the country. It's a bit like the recent popularity of jasmine rice in Thailand, but that's for the export market, of course.

TUTOR Interesting how attitudes change, isn't it?

NARRATOR *That is the end of Section 3. You now have half a minute to check your answers.*
[pause]
Now turn to Section 4.

Track 34

NARRATOR *Section 4. You will hear part of a lecture about writing for radio.*
First you have some time to look at questions 31 to 40.
[pause]
Now listen carefully and answer questions 31 to 40.

LECTURER We're going to move on today to look at some of the key principles of writing for radio.

Of course the main thing that you have to remember is that a radio script is not written to be read, but to be spoken and heard. Now putting this into practice is more difficult than it seems because writing as we speak involves abandoning many of the normal 'rules' of writing that have been taught to us from an early age. This is because we need to concentrate on how the piece *sounds*. Written words convey information, but they don't convey the *full meaning* of what you want to say … they don't tell you what to emphasise, what speed something should be read at, or where the pauses should come, so these have to be indicated in a script.

Whatever is said on radio – whether it's a link to a magazine programme, a film review, or even a voice piece in the news – needs to sound as if it is coming from the mind of the speaker – almost like part of a conversation – rather than something that is being read.

Before you begin to write, it's a good idea to know who you're talking to, to visualise a typical member of the radio station's audience. If you're writing a film review for a local audience, for example, think about how you would tell your grandmother about the film, or if you're reviewing a pop concert, think about how you would tell your friend about the band.

The words have much more impact if each person feels they are being spoken to directly. So your tone needs to be informal – rather than using impersonal words like 'listeners' or 'the audience', you can make it more informal … include them in what you're saying by referring to 'us' and 'we'.

Once you know who you're talking to, the next thing is to work out what you're going to say. Don't forget that the person listening to you has no opportunity to ask questions, and in the same way, you can't repeat what you've just said. For these reasons it's important that your script is logical and progresses smoothly.

Too many facts too close together will cause confusion, so space them out evenly. The best scripts allow listeners to visualise what you're describing. For example, instead of giving the physical dimensions of a field, describe it as being the size of, say, a football pitch; if you're talking about a tall building, relate it to – perhaps – a ten-storey block of flats.

Now, all scripts need something that will grab the attention of the listener. You need something that will make them say, 'Hey, I want to stop and listen to this.' So the first sentence has to do this for you … it needs to be intriguing, interesting – and then it needs to be backed up by a second sentence that explains what you're talking about. The last sentence should also give your listeners food for thought and can be in the form of a question, or a statement that sums up the item.

After you've finished your script you need to polish it up and the most effective method of doing this is by reading it aloud. This also helps you to avoid tongue twisters or words that you might find awkward to pronounce.

NARRATOR *That is the end of Section 4. You now have half a minute to check your answers.*
[pause]
That is the end of the Listening test.
At the end of the real test you will have ten minutes to transfer your answers to the Listening answer sheet.

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Answer key

Listening 1

2

Extract	Picture	Situation	Number of speakers	Key words	Do the speakers know each other?
1	b	Asking for directions on campus	2	I'm looking for, right direction, go along, on your left	No
2	f	Friends chatting at home	2	computer game, on screen, click here	Yes
3	a	TV news	1	six o'clock news, good evening	–
4	h	Finding out about joining a team	2	play for, football teams, become a member, good player, see how good you are	No
5	g	Trying to get a parking permit	2	I'd like to apply for, parking permit	No
6	c	Introduction to TV sports commentary	1	football ground, ticket, match	–

3

A Police report – stolen items
B Life of Emma Darwin

4

A: Type of information

1 name
2 name or number of building
3 adjective – fabric, style, colour
4 number
5 adjectives – type, colour, material

B: Type of information

6 family relation
7 game/instrument/sport
8 subject/item
9 number and children
10 media item: book/film/play/TV programme

5

1 Anna Andersson
2 Sunrise House (not Hostel)
3 black leather / leather black
4 4528 7709
5 small, silver

6

6 wife
7 piano
8 plates (and) china
9 ten children / 10 children
10 biography/book

Listening 2

1

a Table A is about food eaten by animals in zoos. Table B is about important dates, people and events in hot-air ballooning.
b They tell you the type of information you need to listen for.
c across
d a type of food
e a type of gas
f Because there is no information on the recording about this.

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2

Full question	Type of information
1 What does the man want to study at university?	a subject
2 Where/When was Louis Pasteur born?	a place / a date
3 How much water do New Yorkers consume each day?	a measurement of fluids
4 What do you need to calculate longitude at sea?	an instrument / a piece of equipment
5 Which game has a more difficult scoring system than soccer?	a game
6 What are spring rolls made of?	a type of food

3

a registering for a conference

b Full questions

1 When is the conference?
2 Where is the conference?
3 What is the phone number for reservations?
4 What is the day rate for a student?
5 Who should he contact?
6 When is the closing date for giving a talk?
7 What should the summary have?
8 What is the maximum number of words?
9 What else should he send?
10 What is the email address?

c Type of information needed

1 a date (more than one)
2 a place
3 a number
4 a price ($ or £)
5 a name
6 a date or day of the week
7 an instruction / an item
8 number (of words)
9 an item
10 a name

4

1 18th to 20th October // 18–20 October // 18–20 Oct
2 (the) Pacific Hotel
3 07 9333 2266
4 $60
5 Professor Burt // Prof Burt
6 last Friday
7 (an) interesting title
8 300 words
9 brief CV // short CV // short Curriculum Vitae
10 info

6

1 Sunset
2 (a) (free) postcard
3 $42
4 lunch
5 6.15 // quarter past six
6 drinks (and) snacks
7 taxi rank
8 English
9 Japanese
10 hat

Listening 3

1

1 pointed
2 cone
3 circular
4 end / top
5 sides
6 bottom / base

2

1 C 2 A 3 C

3

1 frame
2 opening
3 cylindrical
4 side
5 circular
6 tubes

4

Number 1 is a question and 2 is an unfinished sentence.

1 key words: which lecture / afternoon
2 key words: wants to study

1 Answer: B 2 Answer: A

5

D, F, G (*in any order*)

6

camera – he's not sure about this
drinking water – they are going to see the water treatment plant that processes this
food – he says there is no need
radio – he refers to listening to the weather forecast

Listening 4

1

1 beside
2 next
3 opposite
4 closer
5 links
6 north-east
7 southern
8 before

2

Speaker 1 – **A**
Speaker 2 – **C**
Speaker 3 – **B**

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3 Forms of alternative energy

1 wind farm – the wind moves rotating blades on large wind turbines
2 hydro-electricity – water in a dam forces turbines round to create electricity
3 solar energy – panels trap heat from the sun, which can be used for heating
4 wave power – energy is captured using a floating buoy
5 bio fuel – a substitute for oil/petrol is made from plants such as sugar cane

Other sources of energy are: geothermal power using the earth's heat, biomass using biodegradable materials and nuclear power made from a controlled nuclear reaction to produce heat.

4

Noun	Verb	Adjective
increase	to increase	increasing
heat	to heat	hot
sun		solar, sunny
provision	to provide	
representation	to represent	representative
type	to typify	typical
use	to use	useful, useless

5

1 solar panel
2 copper pipe(s)
3 oil or water (*must have both*)
4 water tank
5 pump

Listening 5

2 and 3

1	B	Similar game played in Japan and China. Today women also play.
2	A	Pelé – Brazilian – won 3 World Cups – national hero
3	E	Rules date from 1815 – FIFA changes the rules
4	D	First played in 1930. Won by Uruguay. Every 4 years. Audience of 35 billion.

5

Books	Assessment	Types of class
on loan reading list out of stock biography set text library bibliography non-fiction	assignment dissertation extension essay exam pass fail	tutorial lecture seminar

6 Rephrasing

1 **A** preferable to having to study
B takes up time
C aggressive/spirited

2 **A** He is interested in it.
B It is compulsory reading for the course.
C He won't be here on Monday.

3 **A** She wants to write about something different.
B She needs to get more data for her essay.
C The deadline for the essay is too soon.

4 **A** needs to get better marks
B would like to study something else
C is meeting Dr Pollard tonight

Answers
1 B 2 B 3 C 4 A

7
1 A 2 C 3 E

Listening 6

1

	Topic	Number of speakers	Do they agree?
1	a movie	2	Yes
2	space station	2	No
3	art (gallery)	3	No
4	politics	3	No
5	sport	3	No
6	music	2	No

2

	Words stressed to emphasise meaning	Words used to agree or disagree
1	really	I thought so too.
2	I'd love absolutely fascinating	I can't think of anything worse.
3	Did you? really?	I don't think much of it. I think it's quite a good idea.
4	fed up change	I'm with Sarah.
5	Who cares ...? far too much time not nearly enough substitute	That's not the point. I think Laura's got a point.
6	is like decent pretty dull	I don't know what you see in it.

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3

A	conversation at university	2	history of stamps
B	radio programme	2	sport
C	tutorial	3	children and TV
D	lecture	2	environment
E	radio programme	2	space research, science

4

1 A
2 B
3 C
4 A
5 C
6 books
7 kangaroo
8 living people
9 kings and queens
10 C

Listening 7

1

even though – signals an opposite or concession
even if – signals an unlikely possibility
secondly – second point in a sequence
as – provides a reason (followed by a verb)
for instance – provides an example to clarify a situation
finally – indicates the speaker is making one last point
not only – signals an additional related point (often followed by *but*)
regardless of – signals that the point is independent of what follows in the statement
because of – provides a reason (followed by a noun or gerund)

2

A finally
B even though
C For instance
D secondly
E Not only
F Even if
G Because of

5

1 C **2** B **3** C

6

5	Five countries are named initially.
15	*15 nations of the European Space Agency*
20	*a joint venture between 20 countries* = correct answer
$8bn	*over budget*
$120bn	*it was estimated to cost $120 billion* = correct answer
$128bn	total and current cost
using little	*so little water* is mentioned
transporting	*the station would need 20,000 kg of water transported from Earth… couldn't be done*
recycling	*nothing goes to waste / returned to the water supply / re-use the water* = correct answer

7

Words you might hear on the recording are:

A solar energy — *solar panels, sun*
B plant cultivation — *growing things*
C mapping — *maps, directions*
D weather patterns — *weather words, e.g. wind, rain, cloud*
E studies in weightlessness — *gravity*
F psychology — *mental, mind*
G nutrition — *food words, e.g. health, fat*

Answers: C, E, F (*in any order*)

8

Words you might hear on the recording are:

A turn on the computers — *start up*
B cook meals — *make food*
C attend meetings — *have a conference, talk to each other*
D listen to CDs — *play music*
E take some exercise — *physical activities, movement*
F communicate with family — *write emails, speak on phone*

Answers: C, E (*in any order*)

9

Signpost words are in bold in the Recording script.

Listening 8

1

1 to communicate thought(s)
(purpose – *aim*)
2 newspapers and books
(were absent – *when there were no …*)
3 botany // plants
(a pioneer – *invented the study of*)
4 convection and radiation
(heat is transferred from – *heat tends to move*)

2

1 A
2 B
3 C
4 B
5 C
6 Be very careful
7 Avoid trouble
8 Understand (the viruses)
9 Be well prepared
10 C

Reading 1

1

Topic: jet-lag
Sentence containing main idea: *If his journey has taken him westwards, however, he will probably have an easier time adjusting to his new schedule than if he has travelled east.*

2 B

3 humour / laughter

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4 A

5

1 guidebook – a book that provides information for visitors
2 outdated – out-of-date, containing old information which may no longer be true
3 shelf-life – the period during which a product can be sold
4 backpacker – someone who travels with a pack/rucksack on their back
5 non-problematic – straightforward

6 B

7

1 vast majority
2 lies at the heart of
3 adjust
4 Conservationists; species
5 go to enormous lengths
6 perplexing
7 findings
8 serious repercussions

8

1 C 3 E 5 D 7 B
2 A 4 C 6 A

9

Possible answers

1 a main reason for
2 a large variety of
3 attract
4 at children's head height – so they can see them
5 easy to touch/grab
6 in fact / in reality
7 the most recent trends/fashion
8 tell the difference

Star phrase

3 Many consumers are susceptible to the promises made in advertisements.

Reading 2

1

1 South Carolina
2 John Sadler
3 Leafsen
4 Israel
5 peppers / tomatoes / grapefruit

2

1 yield(s)
2 water usage
3 crops
4 sure sign
5 conventional
6 irrigation system
7 periodically
8 consumption
9 stem
10 (water) savings

3

1 (the/an) electronic sensor
2 periodically
3 tomato (plants)
4 60 per cent
5 (their) temperature
6 (their) stem thickness
7 Leafsen
8 sensor
9 thickness
10 computer
11 processor

4

2 yield
3 irrigated
4 consume
5 unhealthy
6 adjustments
7 measurements
8 recommendations
9 reliable
10 operation
11 marketed
12 fruitful

Star phrase

3 Young animals are dependent on their parents for food and shelter.

Reading 3

1

1 Using a cellphone / mobile phone before you go to bed could affect how you sleep.
2 Chillies may help people to have a better quality of sleep and to need less sleep.

2

Structure: They begin with the main idea, which is then exemplified through research findings. They end by commenting on the limitations of the research.

Content: They both provide research results on issues related to human health / well being.

3

1 main idea
2 further support
3 topic

4 C

5

1 urban pedestrians
2 ant traffic
3 traffic congestion
4 traffic laws
5 burning buildings
6 shopping crowds
7 two-way traffic
8 a forked bridge

6

1 NG 3 F 5 T 7 T
2 F 4 T 6 NG

7

1 seek
2 unravelled
3 announced
4 funded
5 meet
6 dashing
7 negotiating
8 investigated
9 conceded

Star phrase

3 I'd like to go to the gym more often, but I can't cope with all the different types of equipment.

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Reading 4

1

1 v	3 vi	5 i	7 iv
2 x	4 ix	6 ii	8 vii

2

1 like new
2 not unusual
3 double / twofold
4 guardian to / keeps / looks after
5 careless
6 machines for the home
7 standard reference unit
8 insect specialists

3

Word	Part of speech + how it is formed	Meaning
collection	noun – *collect* + *ion*	group of items that have been put together
pressing	adj – *press* + *ing*	under pressure of time – urgent
storage	noun used as adj – *store* + *age*	used to store / keep
sloppy	adj – *slop* + *py*	slop = spill sloppy = messy
increasingly	adv – *increasing* + *ly*	more and more
valuable	adj – *value* + *able*	having worth / value
polluted	verb – *pollute* + *d*	suffering from / dirty from pollution
unimaginable	adj – *un* + *imagine* + *able*	cannot be imagined
catalogue	verb in same form as noun	to list (in a catalogue)
goodwill	compound noun *good* + *will*	friendly feelings, support

4

1 7/seven years
2 2/two per cent / percent
3 research
4 radioactivity / radioactive materials
5 computers
6 age
7 industrial revolution
8 Entomologists

Star phrase

3 The authorities are planning to introduce road charges on the grounds that there are too many cars on the road.

Reading 5

1

1 Paragraph 1: As a product, chocolate has a lot going for it, appealing to all ages, both sexes and all income brackets.
2 Paragraph 2: It also increasingly transcends national boundaries.
3 Paragraph 3: Media expenditure on confectionery exceeds that for any other impulse market.
4 Paragraph 4: Innovation is also essential for ongoing success, despite the chocolate market being dominated by 'consistent performers'.
5 Paragraph 5: Producers believe that special editions offer the consumer a new and exciting variation of a product, while suggesting the same consistent quality they associate with familiar brands.

2 and 3

Type of answer

2 a number – probably markets, places or countries
3 a time or place – probably a country or continent
4 a type of consumer, or an adjective such as 'other'
5 a number – a sum or percentage

	Scan for	Word(s) in passage	Re-wording in summary	Answer
1	UK, 1997	value decade	worth ten-year period	£5.2bn
2	Swiss Nestlé	exported more than	supplies over	100 countries
3		fast growth	rapid sales increases	Asia
4	UK market, British	a mere … whereas	eat more than (comparison)	American
5	European market	accounts for	amounts to	a third

4

1 K	3 M	5 H	7 I
2 D	4 A	6 P	

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5

1 chocolate
2 from the total UK confectionery market figures after chocolate sales have been removed
3 the chocolate confectionery market
4 Asia
5 £12bn
6 the fact stated in the previous clause
7 long-established brands
8 boxed chocolates

6

Verb	The person	Related phrases
market	marketing executive, etc.	the (product/ country) market
sell	seller/ salesperson	good/poor sales/ sales growth
grow	grower	fast/slow growth
retail	retailer	retail trade/ industry
brand	–	brand image
industrialise	industrialist	the (product) industry
stock	stockist	check stock, stock-taking
launch	–	product launch

Star phrase

3 The improvements that were made in the curriculum account for the excellent exam pass rates.

Reading 6

1

a copy, imitate
b an introduction to the idea + a review of the two research projects + a conclusion

2

a Whether chimpanzees learn from copying their parents or by experimenting on their own.
b They set up experiments.
c That apes copy and that they need to do this to survive.

3

B, D, G (*in any order*)

4

B Lines 15–17: *'the young chimpanzee learned how to open the nut by trial and error, not by imitating his mother'*
D Lines 45–46: *'although the accuracy of their copying tends to be poorer'*
G Last lines: *'learning from elders is crucial to growing up as a competent wild chimpanzee'*

5

A Lines 5–6: *'in scientific circles the question of whether apes do 'ape' has become controversial'*
C Lines 30–31: *'The clearest way to establish how chimpanzees learn is through laboratory experiments.'*
E Lines 52–55: *'the chimpanzees in the zoo exhibited a greater range of activities than … we had seen in the wild'*
F Line 65: *'activities such as ant-dipping'*

6

		A	B	Answer
1	Two different groups of chimpanzees were observed.	✓	✓	C
2	Some of the food items in the experiment were not real.	✓	✗	A
3	The experiment was conducted on humans.	✓	✗	A
4	The chimpanzees were not shown how to do anything.	✗	✓	B
5	Rewards were used for successful behaviour.	✗	✗	D

7

Word	Meaning	Other forms?
controversial	causing disagreement	controversy
implications	future possible effects	(to) imply
collaboration	working together	(to) collaborate
recorded	noted in writing	(a) record
subjects	things or people being studied in an experiment	
monitored	watched carefully	
exhibited	showed	exhibit
interpreted	decided what something means	interpretation
findings	results / discoveries	find

8

1 A 3 A 5 D 7 C
2 B 4 C 6 A

Star phrase

3 People often fail to realise the extent to which bad language can have an influence on children.

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Reading 7

1

A1 It doesn't say.

A2 social standing

A3 **a** NO **b** YES **c** NOT GIVEN

B1 The writer is suggesting that publishers should look ahead and help authors whose books might sell long-term.

B2 make stronger / support (financially in this case)

B3 **a** YES **b** NO **c** NOT GIVEN

B4 bestsellers

C1 not confident

C2 *scant* – very little; *generating* – producing

C3 complex

C4 **a** NO **b** NOT GIVEN **c** YES

D1 The writer agrees with them.

D2 *biodiversity* – wide range of species; *triggered by* – caused by

D3 **a** NOT GIVEN **b** NO **c** YES

D4 a mass extinction of species

E1 The writer can see why it happened. (*It was thus understandable* ...)

E2 *scrutiny* – careful investigation; *acquit* – find innocent; *wanting* – ineffective

E3 **a** NO **b** YES **c** NOT GIVEN

2

1 NOT GIVEN **4** YES
2 NO **5** NO
3 NOT GIVEN **6** YES

Star phrase

3 Do the effects of global warning mean that there is a case for restricting air travel?

Reading 8

1

a They are both brochures for a museum.
b They are written for visitors to the museum.

2

1 In Antibes / In France
2 Picasso
3 Wednesdays and holidays
4 June – September / June to September
5 The Vampire submarine
6 The harbour
7 (the) Volunteers' desk
8 Use flash (photography)
9 Christmas Day

4

a That physiotherapy can help people who have injured themselves playing sport.
b Customers at a pharmacy / chemist's shop
c Three. The first part is a paragraph of continuous text and the next two parts are lists of points.

5

1 D **2** A

6

1 vital **4** prevented
2 well-being **5** overuse
3 cause **6** enabling

7

1 TRUE **6** NOT GIVEN
2 FALSE **7** Friday
3 NOT GIVEN **8** sun screen
4 FALSE **9** red and yellow // yellow and red
5 TRUE **10** wear a seatbelt

Reading 9

1

1 sociology **5** guest
2 stimulate **6** lectures
3 discussion and debate **7** international
4 prominent **8** speaker

2

1 E **2** D **3** F **4** A

3

i 3 **iii** 8 **v** 4 **vii** 1 **ix** 9
ii 2 **iv** 10 **vi** 6 **viii** 7 **x** 5

4

1 iii **3** ii **5** viii
2 vi **4** v **6** i

5

1 (some) practical work
2 June and November / end of semester
3 travel (costs)
4 (the) canteen
5 The Student's Club

6

1 assignment **6** student card
2 guidelines **7** to enrol
3 semester **8** discount
4 co-ordinator **9** exhibition
5 reimbursement

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7

1 enrol
2 co-ordinator
3 semester
4 department
5 assignments
6 guidelines
7 student card
8 discount

Reading 10

1

It is about the latest training techniques for elite sportsmen and women.

2

1 professional
2 researchers
3 velocity
4 reckon
5 fatigued
6 staff
7 at the forefront
8 talent
9 athletes
10 international counterparts
11 the field
12 monitoring

3

1 E
2 F
3 D
4 A
5 F
6 H

4

1 G netball coach
2 E skills acquisition specialist at the AIS
3 A athlete / champion hurdler
4 D Head of Physiology at the AIS
5 B Australian rugby coach

5

1 D
2 A
3 B
4 D
5 C
6 A

6

1 A
2 K
3 O
4 H
5 N
6 F

Writing 1

1

1 amount/quantity of
2 number of; amount of
3 levels
4 figures
5 level of
6 quantities/amounts of
7 amount of
8 numbers of

2

1 small
2 large amount/quantity
3 huge number
4 high
5 small number
6 large amount/quantity
7 low
8 a greater amount of / more

3

Possible answers

A Chart A shows the amount of fish caught in the three major oceans between 1975 and 2000.
B Chart B provides actual and projected population figures for China and India between 2000 and 2050.

1 amount/quantity of; greater than
2 smallest amount/quantity of
3 A larger amount/quantity of / More
4 higher
5 a greater number of / more

Writing 2

1

1 rising
2 rise
3 have risen ... to/by
4 fell ... to ... rose
5 will rise ... will fall / are predicted to rise ... are predicted to fall

2

1 decrease in the / downward trend in the
2 increase in / upward trend in the amount of
3 decrease in the / downward trend in the
4 there was a downward trend in crime levels
5 increase / upward trend

3

Suggested answers

3 rises sharply to
4 drops dramatically
5 lowest point
6 steady rise to
7 steep fall
8 returns to

4

Possible answer

The graph shows the amount of electricity people use when they are watching a World Cup football match. Overall, the demand fluctuates, with clear peaks and troughs at certain times during the match.

5

Possible answer

The table compares the number of male and female school-leavers entering university over a forty-year period. The percentage of Japanese students attending university rose steadily from 1960. At that time, a very small percentage of women went on to university and only 15 per cent of men received a university education, whereas nowadays, these figures are significantly higher.

6

Possible answer

Between 1960 and 2000, the increase in the percentage of women going to university in Japan was fairly steady, although from 1990 to 2000 figures rose more sharply. By 2000, it was estimated that 25 per cent of Japanese girls leaving school were entering university education, but this was still a smaller percentage than the figure for boys.

Generally, the male pattern showed more variation. Figures rose to a high of 40 per cent between 1960 and 1980, which represented the longest period of increase. It was followed, however, by a slight fall in numbers between 1980 and 1990, but then in 2000 the figures returned to just above the 1980 level.

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Overall, the table shows an increase in the percentage of students of both sexes going to university. However, the rate of increase for girls is far greater than for boys, with over eight times the percentage of girls going to university in 2000 than in 1960.

Writing 3

1

1	over	3	from	5	by	7	at
2	in	4	to	6	to		

2

1 It is forecast that the popularity of science subjects at university will fall sharply over the next ten years.
2 It is estimated that pollution levels in the 1900s were higher than they are today.
3 It is forecast that global population figures will reach 10 billion by 2050.
4 It is predicted that more children than adults will be obese by 2030.
5 It is predicted that the number of hours people spend watching TV will fall, while the amount of time they spend using technology will rise.
6 It is estimated that the average British person consumes / will consume 74,802 cups of tea in their lifetime.

3

1 The popularity of science subjects at university is forecast to fall sharply over the next ten years.
2 Pollution levels in the 1900s are estimated to have been higher than they are today.
3 Global population figures are forecast to reach 10 billion by 2050.
4 More children than adults are predicted to be obese by 2030.
5 The number of hours people spend watching TV is predicted to fall, while the amount of time they spend using technology is predicted to rise.
6 The average British person is estimated to consume 74,802 cups of tea in their lifetime.

4

1 Between 2005 and 2006 the amount of rainfall decreased, hitting a low of 2mm per month in the summer of 2006.
2 Standards in hospitals rose in the 1960s, showing a 20% improvement over the previous decade.
3 The average number of hours children spend on computers is predicted to increase over the next five years, reaching a peak of ten hours per day.
4 Sales figures for 2007 fluctuated, being high at the beginning of the year and low at the end.

Writing 4

1

1 features
2 popularity
3 resources
4 figure
5 industry

2

1 faster
2 smallest/narrowest
3 while/whereas
4 However, Whereas
5 smaller/lower
6 both
7 15.6
8 compared to
9 most

3

2 are fermented
3 (are) removed
4 are left
5 turn
6 are spread out
7 pour
8 taken
9 buying
10 (are) loaded
11 be made
12 eaten

Writing 5

1

Sample answer – other answers are possible.
Problems: working conditions / too much sitting down / too many staff in one room
Suggestions: provide better seats / better headphones / reduce number of people

4

The first sentence has been copied from the rubric and there are poor links between sentences. The material is not well organised.

5

Sample answer
Last Friday was my mother's birthday and so I decided to take her to the theatre to see a concert. A South African group were playing, called 'The Swing Band', and they put on a wonderful performance.

6

- Ticket from neighbour
- 'Jangle Jive' an African percussion band
- Wasn't busy, so went along
- Colourful clothes, scenery
- Music – Jungle Rhythms – best, animal sounds
- Lasted 15 minutes
- Playing near her/him
- Recommend he/she goes
- Will enjoy drums

7

Paragraph 1: I must tell you / I didn't know / but / with
Paragraph 2: As / and / As for / the most memorable / which / and
Paragraph 3: I'm pretty sure / I really recommend / You may think / but / Even

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Writing 6

1

1 D *I would like to enquire about*
2 E *I would like to book*
3 A *It is disappointing that*
4 B *I'm attaching the details as I know you'd love it there.*
5 C *I'm so sorry*

2

Possible answers

1 Please could you avoid always putting your rubbish out on the wrong day, as this means that the rubbish sits on the pavement all week.
2 I'm really sorry that I missed the meeting this morning. The traffic in the city was terrible and I got to work over half an hour late.
3 I'm extremely grateful to you for lending me your car while mine was at the garage being repaired. I know you won't accept any money, so I have filled the tank for you.
4 I am trying to organise a surprise birthday party for Dad on 24 June and I was wondering if you would both be able to come.
5 Last week I left a jacket and pair of trousers with you for dry cleaning. However, I am very disappointed with the service because the trousers now have a large hole in them, and the suit is ruined.
6 Don't forget that we have a meeting with the landlord on Friday at 6 p.m. to discuss the renewal of the lease. I would really appreciate it if everyone could be here, as this is quite important.

3

1 could
2 will go
3 would appreciate
4 arrived
5 will not be
6 would be; could

4

1 ... I suggest (that) you employ more staff.
2 ... I suggest (that) you look on this website. / I suggest looking on this website.
3 ... (may) I suggest (that) you take another week to complete it.
4 ... I suggest (that) the salespeople check all the boxes.
5 ... Can you suggest a convenient time?

Writing 7

1

A only has one topic or part to discuss: the role of personal relationships in achieving a happy life. Other issues could also be covered, such as health and money, and this would improve your answer because you would need to compare and contrast the things that make people happy.

B has more than one part: male/female approaches to study must both be discussed. If only one area is covered, you will lose marks.

2

Main idea	Supporting points
Men and women organise study differently	1 Women work in groups / discuss 2 Men work alone / less support

3

Main idea	Supporting points
Differences depend on type of person rather than on if they are a man or a woman	1 Both men and women leave things till the last minute 2 Both men and women use things to help them plan their time

5

1 Although
2 also
3 rather than
4 Similarly
5 This is because
6 such as

6

a Friends are important in life.
b No.
c It is very repetitive and lacks ideas.

7

Possible answer

Friends play an important role in my life and it would be difficult for me to live without them. Most significantly, they support me in a number of ways: by providing advice when I need it and good company when I want to go out and enjoy myself. Generally speaking, these are the aspects of friendship that are easy to define.

Other aspects of friendship are less easy to explain but an important one is that there is often a bond between friends that keeps them together. Although friends can be annoying sometimes, this bond helps us forgive them for their faults. As a result, the friendship becomes even stronger.

Writing 8

1

a *come up with new ideas / are terribly important / good imitators*
b The writer thinks both skills are important, as stated in the opening paragraph.
c The main ideas are in bold below.
d The supporting points are in italics.

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e 1st paragraph – introduction, states writer's position
2nd paragraph – relates to the importance of those who produce consumer goods
3rd paragraph – develops the idea that those who copy well have a role in society
4th paragraph – highlights a more important aspect of discovery that cannot be copied easily

f The writer summarises the points made in the answer and restates her/his position through doing this.

Sample answer

I certainly agree that people who come up with new ideas are terribly important to our society. However, I also think there is a role in society for good imitators.

No one would deny that certain individuals must be thanked for providing us with facilities that we use every day. *Where would we be, for example, without basic items such as the washing machine, the computer and, more recently, digital cameras and mobile phones?* These inventions are now used so regularly that we tend to take them for granted.

In fact, the society we live in today has become increasingly consumer-oriented and, while it may be possible to constantly update and improve consumer goods, *not everyone in my country can afford them.* Furthermore, *not everyone lives in an area that has access to the latest models on the market.* For these reasons, **it is useful if someone can provide good copies of expensive products**.

Having said that, **certain innovations have a more serious impact on our lives than others and cannot easily be replicated**. *Vital medicines like penicillin and vaccines against dangerous diseases also exist because people made continual efforts to develop them. Scientific ideas such as these enable us to live longer and avoid illness.*

Undoubtedly, scientists and engineers work extremely hard to make life better for us. In some areas, their work just adds comfort to our lives, and if people copy their ideas, it allows a wider population to benefit from them. However, in other areas, their contribution is unique, cannot be copied and without it we would be unlikely to survive or move forward.

2

Possible answers

b gives sense of pride in studies
c reflects on quality of teaching
e the home
f individual study areas
h staffing needs
i cost of facilities and equipment

3

a Introduction: The sentence suggests that the writer is going to begin exploring the topic.
b Conclusion: 'Taking all the arguments into account' means that the writer is referring back to opinions and views that have already been stated.
c Conclusion: The writer's use of 'so' indicates that previous arguments are being referred to.
d Introduction: The writer's use of questions suggests that these ideas will be discussed further.

4

Possible answers

a On the whole, it must be the case that a neat, tidy college or university will promote good study habits among students.
b At first glance, the statement seems reasonable, but I wonder whether the condition of the place we learn in has any effect on the way we study.
c I certainly agree that it is good to study in pleasant surroundings; however, it is questionable whether these have any direct impact on the success of our studies.
d The statement may be true, but I think we have to question, first of all, what is meant by 'study well' and whether this refers to the way we study or the overall success of our studies.
e I am taking the term 'environment' to mean the building or campus where students work, rather than the surrounding area, which I feel is less important.

5

Sample answer The idea that a marriage should be arranged by the parents of the couple, or by other members of the family, is quite acceptable in some societies, yet completely out of the question for others. So the way you see the pros and cons of each system will depend on your cultural background.	*Introduces both systems and states main difference.*
In western cultures, it is very unusual for marriages to be arranged. Most young people in these societies do not agree that their parents should choose their partner for life. They feel that young people should have a right to choose for themselves, even if they make a bad decision.	*Gives view against arranged marriages, with support.*

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However, even when marriages are not arranged, it is often the case that parents want to approve of their children's partners. This is because it is always easier for the couple concerned if the parents support the relationship and welcome the grandchildren. So to a certain extent, parents still play a positive part in the marriage process.	*Concedes that there are comparisons between arranged and non-arranged marriages.*
People who have arranged marriages often argue that the likelihood of the marriage lasting is greater when it is set up in this manner. Parents can be assured that their children are joining a family of similar economic and social background, and this, in the long run, produces a more stable society.	*Argues in favour of arranged marriages and supports the view.*
In the end, the important thing to ensure is that people are never forced into a marriage that will make them unhappy or lead to an unequal relationship, where one partner is exploited by the other. In my view, this principle should apply in all societies and situations.	*Concludes and gives personal position.*

Writing 9

1

1 f 3 c 5 b
2 a 4 d 6 e

2

1 I tend to disagree / I strongly disagree with this view.
2 As far as I am concerned …
3 In my view/opinion, children should …
4 Even though there are …
5 In my view …
6 I feel it is good that rich nations …
7 To conclude, / In conclusion, …
8 To sum up, I would support …

3

Suggested answers

1 In my view, it is unethical for parents to choose whether they have a boy or a girl.
2 Despite the fact that a lot of steps have been taken to help old people, we still need to do more.
3 It is doubtful whether antibiotics will continue to be effective in the long term.
4 There is little evidence to support the view that fat is bad for you.
5 Although students get tired, they still stay up late.
6 I am unconvinced that tourism benefits poor nations.
7 It is generally believed that animal testing is justifiable.

4

1 Some people consider money to be the most important aspect of life.
2 Many conservationists consider humans to be responsible for the loss of wildlife.
3 Teachers are not considered to be as important as doctors.
4 My grandparents considered education to be very important.
5 In Europe, bread is considered to be a staple food.
6 Have you considered your future?

5

1 in favour 5 Although
2 I mean 6 doubt
3 to be 7 believe/think
4 rather than 8 In fact

Writing 10

1

a *Actually*, *As well* and *On the other hand* are used incorrectly.
Actually is the wrong register (too informal). A linker isn't needed here.
As well is syntactically incorrect; here we would say *Also* or *In addition*.
On the other hand is wrong because it does not introduce a contrasting point.

b By replacing the rhetorical question with a sentence that leads into the reasons that follow.
By avoiding the repetition of 'people'.
By developing the supporting point better – here the student really repeats the same point as part of the development, e.g. it would be very expensive to do this + and some people can't afford it.
By ending the paragraph with a related, rather than new, idea.
By using a wider range of language.

2

a It relates the idea to research and the task, and it sets a clear focus for the reader by referring to hotels.
b Linkers: *To begin with, Secondly, though, Besides, even if, And lastly*
Reference words: *one, this, these, there*
c It means 'in addition' and links the idea of the danger of the journey to the moon with the problem of survival in a different atmosphere.
d To highlight the improbability (in her view) of ever being able to do this. It also adds a touch of humour.

3

1 eager 5 put off
2 check into 6 get there in one piece
3 far-fetched 7 alien environment
4 extremely wealthy

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4

Possible answers

1 I tend to think this is a rather one-sided claim.
2 Surely this is a rather uncharitable attitude.
3 I think this is a very positive development.
4 In my view, this is a particularly cruel activity.
5 I feel this is a very unhealthy approach to life.

5

1 generate
2 methods
3 dangerous
4 experience
5 the pro-nuclear scientists
6 contribute to
7 resources
8 practical/sensible/useful (others possible)
9 reliable
10 Basically
11 run out
12 making sure / ensuring

Speaking 1

1

a Key words: **1** kind of music / like
2 best way / learn / new mobile phone

b This is the 'topic vocabulary'. You need to produce a range of accurate vocabulary related to the topic to get a good mark.

2 and 3

	Words/phrases that are stressed	Reason for stress
A	*really like* *these days*	to emphasise how much to compare with the past
B	*really only* *quite boring* *terrible noise*	to introduce her narrow response to illustrate her view
C	*favourite* *especially* *to remember it*	to emphasise one kind of music to round up her explanation
D	*I suppose* *better*	to introduce a concession
E	*naturally* *young/older* *lesson* *when you buy*	to emphasise how easy it is to bring out the contrast between young and old to highlight her idea to illustrate when the lesson should take place
F	*Personally* *best way* *I'd do*	to indicate that this is her own opinion to emphasise how she personally would do it

4 and 5

	Verb	Tense needed for answer	Type of vocabulary needed
1	do you like to spend	present simple, e.g. *I like …ing*	leisure activities, sports, shopping
2	do you enjoy	present simple + gerund *like watching / enjoy doing something*	types of television programmes, e.g. *reality TV, serials, current affairs, films, documentaries* music, DVDs
3	did you play	past tense, e.g. *played, used to play*	names of sports, e.g. *football, basket ball, athletics, badminton*
4	do you want to do	future, e.g. *will, going to, hope to, intend to*	further education and other plans, e.g. *get into university, study, go on holiday, get married*
5	is	present simple	names of meals, e.g. *breakfast* explanation, e.g. *a social event, a relaxing time of the day*
6	is to learn / to use	present simple infinitives	ways of learning, e.g. *on your own, from a tutor, with a friend*
7	do … compare wear / used to wear	present simple and past tenses, e.g. *used to wear, wore*	types of clothes, e.g. *casual clothes, T-shirts, jeans, formal wear, suit*
8	would you … get	conditional, present simple	qualities of emails and letters, e.g. *formal, friendly, quick, efficient, cheap, reliable*
9	do you prefer	present simple	qualities of library, e.g. *quiet, access to books and computers, opening hours* qualities of home, e.g. *more relaxed, comfortable*
10	are you studying	present continuous, present simple, conditional e.g. *I would like to …*	reasons, e.g. *useful, need it for my studies, my future job, international language, to communicate with people from other countries*

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Speaking 2

1

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

2

A sport – 10 football
B airports – 5 plane
C from a small village – 7 come from
D student, job – 8 studying, working
E Spanish – 3 languages other than English
F cake, card, present – 2 birthdays
G only child – 9 brothers or sisters
H recipes – 6 cook
I staying – 1 1ive
J weekend break – 4 holiday

3

A and in fact
B except that
C which
D but
E although
F and
G but, so
H especially when
I Actually, because
J although, who

4

1 actually	6 In fact
2 and	7 except
3 which	8 but
4 especially	9 and
5 but	10 so

5

	Main information	Additional information	Linking words, fillers
Name of place	Melbourne	Capital of Victoria Beautiful, wide streets, grand buildings	*which* *because* *for example*
Good points	Style / fashion conscious	More elegant, smarter clothes, better restaurants than Sydney	*because* *you know* *that sort of thing* *but*
Famous for	Its trams	European feel	*Well, I suppose* *even though* *which*

Speaking 3

1

a Yes
b her children / she gives examples of the animals / the old monkey cage
c The present simple is used to describe the state/ situation and to express opinion.
d Melbourne Zoo is good because of its design.

2

Key words used: *South Africa, wildlife park, small plane, landing strip, take off, modern buildings, guide, mud huts, security guard with gun, animals, dawn, dusk, peering eyes, names of animals*
Adjectives used to express feelings: *exciting, privileged, amazing, frightening, marvellous*
Main tense used: past simple – telling a story in the past
Speaker's main point: The trip was really different and exciting.

3

Possible answers: authority, optimism, enthuiasm, wealth

4

Possible answers
The dinosaurs were alive way back in **time**.
What is **the time**?
Life is precious.
How long is **the life** of an AAA battery?
Health should come before anything else.
The health of a nation depends on the wealth of that nation.
Love is sweet.
The love of a parent for a child is unlike any other emotion.
Beauty cannot be bought or sold.
I was struck by **the beauty** of the young race horse.

5

1 a	6 the	11 the
2 –	7 the	12 a/the*
3 the	8 –	13 –
4 –	9 –	14 a
5 –	10 –	15 –

* *a vet* = any vet; *the vet* = the vet who is known to them

6

Possible answers
The reason I don't like *Al Pacino films is that they are usually too violent.*
One of the problems with *university is that there is so much reading to do.*
One of the good things about *swimming is that it exercises all the muscles in your body.*
What I enjoy about *surfing the net is that it provides a lot of useful information.*

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Speaking 4

1

1 He used to get a lot of enjoyment from his work.
2 I am pleased with my achievements at college.
3 I believe that success comes from hard work / working hard.
4 I had great respect for the way my colleagues handled the problem.
5 Regular exercise has tremendous benefits for most people.
6 I made a very detailed record of the observations we made on our geography field trip.
7 Improved transport systems should lead to a reduction in the amount of time people spend in their cars.
8 We need to make some improvements to the health system in our country.
9 My grandfather lost the ability to speak properly after his illness.

2

1 strong	4 true	7 wonderful
2 usual	5 bitterly	8 heavy
3 regular	6 common	9 genuine

3

Possible answers

1 … I had enough money.
2 … will definitely take it.
3 … do well enough in my exams.
4 … I got the chance to do so.
5 … will be very disappointed.
6 … will get a scholarship to fund my studies.
7 … I can't get a visa.

4

The tenses will need to be conditional or present. The content of the talk will be drawn from your imagination rather than based on a past experience.

Speaking 5

1

A, C and F

2

a F **b** B **c** E **d** C **e** D

3

1 in the wild
2 advantages
3 animal behaviour
4 are in danger of extinction
5 laboratory
6 in their natural environment
7 cage
8 cruel

5

A – topic 1 **B** – topic 5

Speaking 6

1

1 d whether … or	4 e will look like / date
2 a Why …?	5 b Do you think …?
3 c How …?	

2

1 Apparently the government is planning to remove the tax …
2 Frankly, I think the monarchy …
3 Personally, I am not in favour of sports like fox-hunting …
4 Regrettably, we still have no cure for …
5 Obviously, some people enjoy horror movies because …
6 Theoretically, a free national health service is a wonderful idea, but in practice …
7 …, so hopefully, we will see a change in smoking habits.
8 I seriously believe we should be doing everything possible …

3

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

4

A frankly	**B** Personally
C apparently	**D** obviously

Possible questions

A How do you feel about the International Space Station?
B Some people feel that museums are out of date and that all government funding should be withdrawn. What is your view on this?
C On the subject of girls' and boys' schools, how do you feel about single-sex schools? Do you think they are a good idea?
D In some countries, it is illegal not to wear a seat-belt when you are in a car. Do you think this is a good law?

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Practice test

LISTENING

Section 1

1 Anthony
2 1(st) June
3 University Hall
4 Health for Life
5 September 2006
6 (in the) distance
7 (for) driving
8 (the) full frame / full frame glasses
9 (they are) strong
10 (in/by) cash

Section 2

11 C
12 A
13 (The) Main Gateway
14 (the) (16/sixteen) flower beds
15 (a/the) (raised) pond
16 (a/the) Mosque
17 C
18 river
19 (supply) tanks
20 fountains

Section 3

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

Section 4

31 rules
32 speed
33 conversation
34 grandmother
35 us (and) we
36 repeat
37 space (out)
38 football pitch
39 first sentence
40 reading (it) aloud

ACADEMIC READING

Section 1

1 (atmospheric) carbon dioxide
2 300 years
3 evaporation
4 precipitation (rain)
5 glaciers
6 40 years
7 1875
8 15% / 15 per cent
9 southern US states
10 (River) Nile
11 Pakistan
12 15 years
13 A and D

Section 2

14 A
15 D
16 C
17 F
18 A
19 B
20 A
21 C
22 B
23 speed
24 brand image
25 familiarity
26 Coke

Section 3

27 YES
28 NOT GIVEN
29 NO
30 NO
31 NOT GIVEN
32 YES
33 B
34 C
35 D
36 B
37 houses
38 (its/the) metabolic pathway
39 (a/the) vacuole / vacuoles
40 (a) transcription factor

ACADEMIC WRITING

Task 1 Sample answer

India has a range of imports and exports and a number of trading partners. Overall, India imports £25.6 billion worth of goods, compared to £21.2 billion worth of exports.

The biggest import item is machinery and equipment at £5.7 billion and a similar amount is spent on importing crude oil and related products. India's other main import is gems – £1.9 billion worth – but it also exports £3.2 billion worth of gems and other jewellery. This, however, is the second biggest export. India's biggest export is textiles at £5 billion, followed by handicrafts, at £3.7 billion. Other big exports include engineering products and chemicals.

As far as trading partners are concerned, India's biggest partner for both imports and exports is the USA. 9.5% of imports come from there and 19.3% of exports, which is considerably more, go there. The UK is India's second biggest trading partner and India also exports just over 5% of goods to Hong Kong and Japan, and imports a similar percentage of goods from Belgium and Germany.

172 words

Task 2 Sample answer

For some people, going to university is a goal in itself, regardless of where it takes them. They aim for this, or for a professional career, because they follow their parents, or equally because their parents did not have this opportunity and want it for their children. But is everyone who studies at university doing what is right for him or her? And do we need all these qualified people?

Of course a functioning society needs to have a balance of skilled people. We need doctors and dentists to look after our health, historians and teachers to inform us, and engineers to design roads and computer programs. But we also need plumbers and builders and IT specialists, and many others, to build and maintain everything.

In many developed countries fewer and fewer people are encouraged to take up a trade, because they are told that university is smarter. Usually, if you are successful at university, you can get a well-paid job, though there is no guarantee of this. However, a trade can provide great job satisfaction and good wages because there is such a shortage of skilled people.

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Some countries have a policy of training people in technical schools from a young age. In my country, for instance, we have two types of secondary school and you choose quite early which path you want to take, and I think this is good.

In my opinion everyone has his or her role to play in society and we should encourage people to do what suits them best. On top of this, though, we also need to make sure that society respects a technical education as highly as an academic one, so that everyone feels valued.

284 words

GENERAL TRAINING READING

Section 1

1 B
2 D
3 B
4 A
5 D
6 A
7 C
8 (the) (old) harbour
9 11.30pm
10 9202 8565
11 (the) first floor
12 (a) bank statement
13 (a) replacement fee
14 5/five

Section 2

15 reservations
16 domestic
17 prepare quotations
18 cultural needs
19 compulsory part
20 manager / supervisor
21 (personal) accidents
22 F
23 D
24 E
25 A
26 B
27 C

Section 3

28 vii
29 iv
30 i
31 ix
32 viii
33 vi
34 ii
35 iii
36 fiction
37 digital images
38 feathered cape
39 documents
40 7/seven days

GENERAL TRAINING WRITING

Task 1 Sample answer

I am writing to complain about the quality of your fresh fruit; in particular your soft fruit, such as pears, oranges, peaches and plums.

I have done my food shopping at your supermarket since I moved to this area five years ago. You have a good range of products and your staff are very helpful. However, in the last few weeks I have noticed that the fruit that I buy from your shop goes brown very quickly and has no taste. Several times now, I have had to throw it away because of this.

Personally, I think it is unacceptable for a supermarket that has a good reputation to expect customers to pay for sub-standard produce. I am quite sure that other shoppers have had a similar experience and I think you should correct this situation; otherwise you may find that we go somewhere else to do our shopping.

Yours faithfully,

Katy Siu

151 words

Task 2 Sample answer

When mobile phones were first introduced, they were big, expensive and costly to use, and only a few people could afford them. They were a kind of status symbol. Today, however, mobiles are much smaller and cheaper, and you can easily keep one in your pocket. As a result many people all over the world own a mobile phone.

People of all ages have become so used to the convenience of being able to contact people anywhere, at any time, that they cannot imagine life without their mobiles. My father would not be able to run his business without using his phone day and night for deals and transactions. In fact, some people no longer have ordinary telephones in their homes and I think this trend is likely to continue.

People from an older generation who have not grown up with this technology may say that mobile phones are a nuisance, especially when they ring in public places, such as the cinema. Even mobile-phone owners like myself can find this annoying. However, it is not difficult to switch off your phone, or turn down the ring tone, in order to avoid irritating people.

We cannot turn the clock back. Now that we have this technology, I think we should use it. Having a mobile phone makes people feel safe, because they can get in touch with friends or parents very easily, and can send text messages cheaply. The phones themselves can be expensive but the advantages they bring are surely worth the money.

252 words

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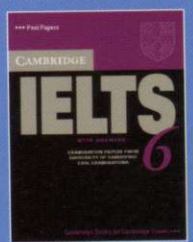

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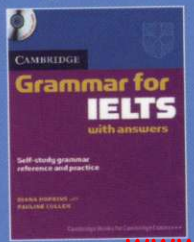

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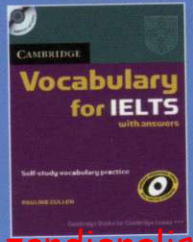

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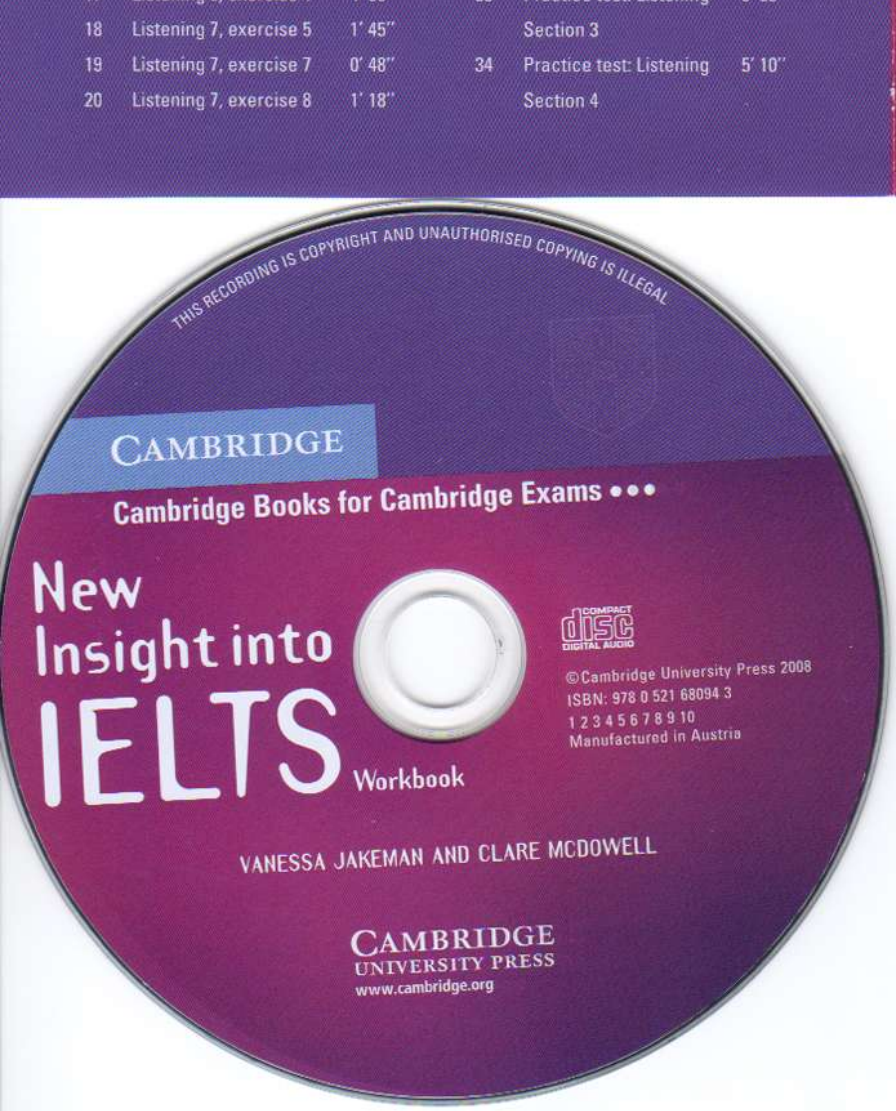

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