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# IELTS 12

## ACADEMIC

WITH ANSWERS

**AUTHENTIC EXAMINATION PAPERS**

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# Test 5

## LISTENING

### SECTION 1 Questions 1–10

Complete the notes below.

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

#### FAMILY EXCURSIONS

##### Cruise on a lake

##### Example

- Travel on an old ..... *steamship* .....

- Can take photos of the **1** ..... that surround the lake

##### Farm visit

- Children can help feed the sheep
- Visit can include a 40-minute ride on a **2** .....
- Visitors can walk in the farm's **3** ..... by the lake
- **4** ..... is available at extra cost

##### Cycling trips

- Cyclists explore the Back Road
- A **5** ..... is provided
- Only suitable for cyclists who have some **6** .....
- Bikes can be hired from **7** ..... (near the Cruise Ship Terminal)

- Cyclists need:
  - a repair kit
  - food and drink
  - a **8** ..... (can be hired)
- There are no **9** ..... or accommodation in the area

**Cost**

- Total cost for whole family of cruise and farm visit: **10** \$ .....

## Test 5

**SECTION 2      Questions 11–20***Questions 11–14*

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

**Talk to new kitchen assistants**

- 11** According to the manager, what do most people like about the job of kitchen assistant?
- A** the variety of work
  - B** the friendly atmosphere
  - C** the opportunities for promotion
- 12** The manager is concerned about some of the new staff's
- A** jewellery.
  - B** hair styles.
  - C** shoes.
- 13** The manager says that the day is likely to be busy for kitchen staff because
- A** it is a public holiday.
  - B** the head chef is absent.
  - C** the restaurant is almost fully booked.
- 14** Only kitchen staff who are 18 or older are allowed to use
- A** the waste disposal unit.
  - B** the electric mixer.
  - C** the meat slicer.

*Questions 15 and 16*

Choose **TWO** letters, **A–E**.

According to the manager, which **TWO** things can make the job of kitchen assistant stressful?

- A** They have to follow orders immediately.
- B** The kitchen gets very hot.
- C** They may not be able to take a break.
- D** They have to do overtime.
- E** The work is physically demanding.

### Questions 17–20

What is the responsibility of each of the following restaurant staff?

Choose **FOUR** answers from the box and write the correct letter, **A–F**, next to Questions 17–20.

Responsibilities	
<b>A</b>	training courses
<b>B</b>	food stocks
<b>C</b>	first aid
<b>D</b>	breakages
<b>E</b>	staff discounts
<b>F</b>	timetables

#### Restaurant staff

- 17 Joy Parkins .....
- 18 David Field .....
- 19 Dexter Wills .....
- 20 Mike Smith .....

## Test 5

**SECTION 3      Questions 21–30***Questions 21–23**Choose the correct letter, A, B or C.***Paper on Public Libraries**

- 21** What will be the main topic of Trudie and Stewart's paper?
- A** how public library services are organised in different countries  
**B** how changes in society are reflected in public libraries  
**C** how the funding of public libraries has changed
- 22** They agree that one disadvantage of free digitalised books is that
- A** they may take a long time to read.  
**B** they can be difficult to read.  
**C** they are generally old.
- 23** Stewart expects that in the future libraries will
- A** maintain their traditional function.  
**B** become centres for local communities.  
**C** no longer contain any books.

*Questions 24–30**Complete the notes below.**Write **ONE WORD ONLY** for each answer.***Study of local library: possible questions**

- whether it has a **24** ..... of its own
- its policy regarding noise of various kinds
- how it's affected by laws regarding all aspects of **25** .....
- how the design needs to take the **26** ..... of customers into account
- what **27** ..... is required in case of accidents
- why a famous person's **28** ..... is located in the library
- whether it has a **29** ..... of local organisations
- how it's different from a library in a **30** .....

**SECTION 4      Questions 31–40**

Complete the notes below.

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

### Four business values

Many business values can result in **31** .....

Senior managers need to understand and deal with the potential **32** ..... that may result.

#### Collaboration

During a training course, the speaker was in a team that had to build a **33** .....

Other teams experienced **34** ..... from trying to collaborate.

The speaker's team won because they reduced collaboration.

Sales of a **35** ..... were poor because of collaboration.

#### Industriousness

Hard work may be a bad use of various company **36** .....

The word 'lazy' in this context refers to people who avoid doing tasks that are **37** .....

#### Creativity

An advertising campaign for a **38** ..... was memorable but failed to boost sales.

Creativity should be used as a response to a particular **39** .....

#### Excellence

According to one study, on average, pioneers had a **40** ..... that was far higher than that of followers.

Companies that always aim at excellence may miss opportunities.

## READING

### READING PASSAGE 1

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

# Cork

Cork – the thick bark of the cork oak tree (*Quercus suber*) – is a remarkable material. It is tough, elastic, buoyant, and fire-resistant, and suitable for a wide range of purposes. It has also been used for millennia: the ancient Egyptians sealed their sarcophagi (stone coffins) with cork, while the ancient Greeks and Romans used it for anything from beehives to sandals.

And the cork oak itself is an extraordinary tree. Its bark grows up to 20 cm in thickness, insulating the tree like a coat wrapped around the trunk and branches and keeping the inside at a constant 20°C all year round. Developed most probably as a defence against forest fires, the bark of the cork oak has a particular cellular structure – with about 40 million cells per cubic centimetre – that technology has never succeeded in replicating. The cells are filled with air, which is why cork is so buoyant. It also has an elasticity that means you can squash it and watch it spring back to its original size and shape when you release the pressure.

Cork oaks grow in a number of Mediterranean countries, including

Portugal, Spain, Italy, Greece and Morocco. They flourish in warm, sunny climates where there is a minimum of 400 millimetres of rain per year, and not more than 800 millimetres. Like grape vines, the trees thrive in poor soil, putting down deep roots in search of moisture and nutrients. Southern Portugal's Alentejo region meets all of these requirements, which explains why, by the early 20th century, this region had become the world's largest producer of cork, and why today it accounts for roughly half of all cork production around the world.

Most cork forests are family-owned. Many of these family businesses, and indeed many of the trees themselves, are around 200 years old. Cork production is, above all, an exercise in patience. From the planting of a cork sapling to the first harvest takes 25 years, and a gap of approximately a decade must separate harvests from an individual tree. And for top-quality cork, it's necessary to wait a further 15 or 20 years. You even have to wait for the right kind of summer's day to harvest cork. If the bark is stripped on a day when it's too cold – or when the air is damp – the tree will be damaged.

Cork harvesting is a very specialised profession. No mechanical means of stripping cork bark has been invented, so the job is done by teams of highly skilled workers. First, they make vertical cuts down the bark using small sharp axes, then lever it away in pieces as large as they can manage. The most skilful cork-strippers prise away a semi-circular husk that runs the length of the trunk from just above ground level to the first branches. It is then dried on the ground for about four months, before being taken to factories, where it is boiled to kill any insects that might remain in the cork. Over 60% of cork then goes on to be made into traditional bottle stoppers, with most of the remainder being used in the construction trade. Corkboard and cork tiles are ideal for thermal and acoustic insulation, while granules of cork are used in the manufacture of concrete.

Recent years have seen the end of the virtual monopoly of cork as the material for bottle stoppers, due to concerns about the effect it may have on the contents of the bottle. This

is caused by a chemical compound called 2,4,6-trichloroanisole (TCA), which forms through the interaction of plant phenols, chlorine and mould. The tiniest concentrations – as little as three or four parts to a trillion – can spoil the taste of the product contained in the bottle. The result has been a gradual yet steady move first towards plastic stoppers and, more recently, to aluminium screw caps. These substitutes are cheaper to manufacture and, in the case of screw caps, more convenient for the user.

The classic cork stopper does have several advantages, however. Firstly, its traditional image is more in keeping with that of the type of high quality goods with which it has long been associated. Secondly – and very importantly – cork is a sustainable product that can be recycled without difficulty. Moreover, cork forests are a resource which support local biodiversity, and prevent desertification in the regions where they are planted. So, given the current concerns about environmental issues, the future of this ancient material once again looks promising.

## Test 5

## Questions 1–5

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

In boxes 1–5 on your answer sheet, write

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

- 1 The cork oak has the thickest bark of any living tree.
- 2 Scientists have developed a synthetic cork with the same cellular structure as natural cork.
- 3 Individual cork oak trees must be left for 25 years between the first and second harvest.
- 4 Cork bark should be stripped in dry atmospheric conditions.
- 5 The only way to remove the bark from cork oak trees is by hand.

Questions 6–13

Complete the notes below.

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

Write your answers in boxes 6–13 on your answer sheet.

## Comparison of aluminium screw caps and cork bottle stoppers

### Advantages of aluminium screw caps

- do not affect the **6** ..... of the bottle contents
- are **7** ..... to produce
- are **8** ..... to use

### Advantages of cork bottle stoppers

- suit the **9** ..... of quality products
- made from a **10** ..... material
- easily **11** .....
- cork forests aid **12** .....
- cork forests stop **13** ..... happening

## Test 5

## READING PASSAGE 2

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

## COLLECTING AS A HOBBY

Collecting must be one of the most varied of human activities, and it's one that many of us psychologists find fascinating. Many forms of collecting have been dignified with a technical name: an arctophilist collects teddy bears, a philatelist collects postage stamps, and a deltiologist collects postcards. Amassing hundreds or even thousands of postcards, chocolate wrappers or whatever, takes time, energy and money that could surely be put to much more productive use. And yet there are millions of collectors around the world. Why do they do it?

There are the people who collect because they want to make money – this could be called an instrumental reason for collecting; that is, collecting as a means to an end. They'll look for, say, antiques that they can buy cheaply and expect to be able to sell at a profit. But there may well be a psychological element, too – buying cheap and selling dear can give the collector a sense of triumph. And as selling online is so easy, more and more people are joining in.

Many collectors collect to develop their social life, attending meetings of a group of collectors and exchanging information on items. This is a variant on joining a bridge club or a gym, and similarly brings them into contact with like-minded people.

Another motive for collecting is the desire to find something special, or a particular example of the collected item, such as a rare early recording by a particular singer.

Some may spend their whole lives in a hunt for this. Psychologically, this can give a purpose to a life that otherwise feels aimless. There is a danger, though, that if the individual is ever lucky enough to find what they're looking for, rather than celebrating their success, they may feel empty, now that the goal that drove them on has gone.

If you think about collecting postage stamps, another potential reason for it – or, perhaps, a result of collecting – is its educational value. Stamp collecting opens a window to other countries, and to the plants, animals, or famous people shown on their stamps. Similarly, in the 19<sup>th</sup> century, many collectors amassed fossils, animals and plants from around the globe, and their collections provided a vast amount of information about the natural world. Without those collections, our understanding would be greatly inferior to what it is.

In the past – and nowadays, too, though to a lesser extent – a popular form of collecting, particularly among boys and men, was trainspotting. This might involve trying to see every locomotive of a particular type, using published data that identifies each one, and ticking off each engine as it is seen. Trainspotters exchange information, these days often by mobile phone, so they can work out where to go to, to see a particular engine. As a by-product, many practitioners of the hobby become very knowledgeable about railway

operations, or the technical specifications of different engine types.

Similarly, people who collect dolls may go beyond simply enlarging their collection, and develop an interest in the way that dolls are made, or the materials that are used. These have changed over the centuries from the wood that was standard in 16th century Europe, through the wax and porcelain of later centuries, to the plastics of today's dolls. Or collectors might be inspired to study how dolls reflect notions of what children like, or ought to like.

Not all collectors are interested in learning from their hobby, though, so what we might call a psychological reason for collecting is the need for a sense of control, perhaps as a way of dealing with insecurity. Stamp collectors, for instance, arrange their stamps in albums, usually very neatly, organising their collection according to certain commonplace principles –

perhaps by country in alphabetical order, or grouping stamps by what they depict – people, birds, maps, and so on.

One reason, conscious or not, for *what* someone chooses to collect is to show the collector's individualism. Someone who decides to collect something as unexpected as dog collars, for instance, may be conveying their belief that they must be interesting themselves. And believe it or not, there is at least one dog collar museum in existence, and it grew out of a personal collection.

Of course, all hobbies give pleasure, but the common factor in collecting is usually passion: pleasure is putting it far too mildly. More than most other hobbies, collecting can be totally engrossing, and can give a strong sense of personal fulfilment. To non-collectors it may appear an eccentric, if harmless, way of spending time, but potentially, collecting has a lot going for it.

## Test 5

## Questions 14–21

Complete the sentences below.

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

Write your answers in boxes 14–21 on your answer sheet.

- 14 The writer mentions collecting ..... as an example of collecting in order to make money.
- 15 Collectors may get a feeling of ..... from buying and selling items.
- 16 Collectors' clubs provide opportunities to share .....
- 17 Collectors' clubs offer ..... with people who have similar interests.
- 18 Collecting sometimes involves a life-long ..... for a special item.
- 19 Searching for something particular may prevent people from feeling their life is completely .....
- 20 Stamp collecting may be ..... because it provides facts about different countries.
- 21 ..... tends to be mostly a male hobby.

## Questions 22–26

Do the following statements agree with the information given in the passage on pages 20 and 21?

In boxes 22–26 on your answer sheet, write

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

- 22 The number of people buying dolls has grown over the centuries.
- 23 Sixteenth century European dolls were normally made of wax and porcelain.
- 24 Arranging a stamp collection by the size of the stamps is less common than other methods.
- 25 Someone who collects unusual objects may want others to think he or she is also unusual.
- 26 Collecting gives a feeling that other hobbies are unlikely to inspire.

## READING PASSAGE 3

You should spend about 20 minutes on **Questions 27–40**, which are based on Reading Passage 3 on pages 24 and 25.

**Questions 27–32**

Reading Passage 3 has six sections, **A–F**.

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

Write the correct number, **i–viii**, in boxes 27–32 on your answer sheet.

### List of Headings

- i** Courses that require a high level of commitment
- ii** A course title with two meanings
- iii** The equal importance of two key issues
- iv** Applying a theory in an unexpected context
- v** The financial benefits of studying
- vi** A surprising course title
- vii** Different names for different outcomes
- viii** The possibility of attracting the wrong kind of student

**27** Section **A**

**28** Section **B**

**29** Section **C**

**30** Section **D**

**31** Section **E**

**32** Section **F**

## Test 5

## What's the purpose of gaining knowledge?

- A** 'I would found an institution where any person can find instruction in any subject.' That was the founder's motto for Cornell University, and it seems an apt characterization of the different university, also in the USA, where I currently teach philosophy. A student can prepare for a career in resort management, engineering, interior design, accounting, music, law enforcement, you name it. But what would the founders of these two institutions have thought of a course called 'Arson for Profit'? I kid you not: we have it on the books. Any undergraduates who have met the academic requirements can sign up for the course in our program in 'fire science'.
- B** Naturally, the course is intended for prospective arson investigators, who can learn all the tricks of the trade for detecting whether a fire was deliberately set, discovering who did it, and establishing a chain of evidence for effective prosecution in a court of law. But wouldn't this also be the perfect course for prospective arsonists to sign up for? My point is not to criticize academic programs in fire science: they are highly welcome as part of the increasing professionalization of this and many other occupations. However, it's not unknown for a firefighter to torch a building. This example suggests how dishonest and illegal behavior, with the help of higher education, can creep into every aspect of public and business life.
- C** I realized this anew when I was invited to speak before a class in marketing, which is another of our degree programs. The regular instructor is a colleague who appreciates the kind of ethical perspective I can bring as a philosopher. There are endless ways I could have approached this assignment, but I took my cue from the title of the course: 'Principles of Marketing'. It made me think to ask the students, 'Is marketing principled?' After all, a subject matter can have principles in the sense of being codified, having rules, as with football or chess, without being principled in the sense of being ethical. Many of the students immediately assumed that the answer to my question about marketing principles was obvious: *no*. Just look at the ways in which everything under the sun has been marketed; obviously it need not be done in a *principled* (=ethical) fashion.
- D** Is that obvious? I made the suggestion, which may sound downright crazy in light of the evidence, that perhaps marketing is *by definition* principled. My inspiration for this judgement is the philosopher Immanuel Kant, who argued that any body of knowledge consists of an end (or purpose) and a means.

- E** Let us apply both the terms ‘means’ and ‘end’ to marketing. The students have signed up for a course in order to learn how to market effectively. But to what *end*? There seem to be two main attitudes toward that question. One is that the answer is obvious: the purpose of marketing is to sell things and to make money. The other attitude is that the *purpose* of marketing is irrelevant: Each person comes to the program and course with his or her own plans, and these need not even concern the acquisition of marketing expertise as such. My proposal, which I believe would also be Kant’s, is that *neither* of these attitudes captures the significance of the end to the means for marketing. A field of knowledge or a professional endeavor is defined by both the means *and* the end; hence *both* deserve scrutiny. Students need to study both how to achieve X, and also what X is.
- F** It is at this point that ‘Arson for Profit’ becomes supremely relevant. That course is presumably all about *means*: how to detect and prosecute criminal activity. It is therefore assumed that the *end* is good in an ethical sense. When I ask fire science students to articulate the end, or purpose, of their field, they eventually generalize to something like, ‘The safety and welfare of society,’ which seems right. As we have seen, someone could use the very same knowledge of *means* to achieve a much less noble end, such as personal profit via destructive, dangerous, reckless activity. But *we would not call that firefighting*. We have a separate word for it: *arson*. Similarly, if you employed the ‘principles of marketing’ in an unprincipled way, *you would not be doing marketing*. We have another term for it: *fraud*. Kant gives the example of a doctor and a poisoner, who use the identical knowledge to achieve their divergent ends. We would say that one is practicing medicine, the other, murder.

## Test 5

## Questions 33–36

Complete the summary below.

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

Write your answers in boxes 33–36 on your answer sheet.

### The 'Arson for Profit' course

This is a university course intended for students who are undergraduates and who are studying **33** ..... . The expectation is that they will become **34** ..... specialising in arson. The course will help them to detect cases of arson and find **35** ..... of criminal intent, leading to successful **36** ..... in the courts.

## Questions 37–40

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

In boxes 37–40 on your answer sheet, write

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

- 37** It is difficult to attract students onto courses that do not focus on a career.
- 38** The 'Arson for Profit' course would be useful for people intending to set fire to buildings.
- 39** Fire science courses are too academic to help people to be good at the job of firefighting.
- 40** The writer's fire science students provided a detailed definition of the purpose of their studies.

## WRITING

### WRITING TASK 1

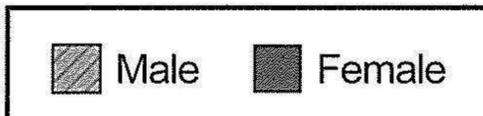
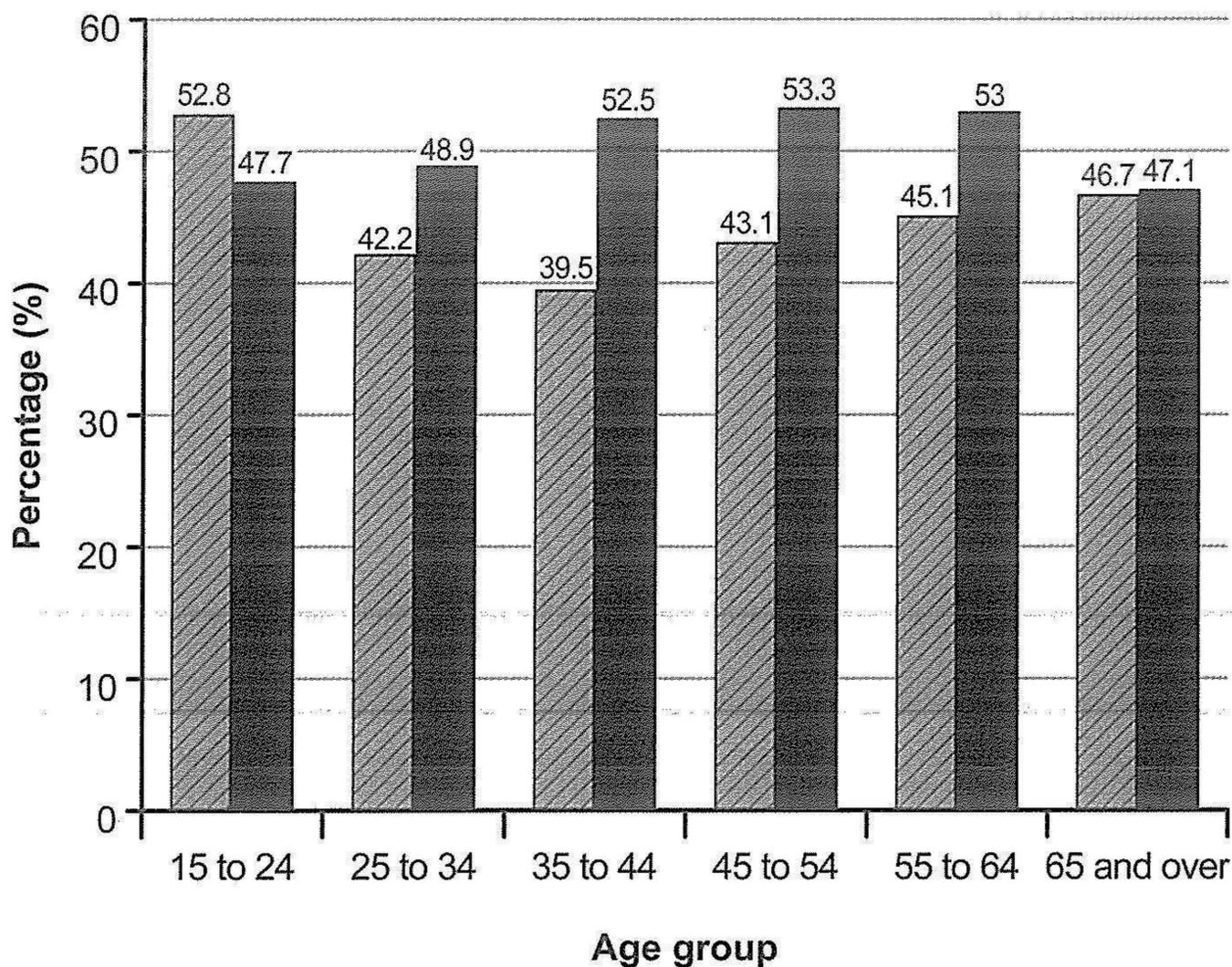
You should spend about 20 minutes on this task.

*The bar chart below shows the percentage of Australian men and women in different age groups who did regular physical activity in 2010.*

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

Write at least 150 words.

**Percentage of Australian men and women doing regular physical activity: 2010**



Test 5

## WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

***Some people believe that it is good to share as much information as possible in scientific research, business and the academic world. Others believe that some information is too important or too valuable to be shared freely.***

***Discuss both these views and give your own opinion.***

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

Write at least 250 words.

## SPEAKING

### PART 1

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

#### EXAMPLE

##### Health

- Is it important to you to eat healthy food? [Why?/Why not?]
- If you catch a cold, what do you do to help you feel better? [Why?]
- Do you pay attention to public information about health? [Why?/Why not?]
- What could you do to have a healthier lifestyle?

### PART 2

**Describe an occasion when you had to wait a long time for someone or something to arrive.**

**You should say:**

**who or what you were waiting for**  
**how long you had to wait**  
**why you had to wait a long time**  
**and explain how you felt about waiting a long time.**

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

### PART 3

#### *Discussion topics:*

##### **Arriving early**

#### *Example questions:*

In what kinds of situations should people always arrive early?

How important it is to arrive early in your country?

How can modern technology help people to arrive early?

##### **Being patient**

#### *Example questions:*

What kinds of jobs require the most patience?

Is it always better to be patient in work (or studies)?

Do you agree or disagree that the older people are, the more patient they are?

# Test 6

## LISTENING

### SECTION 1 Questions 1–10

Complete the notes below.

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

#### Events during Kenton Festival

*Example*

Start date: .....16th..... May

#### Opening ceremony (first day)

- In town centre, starting at **1** .....
- The mayor will make a speech
- A **2** ..... will perform
- Performance of a **3** ..... about Helen Tungate (a **4** .....)
- Evening fireworks display situated across the **5** .....

#### Other events

- Videos about relationships that children have with their **6** .....
- Venue: **7** ..... House
- Performance of **8** ..... dances
- Venue: the **9** ..... market in the town centre
- Time: 2 and 5 pm every day except 1st day of festival
- Several professional concerts and one by children
- Venue: library
- Time: 6.30 pm on the 18th

Tickets available online from festival box office and from shops which have the festival **10** ..... in their windows

**SECTION 2      Questions 11–20***Questions 11–15*

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

**Theatre trip to Munich**

- 11** When the group meet at the airport they will have
- A** breakfast.
  - B** coffee.
  - C** lunch.
- 12** The group will be met at Munich Airport by
- A** an employee at the National Theatre.
  - B** a theatre manager.
  - C** a tour operator.
- 13** How much will they pay per night for a double room at the hotel?
- A** 110 euros
  - B** 120 euros
  - C** 150 euros
- 14** What type of restaurant will they go to on Tuesday evening?
- A** an Italian restaurant
  - B** a Lebanese restaurant
  - C** a typical restaurant of the region
- 15** Who will they meet on Wednesday afternoon?
- A** an actor
  - B** a playwright
  - C** a theatre director

## Test 6

## Questions 16–20

What does the man say about the play on each of the following days?

Choose **FIVE** answers from the box and write the correct letter, **A–G**, next to Questions 16–20.

**Comments**

- A** The playwright will be present.
- B** The play was written to celebrate an anniversary.
- C** The play will be performed inside a historic building.
- D** The play will be accompanied by live music.
- E** The play will be performed outdoors.
- F** The play will be performed for the first time.
- G** The performance will be attended by officials from the town.

**Days**

- 16** Wednesday .....
- 17** Thursday .....
- 18** Friday .....
- 19** Saturday .....
- 20** Monday .....

**SECTION 3      Questions 21–30***Questions 21–25*

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

**Scandinavian Studies**

- 21** James chose to take Scandinavian Studies because when he was a child
- A** he was often taken to Denmark.
  - B** his mother spoke to him in Danish.
  - C** a number of Danish people visited his family.
- 22** When he graduates, James would like to
- A** take a postgraduate course.
  - B** work in the media.
  - C** become a translator.
- 23** Which course will end this term?
- A** Swedish cinema
  - B** Danish television programmes
  - C** Scandinavian literature
- 24** They agree that James's literature paper this term will be on
- A** 19th century playwrights.
  - B** the Icelandic sagas.
  - C** modern Scandinavian novels.
- 25** Beth recommends that James's paper should be
- A** a historical overview of the genre.
  - B** an in-depth analysis of a single writer.
  - C** a study of the social background to the literature.

Test 6

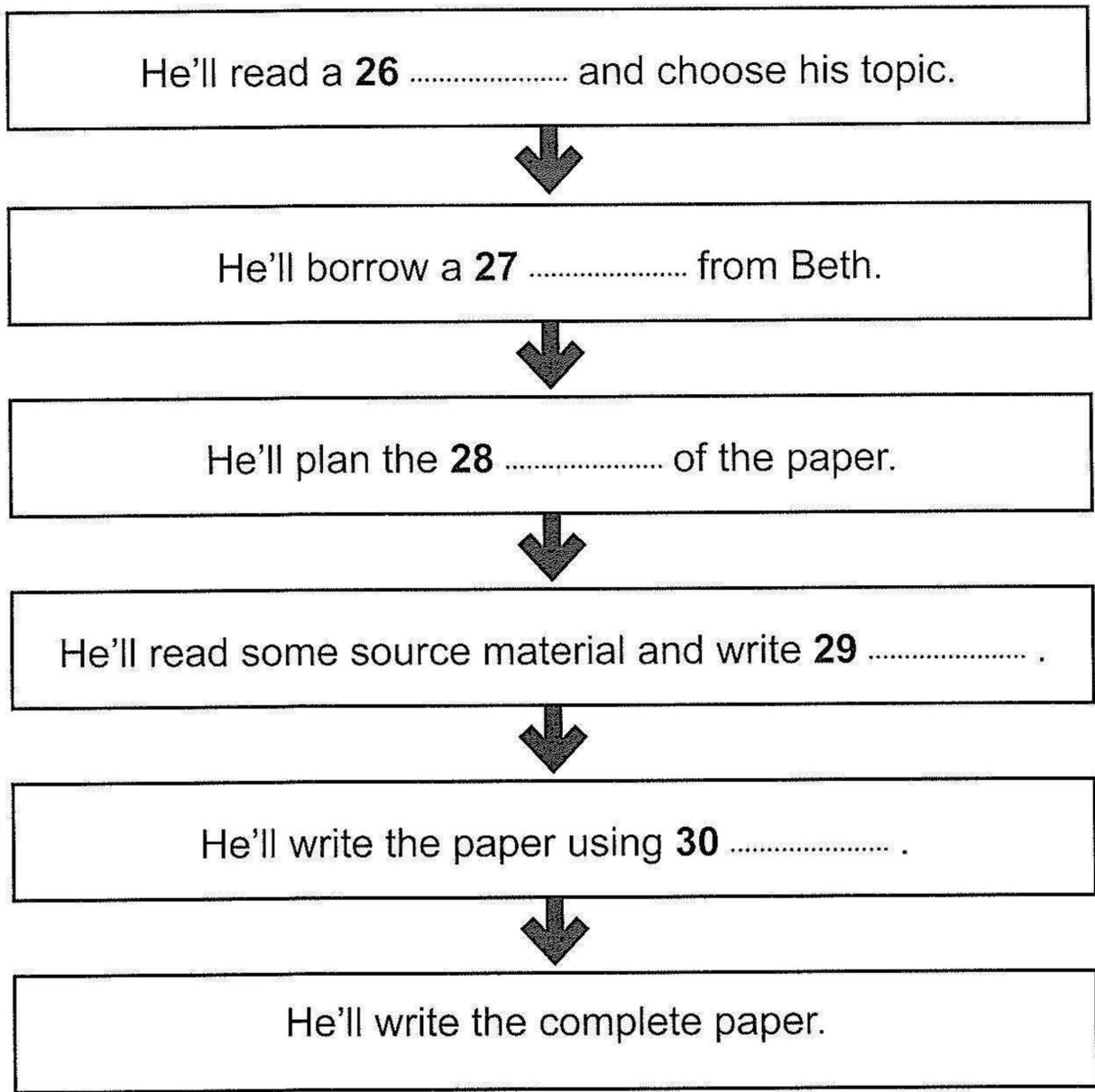
Questions 26–30

Complete the flow-chart below.

Choose **FIVE** answers from the box and write the correct letter, **A–G**, next to Questions 26–30.

- A bullet points
- B film
- C notes
- D structure
- E student paper
- F textbook
- G documentary

**How James will write his paper on the Vikings**



**SECTION 4      Questions 31–40**

Complete the notes below.

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

### Conflict at work

Conflict mostly consists of behaviour in the general category of **31** .....

Often a result of people wanting to prove their **32** .....

Also caused by differences in **33** ..... between people

**34** '.....' conflicts: people more concerned about own team than about company

Conflict-related stress can cause **35** ..... that may last for months

#### Chief Executives (CEOs)

Many have both **36** ..... and anxiety

May not like to have their decisions questioned

There may be conflict between people who have different **37** .....

#### Other managers

A structure that is more **38** ..... may create a feeling of uncertainty about who staff should report to.

#### Minimising conflict

Bosses need to try hard to gain **39** .....

Someone from outside the company may be given the role of **40** ..... in order to resolve conflicts.

## Test 6

**READING****READING PASSAGE 1**

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

## The risks agriculture faces in developing countries

### *Synthesis of an online debate\**

- A** Two things distinguish food production from all other productive activities: first, every single person needs food each day and has a right to it; and second, it is hugely dependent on nature. These two unique aspects, one political, the other natural, make food production highly vulnerable and different from any other business. At the same time, cultural values are highly entrenched in food and agricultural systems worldwide.
- B** Farmers everywhere face major risks, including extreme weather, long-term climate change, and price volatility in input and product markets. However, smallholder farmers in developing countries must in addition deal with adverse environments, both natural, in terms of soil quality, rainfall, etc., and human, in terms of infrastructure, financial systems, markets, knowledge and technology. Counter-intuitively, hunger is prevalent among many smallholder farmers in the developing world.
- C** Participants in the online debate argued that our biggest challenge is to address the underlying causes of the agricultural system's inability to ensure sufficient food for all, and they identified as drivers of this problem our dependency on fossil fuels and unsupportive government policies.
- D** On the question of mitigating the risks farmers face, most essayists called for greater state intervention. In his essay, Kanayo F. Nwanze, President of the International Fund for Agricultural Development, argued that governments can significantly reduce risks for farmers by providing basic services like roads to get produce more efficiently to markets, or water and food storage facilities to reduce losses. Sophia Murphy, senior advisor to the Institute for Agriculture and Trade Policy, suggested that the procurement and holding of stocks by governments can also help mitigate wild swings in food prices by alleviating uncertainties about market supply.

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\*The personal names in the text refer to the authors of written contributions to the online debate.

- E** Shenggen Fan, Director General of the International Food Policy Research Institute, held up social safety nets and public welfare programmes in Ethiopia, Brazil and Mexico as valuable ways to address poverty among farming families and reduce their vulnerability to agriculture shocks. However, some commentators responded that cash transfers to poor families do not necessarily translate into increased food security, as these programmes do not always strengthen food production or raise incomes. Regarding state subsidies for agriculture, Rokeya Kabir, Executive Director of Bangladesh Nari Progati Sangha, commented in her essay that these 'have not compensated for the stranglehold exercised by private traders. In fact, studies show that sixty percent of beneficiaries of subsidies are not poor, but rich landowners and non-farmer traders.'
- F** Nwanze, Murphy and Fan argued that private risk management tools, like private insurance, commodity futures markets, and rural finance can help small-scale producers mitigate risk and allow for investment in improvements. Kabir warned that financial support schemes often encourage the adoption of high-input agricultural practices, which in the medium term may raise production costs beyond the value of their harvests. Murphy noted that when futures markets become excessively financialised they can contribute to short-term price volatility, which increases farmers' food insecurity. Many participants and commentators emphasised that greater transparency in markets is needed to mitigate the impact of volatility, and make evident whether adequate stocks and supplies are available. Others contended that agribusiness companies should be held responsible for paying for negative side effects.
- G** Many essayists mentioned climate change and its consequences for small-scale agriculture. Fan explained that 'in addition to reducing crop yields, climate change increases the magnitude and the frequency of extreme weather events, which increase smallholder vulnerability.' The growing unpredictability of weather patterns increases farmers' difficulty in managing weather-related risks. According to this author, one solution would be to develop crop varieties that are more resilient to new climate trends and extreme weather patterns. Accordingly, Pat Mooney, co-founder and executive director of the ETC Group, suggested that 'if we are to survive climate change, we must adopt policies that let peasants diversify the plant and animal species and varieties/breeds that make up our menus.'

*Test 6*

- H** Some participating authors and commentators argued in favour of community-based and autonomous risk management strategies through collective action groups, co-operatives or producers' groups. Such groups enhance market opportunities for small-scale producers, reduce marketing costs and synchronise buying and selling with seasonal price conditions. According to Murphy, 'collective action offers an important way for farmers to strengthen their political and economic bargaining power, and to reduce their business risks.' One commentator, Giel Ton, warned that collective action does not come as a free good. It takes time, effort and money to organise, build trust and to experiment. Others, like Marcel Vernooij and Marcel Beukeboom, suggested that in order to 'apply what we already know', all stakeholders, including business, government, scientists and civil society, must work together, starting at the beginning of the value chain.
- I** Some participants explained that market price volatility is often worsened by the presence of intermediary purchasers who, taking advantage of farmers' vulnerability, dictate prices. One commentator suggested farmers can gain greater control over prices and minimise price volatility by selling directly to consumers. Similarly, Sonali Bisht, founder and advisor to the Institute of Himalayan Environmental Research and Education (INHERE), India, wrote that community-supported agriculture, where consumers invest in local farmers by subscription and guarantee producers a fair price, is a risk-sharing model worth more attention. Direct food distribution systems not only encourage small-scale agriculture but also give consumers more control over the food they consume, she wrote.

### Questions 1–3

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

Which paragraph contains the following information?

*Write the correct letter, **A–I**, in boxes 1–3 on your answer sheet.*

- 1 a reference to characteristics that only apply to food production
- 2 a reference to challenges faced only by farmers in certain parts of the world
- 3 a reference to difficulties in bringing about co-operation between farmers

## Test 6

## Questions 4–9

Look at the following statements (Questions 4–9) and the list of people below.

Match each statement with the correct person, **A–G**.

Write the correct letter, **A–G**, in boxes 4–9 on your answer sheet.

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

- 4 Financial assistance from the government does not always go to the farmers who most need it.
- 5 Farmers can benefit from collaborating as a group.
- 6 Financial assistance from the government can improve the standard of living of farmers.
- 7 Farmers may be helped if there is financial input by the same individuals who buy from them.
- 8 Governments can help to reduce variation in prices.
- 9 Improvements to infrastructure can have a major impact on risk for farmers.

**List of People**

- |          |                  |
|----------|------------------|
| <b>A</b> | Kanayo F. Nwanze |
| <b>B</b> | Sophia Murphy    |
| <b>C</b> | Shenggen Fan     |
| <b>D</b> | Rokeya Kabir     |
| <b>E</b> | Pat Mooney       |
| <b>F</b> | Giel Ton         |
| <b>G</b> | Sonali Bisht     |

**Questions 10 and 11**

Choose **TWO** letters, **A–E**.

Write the correct letters in boxes 10 and 11 on your answer sheet.

Which **TWO** problems are mentioned which affect farmers with small farms in developing countries?

- A** lack of demand for locally produced food
- B** lack of irrigation programmes
- C** being unable to get insurance
- D** the effects of changing weather patterns
- E** having to sell their goods to intermediary buyers

**Questions 12 and 13**

Choose **TWO** letters, **A–E**.

Write the correct letters in boxes 12 and 13 on your answer sheet.

Which **TWO** actions are recommended for improving conditions for farmers?

- A** reducing the size of food stocks
- B** attempting to ensure that prices rise at certain times of the year
- C** organising co-operation between a wide range of interested parties
- D** encouraging consumers to take a financial stake in farming
- E** making customers aware of the reasons for changing food prices

## Test 6

**READING PASSAGE 2**

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

*Questions 14–20*

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

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

Write the correct number, **i–viii**, in boxes 14–20 on your answer sheet.

**List of Headings**

- i** Different accounts of the same journey
- ii** Bingham gains support
- iii** A common belief
- iv** The aim of the trip
- v** A dramatic description
- vi** A new route
- vii** Bingham publishes his theory
- viii** Bingham's lack of enthusiasm

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

## The Lost City

*An explorer's encounter with the ruined city of Machu Picchu, the most famous icon of the Inca civilisation*

- A** When the US explorer and academic Hiram Bingham arrived in South America in 1911, he was ready for what was to be the greatest achievement of his life: the exploration of the remote hinterland to the west of Cusco, the old capital of the Inca empire in the Andes mountains of Peru. His goal was to locate the remains of a city called Vitcos, the last capital of the Inca civilisation. Cusco lies on a high plateau at an elevation of more than 3,000 metres, and Bingham's plan was to descend from this plateau along the valley of the Urubamba river, which takes a circuitous route down to the Amazon and passes through an area of dramatic canyons and mountain ranges.
- B** When Bingham and his team set off down the Urubamba in late July, they had an advantage over travellers who had preceded them: a track had recently been blasted down the valley canyon to enable rubber to be brought up by mules from the jungle. Almost all previous travellers had left the river at Ollantaytambo and taken a high pass across the mountains to rejoin the river lower down, thereby cutting a substantial corner, but also therefore never passing through the area around Machu Picchu.
- C** On 24 July they were a few days into their descent of the valley. The day began slowly, with Bingham trying to arrange sufficient mules for the next stage of the trek. His companions showed no interest in accompanying him up the nearby hill to see some ruins that a local farmer, Melchor Arteaga, had told them about the night before. The morning was dull and damp, and Bingham also seems to have been less than keen on the prospect of climbing the hill. In his book *Lost City of the Incas*, he relates that he made the ascent without having the least expectation that he would find anything at the top.
- D** Bingham writes about the approach in vivid style in his book. First, as he climbs up the hill, he describes the ever-present possibility of deadly snakes, 'capable of making considerable springs when in pursuit of their prey'; not that he sees any. Then there's a sense of mounting discovery as he comes across great sweeps of terraces, then a mausoleum, followed by monumental staircases and, finally, the grand ceremonial buildings of Machu Picchu. 'It seemed like an unbelievable dream ... the sight held me spellbound ...' he wrote.

## Test 6

- E** We should remember, however, that *Lost City of the Incas* is a work of hindsight, not written until 1948, many years after his journey. His journal entries of the time reveal a much more gradual appreciation of his achievement. He spent the afternoon at the ruins noting down the dimensions of some of the buildings, then descended and rejoined his companions, to whom he seems to have said little about his discovery. At this stage, Bingham didn't realise the extent or the importance of the site, nor did he realise what use he could make of the discovery.
- F** However, soon after returning it occurred to him that he could make a name for himself from this discovery. When he came to write the National Geographic magazine article that broke the story to the world in April 1913, he knew he had to produce a big idea. He wondered whether it could have been the birthplace of the very first Inca, Manco the Great, and whether it could also have been what chroniclers described as 'the last city of the Incas'. This term refers to Vilcabamba, the settlement where the Incas had fled from Spanish invaders in the 1530s. Bingham made desperate attempts to prove this belief for nearly 40 years. Sadly, his vision of the site as both the beginning and end of the Inca civilisation, while a magnificent one, is inaccurate. We now know that Vilcabamba actually lies 65 kilometres away in the depths of the jungle.
- G** One question that has perplexed visitors, historians and archaeologists alike ever since Bingham, is why the site seems to have been abandoned before the Spanish Conquest. There are no references to it by any of the Spanish chroniclers – and if they had known of its existence so close to Cusco they would certainly have come in search of gold. An idea which has gained wide acceptance over the past few years is that Machu Picchu was a *moya*, a country estate built by an Inca emperor to escape the cold winters of Cusco, where the elite could enjoy monumental architecture and spectacular views. Furthermore, the particular architecture of Machu Picchu suggests that it was constructed at the time of the greatest of all the Incas, the emperor Pachacuti (c. 1438–71). By custom, Pachacuti's descendants built other similar estates for their own use, and so Machu Picchu would have been abandoned after his death, some 50 years before the Spanish Conquest.

## Questions 21–24

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

In boxes 21–24 on your answer sheet, write

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

- 21 Bingham went to South America in search of an Inca city.
- 22 Bingham chose a particular route down the Urubamba valley because it was the most common route used by travellers.
- 23 Bingham understood the significance of Machu Picchu as soon as he saw it.
- 24 Bingham returned to Machu Picchu in order to find evidence to support his theory.

## Questions 25–26

Complete the sentences below.

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

Write your answers in boxes 25–26 on your answer sheet.

- 25 The track that took Bingham down the Urubamba valley had been created for the transportation of .....
- 26 Bingham found out about the ruins of Machu Picchu from a ..... in the Urubamba valley.

## Test 6

## READING PASSAGE 3

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

### The Benefits of Being Bilingual

- A** According to the latest figures, the majority of the world's population is now bilingual or multilingual, having grown up speaking two or more languages. In the past, such children were considered to be at a disadvantage compared with their monolingual peers. Over the past few decades, however, technological advances have allowed researchers to look more deeply at how bilingualism interacts with and changes the cognitive and neurological systems, thereby identifying several clear benefits of being bilingual.
- B** Research shows that when a bilingual person uses one language, the other is active at the same time. When we hear a word, we don't hear the entire word all at once: the sounds arrive in sequential order. Long before the word is finished, the brain's language system begins to guess what that word might be. If you hear 'can', you will likely activate words like 'candy' and 'candle' as well, at least during the earlier stages of word recognition. For bilingual people, this activation is not limited to a single language; auditory input activates corresponding words regardless of the language to which they belong. Some of the most compelling evidence for this phenomenon, called 'language co-activation', comes from studying eye movements. A Russian-English bilingual asked to 'pick up a marker' from a set of objects would look more at a stamp than someone who doesn't know Russian, because the Russian word for 'stamp', *marka*, sounds like the English word he or she heard, 'marker'. In cases like this, language co-activation occurs because what the listener hears could map onto words in either language.
- C** Having to deal with this persistent linguistic competition can result in difficulties, however. For instance, knowing more than one language can cause speakers to name pictures more slowly, and can increase 'tip-of-the-tongue states', when you can almost, but not quite, bring a word to mind. As a result, the constant juggling of two languages creates a need to control how much a person accesses a language at any given time. For this reason, bilingual people often perform better on tasks that require conflict management. In the classic Stroop Task, people see a word and are asked to name the colour of the word's font. When the colour and the word match (i.e., the word 'red' printed in red), people correctly name the colour more quickly than when the colour and the word don't match (i.e., the word 'red' printed in blue). This occurs because the word itself ('red') and its font colour (blue) conflict. Bilingual people often excel at tasks such as this, which tap into the ability to ignore competing perceptual information and focus on the relevant aspects of the input. Bilinguals are also better at switching between two tasks; for example, when bilinguals have to switch from categorizing objects by colour (red or green)

to categorizing them by shape (circle or triangle), they do so more quickly than monolingual people, reflecting better cognitive control when having to make rapid changes of strategy.

- D** It also seems that the neurological roots of the bilingual advantage extend to brain areas more traditionally associated with sensory processing. When monolingual and bilingual adolescents listen to simple speech sounds without any intervening background noise, they show highly similar brain stem responses. When researchers play the same sound to both groups in the presence of background noise, however, the bilingual listeners' neural response is considerably larger, reflecting better encoding of the sound's fundamental frequency, a feature of sound closely related to pitch perception.
- E** Such improvements in cognitive and sensory processing may help a bilingual person to process information in the environment, and help explain why bilingual adults acquire a third language better than monolingual adults master a second language. This advantage may be rooted in the skill of focussing on information about the new language while reducing interference from the languages they already know.
- F** Research also indicates that bilingual experience may help to keep the cognitive mechanisms sharp by recruiting alternate brain networks to compensate for those that become damaged during aging. Older bilinguals enjoy improved memory relative to monolingual people, which can lead to real-world health benefits. In a study of over 200 patients with Alzheimer's disease, a degenerative brain disease, bilingual patients reported showing initial symptoms of the disease an average of five years later than monolingual patients. In a follow-up study, researchers compared the brains of bilingual and monolingual patients matched on the severity of Alzheimer's symptoms. Surprisingly, the bilinguals' brains had more physical signs of disease than their monolingual counterparts, even though their outward behaviour and abilities were the same. If the brain is an engine, bilingualism may help it to go farther on the same amount of fuel.
- G** Furthermore, the benefits associated with bilingual experience seem to start very early. In one study, researchers taught seven-month-old babies growing up in monolingual or bilingual homes that when they heard a tinkling sound, a puppet appeared on one side of a screen. Halfway through the study, the puppet began appearing on the opposite side of the screen. In order to get a reward, the infants had to adjust the rule they'd learned; only the bilingual babies were able to successfully learn the new rule. This suggests that for very young children, as well as for older people, navigating a multilingual environment imparts advantages that transfer far beyond language.

## Test 6

## Questions 27–31

Complete the table below.

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

Write your answers in boxes 27–31 on your answer sheet.

Test	Findings
Observing the <b>27</b> ..... of Russian-English bilingual people when asked to select certain objects	Bilingual people engage both languages simultaneously: a mechanism known as <b>28</b> .....
A test called the <b>29</b> ....., focusing on naming colours	Bilingual people are more able to handle tasks involving a skill called <b>30</b> .....
A test involving switching between tasks	When changing strategies, bilingual people have superior <b>31</b> .....

## Questions 32–36

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

In boxes 32–36 on your answer sheet, write

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

- 32** Attitudes towards bilingualism have changed in recent years.
- 33** Bilingual people are better than monolingual people at guessing correctly what words are before they are finished.
- 34** Bilingual people consistently name images faster than monolingual people.
- 35** Bilingual people's brains process single sounds more efficiently than monolingual people in all situations.
- 36** Fewer bilingual people than monolingual people suffer from brain disease in old age.

### Questions 37–40

Reading Passage 3 has seven paragraphs, **A–G**.

Which paragraph contains the following information?

*Write the correct letter, **A–G**, in boxes 37–40 on your answer sheet.*

- 37** an example of how bilingual and monolingual people's brains respond differently to a certain type of non-verbal auditory input
- 38** a demonstration of how a bilingual upbringing has benefits even before we learn to speak
- 39** a description of the process by which people identify words that they hear
- 40** reference to some negative consequences of being bilingual

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Test 6

**WRITING**

**WRITING TASK 1**

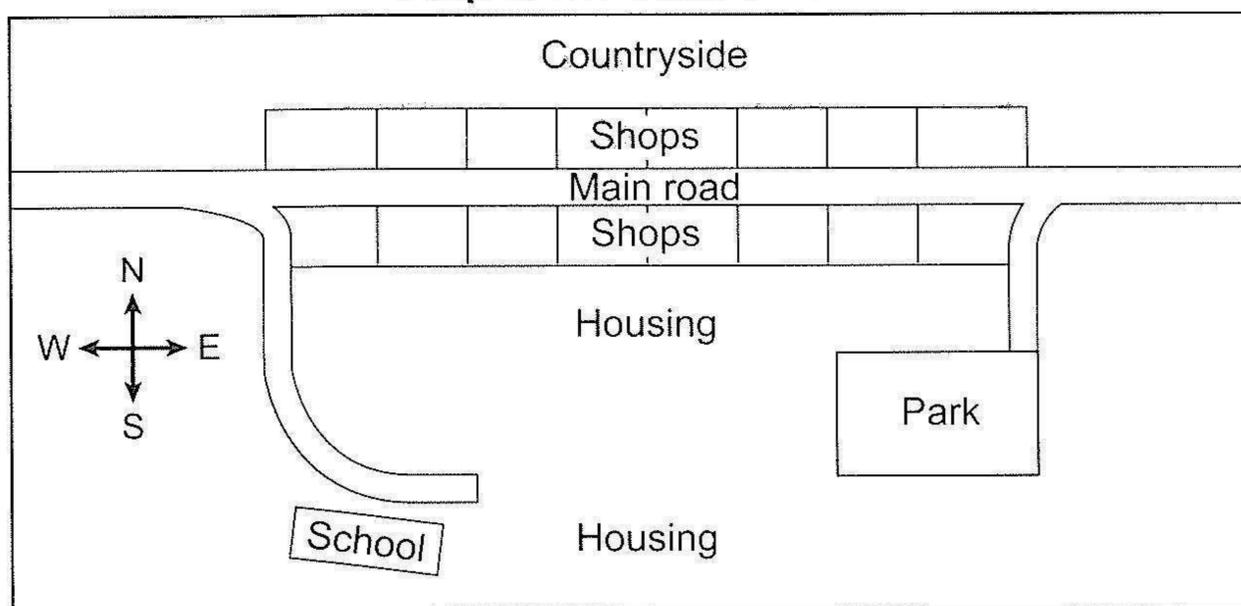
You should spend about 20 minutes on this task.

*The maps below show the centre of a small town called Islip as it is now, and plans for its development.*

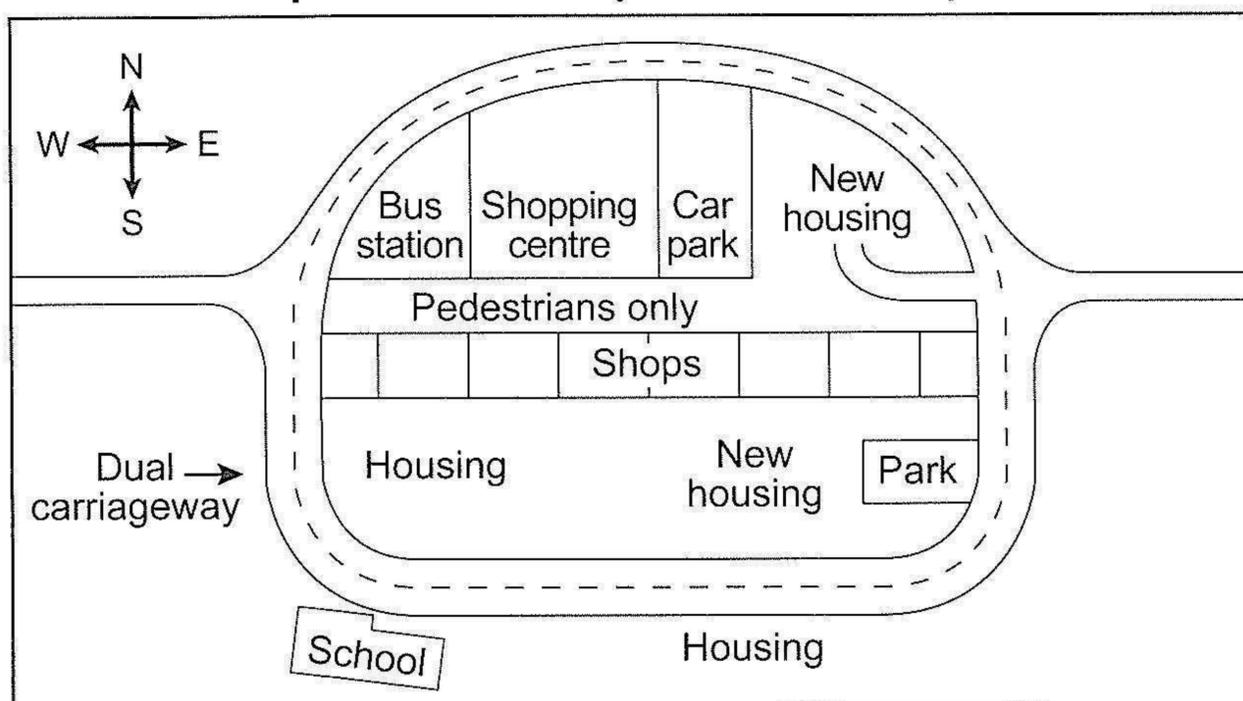
*Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

Write at least 150 words.

**Islip town centre now**



**Islip town centre: planned development**



## WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

***At the present time, the population of some countries includes a relatively large number of young adults, compared with the number of older people.***

***Do the advantages of this situation outweigh the disadvantages?***

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

Write at least 250 words.

## Test 6

**SPEAKING****PART 1**

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

**EXAMPLE****Songs and singing**

- Did you enjoy singing when you were younger? [Why?/Why not?]
- How often do you sing now? [Why?]
- Do you have a favourite song you like listening to? [Why?/Why not?]
- How important is singing in your culture? [Why?]

**PART 2**

**Describe a film/movie actor from your country who is very popular.**

**You should say:**

**who this actor is  
what kinds of films/movies he/she acts in  
what you know about this actor's life  
and explain why this actor is so popular.**

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

**PART 3****Discussion topics:****Watching films/movies**

*Example questions:*

What are the most popular types of films in your country?

What is the difference between watching a film in the cinema and watching a film at home?

Do you think cinemas will close in the future?

**Theatre**

*Example questions:*

How important is the theatre in your country's history?

How strong a tradition is it today in your country to go to the theatre?

Do you think the theatre should be run as a business or as a public service?

# Test 7

## LISTENING

### SECTION 1 Questions 1–10

Complete the notes below.

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

<b>PUBLIC LIBRARY</b>
<p><i>Example</i></p> <p>The library re-opened last .....month.....</p>
<p><b>The library now has</b></p> <ul style="list-style-type: none"> <li>• a seating area with magazines</li> <li>• an expanded section for books on 1 .....</li> <li>• a new section on local 2 .....</li> <li>• a community room for meetings (also possible to 3 ..... there)</li> <li>• a new section of books for 4 .....</li> </ul>
<p><b>For younger children</b></p> <ul style="list-style-type: none"> <li>• the next Science Club meeting: experiments using things from your 5 .....</li> <li>• Reading Challenge: read six books during the holidays</li> </ul>
<p><b>For adults</b></p> <ul style="list-style-type: none"> <li>• this Friday: a local author talks about a novel based on a real 6 .....</li> <li>• IT support is available on Tuesdays – no 7 ..... is necessary</li> <li>• free check of blood 8 ..... and cholesterol levels (over 60s only)</li> </ul>
<p><b>Other information</b></p> <ul style="list-style-type: none"> <li>• the library shop sells wall-charts, cards and 9 .....</li> <li>• evenings and weekends: free 10 ..... is available</li> </ul>

## Test 7

**SECTION 2**      **Questions 11–20***Questions 11 and 12*

Choose **TWO** letters, **A–E**.

Which **TWO** age groups are taking increasing numbers of holidays with BC Travel?

- A** 16–30 years
- B** 31–42 years
- C** 43–54 years
- D** 55–64 years
- E** over 65 years

*Questions 13 and 14*

Choose **TWO** letters, **A–E**.

Which **TWO** are the main reasons given for the popularity of activity holidays?

- A** Clients make new friends.
- B** Clients learn a useful skill.
- C** Clients learn about a different culture.
- D** Clients are excited by the risk involved.
- E** Clients find them good value for money.

*Questions 15–17*

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

**15** How does BC Travel plan to expand the painting holidays?

- A** by adding to the number of locations
- B** by increasing the range of levels
- C** by employing more teachers

**16** Why are BC Travel's cooking holidays unusual?

- A** They only use organic foods.
- B** They have an international focus.
- C** They mainly involve vegetarian dishes.

**17** What does the speaker say about the photography holidays?

- A** Clients receive individual tuition.
- B** The tutors are also trained guides.
- C** Advice is given on selling photographs.

## Questions 18–20

Complete the table below.

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

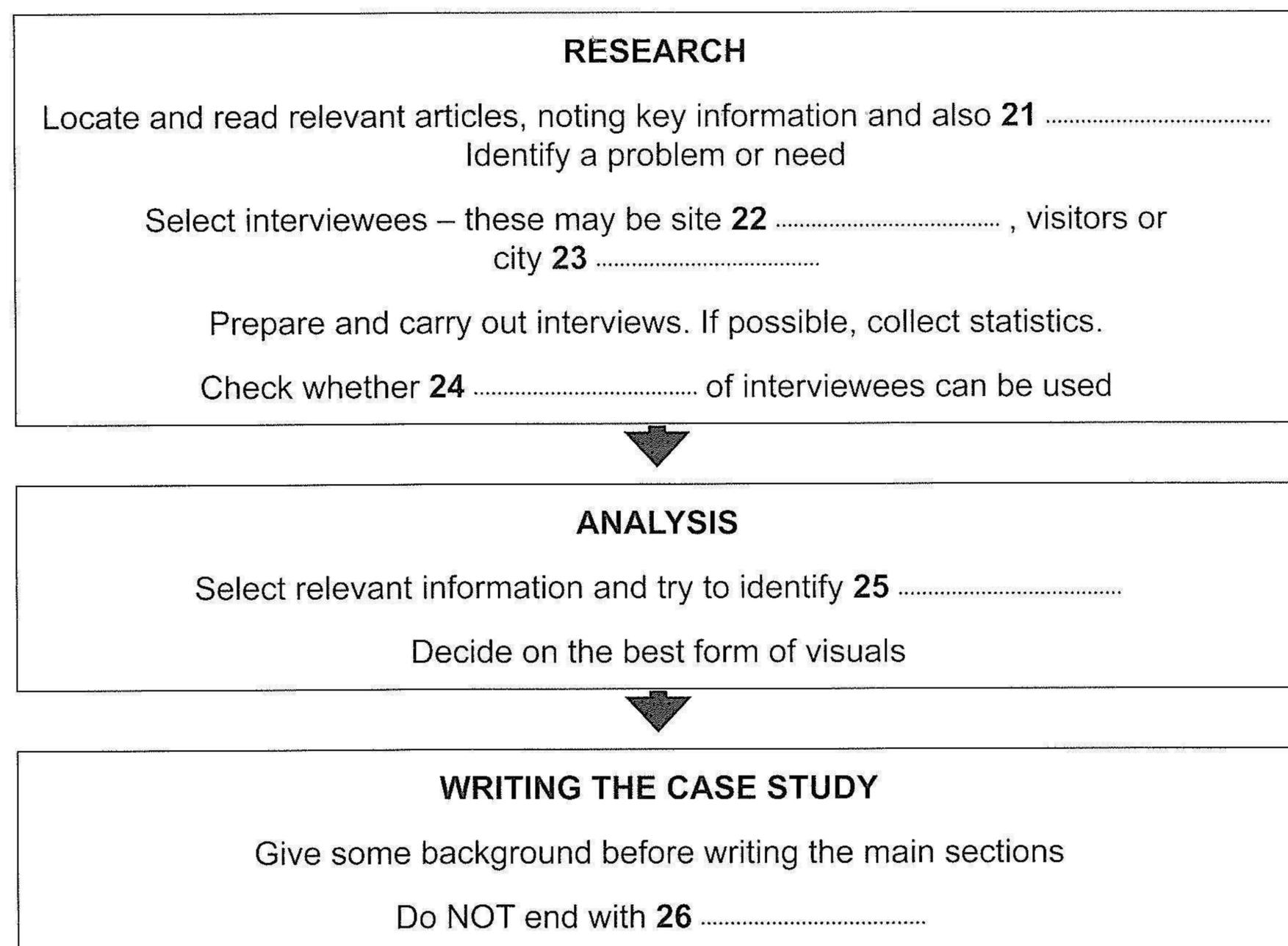
### Fitness Holidays

Location	Main focus	Other comments
Ireland and Italy	general fitness	<ul style="list-style-type: none"> <li>• personally designed programme</li> <li>• also reduces <b>18</b> .....</li> </ul>
Greece	<b>19</b> ..... control	<ul style="list-style-type: none"> <li>• includes exercise on the beach</li> </ul>
Morocco	mountain biking	<ul style="list-style-type: none"> <li>• wide variety of levels</li> <li>• one holiday that is specially designed for <b>20</b> .....</li> </ul>

## Test 7

**SECTION 3**      **Questions 21–30***Questions 21–26**Complete the flow-chart below.**Choose **SIX** answers from the box and write the correct letter, **A–H**, next to Questions 21–26.*

<b>A</b>	patterns	<b>B</b>	names	<b>C</b>	sources	<b>D</b>	questions
<b>E</b>	employees	<b>F</b>	solutions	<b>G</b>	headings	<b>H</b>	officials

**STAGES IN DOING A TOURISM CASE STUDY**

## Questions 27–30

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

### The Horton Castle site

- 27** Natalie and Dave agree one reason why so few people visit Horton Castle is that
- A** the publicity is poor.
  - B** it is difficult to get to.
  - C** there is little there of interest.
- 28** Natalie and Dave agree that the greatest problem with a visitor centre could be
- A** covering the investment costs.
  - B** finding a big enough space for it.
  - C** dealing with planning restrictions.
- 29** What does Dave say about conditions in the town of Horton?
- A** There is a lot of unemployment.
  - B** There are few people of working age.
  - C** There are opportunities for skilled workers.
- 30** According to Natalie, one way to prevent damage to the castle site would be to
- A** insist visitors have a guide.
  - B** make visitors keep to the paths.
  - C** limit visitor numbers.

## Test 7

**SECTION 4 Questions 31–40**

Complete the notes below.

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

### The effects of environmental change on birds

#### Mercury (Hg)

- Highly toxic
- Released into the atmosphere from coal
- In water it may be consumed by fish
- It has also recently been found to affect birds which feed on **31** .....

#### Research on effects of mercury on birds

- Claire Varian-Ramos is investigating:
  - the effects on birds' **32** ..... or mental processes, e.g. memory
  - the effects on bird song (usually learned from a bird's **33** ..... )
- Findings:
  - songs learned by birds exposed to mercury are less **34** .....
  - this may have a negative effect on birds' **35** .....
- Lab-based studies:
  - allow more **36** ..... for the experimenter

#### Implications for humans

- Migrating birds such as **37** ..... containing mercury may be eaten by humans
- Mercury also causes problems in learning **38** .....
- Mercury in a mother's body from **39** ..... may affect the unborn child
- New regulations for mercury emissions will affect everyone's energy **40** .....

**READING****READING PASSAGE 1**

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

**Questions 1–7**

Reading Passage 1 has seven paragraphs, **A–G**.

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

Write the correct number, **i–viii**, in boxes 1–7 on your answer sheet.

**List of Headings**

- i** The importance of getting the timing right
- ii** Young meets old
- iii** Developments to the disadvantage of tortoise populations
- iv** Planning a bigger idea
- v** Tortoises populate the islands
- vi** Carrying out a carefully prepared operation
- vii** Looking for a home for the islands' tortoises
- viii** The start of the conservation project

- 1 Paragraph **A**
- 2 Paragraph **B**
- 3 Paragraph **C**
- 4 Paragraph **D**
- 5 Paragraph **E**
- 6 Paragraph **F**
- 7 Paragraph **G**

## Test 7

## Flying tortoises

*An airborne reintroduction programme has helped conservationists take significant steps to protect the endangered Galápagos tortoise.*

- A** Forests of spiny cacti cover much of the uneven lava plains that separate the interior of the Galápagos island of Isabela from the Pacific Ocean. With its five distinct volcanoes, the island resembles a lunar landscape. Only the thick vegetation at the skirt of the often cloud-covered peak of Sierra Negra offers respite from the barren terrain below. This inhospitable environment is home to the giant Galápagos tortoise. Some time after the Galápagos's birth, around five million years ago, the islands were colonised by one or more tortoises from mainland South America. As these ancestral tortoises settled on the individual islands, the different populations adapted to their unique environments, giving rise to at least 14 different subspecies. Island life agreed with them. In the absence of significant predators, they grew to become the largest and longest-living tortoises on the planet, weighing more than 400 kilograms, occasionally exceeding 1.8 metres in length and living for more than a century.
- B** Before human arrival, the archipelago's tortoises numbered in the hundreds of thousands. From the 17th century onwards, pirates took a few on board for food, but the arrival of whaling ships in the 1790s saw this exploitation grow exponentially. Relatively immobile and capable of surviving for months without food or water, the tortoises were taken on board these ships to act as food supplies during long ocean passages. Sometimes, their bodies were processed into high-grade oil. In total, an estimated 200,000 animals were taken from the archipelago before the 20th century. This historical exploitation was then exacerbated when settlers came to the islands. They hunted the tortoises and destroyed their habitat to clear land for agriculture. They also introduced alien species – ranging from cattle, pigs, goats, rats and dogs to plants and ants – that either prey on the eggs and young tortoises or damage or destroy their habitat.
- C** Today, only 11 of the original subspecies survive and of these, several are highly endangered. In 1989, work began on a tortoise-breeding centre just outside the town of Puerto Villamil on Isabela, dedicated to protecting the island's tortoise populations. The centre's captive-breeding programme proved to be extremely successful, and it eventually had to deal with an overpopulation problem.
- D** The problem was also a pressing one. Captive-bred tortoises can't be reintroduced into the wild until they're at least five years old and weigh at least 4.5 kilograms, at which point their size and weight – and their hardened shells – are sufficient to protect them from predators. But if people wait too long after that point, the tortoises eventually become too large to transport.

- E** For years, repatriation efforts were carried out in small numbers, with the tortoises carried on the backs of men over weeks of long, treacherous hikes along narrow trails. But in November 2010, the environmentalist and Galápagos National Park liaison officer Godfrey Merlin, a visiting private motor yacht captain and a helicopter pilot gathered around a table in a small café in Puerto Ayora on the island of Santa Cruz to work out more ambitious reintroduction. The aim was to use a helicopter to move 300 of the breeding centre's tortoises to various locations close to Sierra Negra.
- F** This unprecedented effort was made possible by the owners of the 67-metre yacht *White Cloud*, who provided the Galápagos National Park with free use of their helicopter and its experienced pilot, as well as the logistical support of the yacht, its captain and crew. Originally an air ambulance, the yacht's helicopter has a rear double door and a large internal space that's well suited for cargo, so a custom crate was designed to hold up to 33 tortoises with a total weight of about 150 kilograms. This weight, together with that of the fuel, pilot and four crew, approached the helicopter's maximum payload, and there were times when it was clearly right on the edge of the helicopter's capabilities. During a period of three days, a group of volunteers from the breeding centre worked around the clock to prepare the young tortoises for transport. Meanwhile, park wardens, dropped off ahead of time in remote locations, cleared landing sites within the thick brush, cacti and lava rocks.
- G** Upon their release, the juvenile tortoises quickly spread out over their ancestral territory, investigating their new surroundings and feeding on the vegetation. Eventually, one tiny tortoise came across a fully grown giant who had been lumbering around the island for around a hundred years. The two stood side by side, a powerful symbol of the regeneration of an ancient species.

Test 7

Questions 8–13

Complete the notes below.

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

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

### The decline of the Galápagos tortoise

- Originally from mainland South America
- Numbers on Galápagos islands increased, due to lack of predators
- 17th century: small numbers taken onto ships used by **8** .....
- 1790s: very large numbers taken onto whaling ships, kept for **9** ....., and also used to produce **10** .....
- Hunted by **11** ..... on the islands
- Habitat destruction: for the establishment of agriculture and by various **12** ..... not native to the islands, which also fed on baby tortoises and tortoises' **13** .....

## READING PASSAGE 2

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

### The Intersection of Health Sciences and Geography

- A** While many diseases that affect humans have been eradicated due to improvements in vaccinations and the availability of healthcare, there are still areas around the world where certain health issues are more prevalent. In a world that is far more globalised than ever before, people come into contact with one another through travel and living closer and closer to each other. As a result, super-viruses and other infections resistant to antibiotics are becoming more and more common.
- B** Geography can often play a very large role in the health concerns of certain populations. For instance, depending on where you live, you will not have the same health concerns as someone who lives in a different geographical region. Perhaps one of the most obvious examples of this idea is malaria-prone areas, which are usually tropical regions that foster a warm and damp environment in which the mosquitos that can give people this disease can grow. Malaria is much less of a problem in high-altitude deserts, for instance.
- C** In some countries, geographical factors influence the health and well-being of the population in very obvious ways. In many large cities, the wind is not strong enough to clear the air of the massive amounts of smog and pollution that cause asthma, lung problems, eyesight issues and more in the people who live there. Part of the problem is, of course, the massive number of cars being driven, in addition to factories that run on coal power. The rapid industrialisation of some countries in recent years has also led to the cutting down of forests to allow for the expansion of big cities, which makes it even harder to fight the pollution with the fresh air that is produced by plants.
- D** It is in situations like these that the field of health geography comes into its own. It is an increasingly important area of study in a world where diseases like polio are re-emerging, respiratory diseases continue to spread, and malaria-prone areas are still fighting to find a better cure. Health geography is the combination of, on the one hand, knowledge regarding geography and methods used to analyse and interpret geographical information, and on the other, the study of health, diseases and healthcare practices around the world. The aim of this hybrid science is to create solutions for common geography-based health problems. While people will always be prone to illness, the study of how geography affects our health could lead to the eradication of certain illnesses, and the prevention of others in the future. By understanding why and how we get sick, we can change the way we treat illness and disease specific to certain geographical locations.

## Test 7

- E** The geography of disease and ill health analyses the frequency with which certain diseases appear in different parts of the world, and overlays the data with the geography of the region, to see if there could be a correlation between the two. Health geographers also study factors that could make certain individuals or a population more likely to be taken ill with a specific health concern or disease, as compared with the population of another area. Health geographers in this field are usually trained as healthcare workers, and have an understanding of basic epidemiology as it relates to the spread of diseases among the population.
- F** Researchers study the interactions between humans and their environment that could lead to illness (such as asthma in places with high levels of pollution) and work to create a clear way of categorising illnesses, diseases and epidemics into local and global scales. Health geographers can map the spread of illnesses and attempt to identify the reasons behind an increase or decrease in illnesses, as they work to find a way to halt the further spread or re-emergence of diseases in vulnerable populations.
- G** The second subcategory of health geography is the geography of healthcare provision. This group studies the availability (or lack thereof) of healthcare resources to individuals and populations around the world. In both developed and developing nations there is often a very large discrepancy between the options available to people in different social classes, income brackets, and levels of education. Individuals working in the area of the geography of healthcare provision attempt to assess the levels of healthcare in the area (for instance, it may be very difficult for people to get medical attention because there is a mountain between their village and the nearest hospital). These researchers are on the frontline of making recommendations regarding policy to international organisations, local government bodies and others.
- H** The field of health geography is often overlooked, but it constitutes a huge area of need in the fields of geography and healthcare. If we can understand how geography affects our health no matter where in the world we are located, we can better treat disease, prevent illness, and keep people safe and well.

*Questions 14–19*

Reading Passage 2 has eight sections, **A–H**.

Which paragraph contains the following information?

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

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

- 14** an acceptance that not all diseases can be totally eliminated
- 15** examples of physical conditions caused by human behaviour
- 16** a reference to classifying diseases on the basis of how far they extend geographically
- 17** reasons why the level of access to healthcare can vary within a country
- 18** a description of health geography as a mixture of different academic fields
- 19** a description of the type of area where a particular illness is rare

*Questions 20–26*

*Complete the sentences below.*

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

- 20** Certain diseases have disappeared, thanks to better ..... and healthcare.
- 21** Because there is more contact between people, ..... are losing their usefulness.
- 22** Disease-causing ..... are most likely to be found in hot, damp regions.
- 23** One cause of pollution is ..... that burn a particular fuel.
- 24** The growth of cities often has an impact on nearby .....
- 25** ..... is one disease that is growing after having been eradicated.
- 26** A physical barrier such as a ..... can prevent people from reaching a hospital.

## Test 7

**READING PASSAGE 3**

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

**Music and the emotions**

*Neuroscientist Jonah Lehrer considers the emotional power of music*

Why does music make us feel? On the one hand, music is a purely abstract art form, devoid of language or explicit ideas. And yet, even though music says little, it still manages to touch us deeply. When listening to our favourite songs, our body betrays all the symptoms of emotional arousal. The pupils in our eyes dilate, our pulse and blood pressure rise, the electrical conductance of our skin is lowered, and the cerebellum, a brain region associated with bodily movement, becomes strangely active. Blood is even re-directed to the muscles in our legs. In other words, sound stirs us at our biological roots.

A recent paper in *Nature Neuroscience* by a research team in Montreal, Canada, marks an important step in revealing the precise underpinnings of ‘the potent pleasurable stimulus’ that is music. Although the study involves plenty of fancy technology, including functional magnetic resonance imaging (fMRI) and ligand-based positron emission tomography (PET) scanning, the experiment itself was rather straightforward. After screening 217 individuals who responded to advertisements requesting people who experience ‘chills’ to instrumental music, the scientists narrowed down the subject pool to ten. They then asked the subjects to bring in their playlist of favourite songs – virtually every genre was represented, from techno to tango – and played them the music while their brain activity was monitored. Because the scientists were combining methodologies (PET and fMRI), they were able to obtain an impressively exact and detailed portrait of music in the brain. The first thing they discovered is that music triggers the production of dopamine – a chemical with a key role in setting people’s moods – by the neurons (nerve cells) in both the dorsal and ventral regions of the brain. As these two regions have long been linked with the experience of pleasure, this finding isn’t particularly surprising.

What is rather more significant is the finding that the dopamine neurons in the caudate – a region of the brain involved in learning stimulus-response associations, and in anticipating food and other ‘reward’ stimuli – were at their most active around 15 seconds before the participants’ favourite moments in the music. The researchers call this the ‘anticipatory phase’ and argue that the purpose of this activity is to help us predict the arrival of our favourite part. The question, of course, is what all these dopamine neurons are up to. Why are they so active in the period *preceding* the acoustic climax? After all, we typically associate surges of dopamine with pleasure, with the processing of *actual* rewards. And yet, this cluster of cells is most active when the ‘chills’ have yet to arrive, when the melodic pattern is still unresolved.

One way to answer the question is to look at the music and not the neurons. While music can often seem (at least to the outsider) like a labyrinth of intricate patterns, it turns out that the most important part of every song or symphony is when the patterns break down, when the sound becomes unpredictable. If the music is too obvious, it is annoyingly boring, like an alarm clock. Numerous studies, after all, have demonstrated that dopamine neurons quickly adapt to predictable rewards. If we know what's going to happen next, then we don't get excited. This is why composers often introduce a key note in the beginning of a song, spend most of the rest of the piece in the studious avoidance of the pattern, and then finally repeat it only at the end. The longer we are denied the pattern we expect, the greater the emotional release when the pattern returns, safe and sound.

To demonstrate this psychological principle, the musicologist Leonard Meyer, in his classic book *Emotion and Meaning in Music* (1956), analysed the 5th movement of Beethoven's String Quartet in C-sharp minor, Op. 131. Meyer wanted to show how music is defined by its flirtation with – but not submission to – our expectations of order. Meyer dissected 50 measures (bars) of the masterpiece, showing how Beethoven begins with the clear statement of a rhythmic and harmonic pattern and then, in an ingenious tonal dance, carefully holds off repeating it. What Beethoven does instead is suggest variations of the pattern. He wants to preserve an element of uncertainty in his music, making our brains beg for the one chord he refuses to give us. Beethoven saves that chord for the end.

According to Meyer, it is the suspenseful tension of music, arising out of our unfulfilled expectations, that is the source of the music's feeling. While earlier theories of music focused on the way a sound can refer to the real world of images and experiences – its 'connotative' meaning – Meyer argued that the emotions we find in music come from the unfolding events of the music itself. This 'embodied meaning' arises from the patterns the symphony invokes and then ignores. It is this uncertainty that triggers the surge of dopamine in the caudate, as we struggle to figure out what will happen next. We can predict some of the notes, but we can't predict them all, and that is what keeps us listening, waiting expectantly for our reward, for the pattern to be completed.

Test 7

Questions 27–31

Complete the summary below.

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

Write your answers in boxes 27–31 on your answer sheet.

### The Montreal Study

Participants, who were recruited for the study through advertisements, had their brain activity monitored while listening to their favourite music. It was noted that the music stimulated the brain's neurons to release a substance called **27** ..... in two of the parts of the brain which are associated with feeling **28** .....

Researchers also observed that the neurons in the area of the brain called the **29** ..... were particularly active just before the participants' favourite moments in the music – the period known as the **30** ..... Activity in this part of the brain is associated with the expectation of 'reward' stimuli such as **31** .....

## Questions 32–36

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

Write the correct letter in boxes 32–36 on your answer sheet.

- 32** What point does the writer emphasise in the first paragraph?
- A** how dramatically our reactions to music can vary
  - B** how intense our physical responses to music can be
  - C** how little we know about the way that music affects us
  - D** how much music can tell us about how our brains operate
- 33** What view of the Montreal study does the writer express in the second paragraph?
- A** Its aims were innovative.
  - B** The approach was too simplistic.
  - C** It produced some remarkably precise data.
  - D** The technology used was unnecessarily complex.
- 34** What does the writer find interesting about the results of the Montreal study?
- A** the timing of participants' neural responses to the music
  - B** the impact of the music on participants' emotional state
  - C** the section of participants' brains which was activated by the music
  - D** the type of music which had the strongest effect on participants' brains
- 35** Why does the writer refer to Meyer's work on music and emotion?
- A** to propose an original theory about the subject
  - B** to offer support for the findings of the Montreal study
  - C** to recommend the need for further research into the subject
  - D** to present a view which opposes that of the Montreal researchers
- 36** According to Leonard Meyer, what causes the listener's emotional response to music?
- A** the way that the music evokes poignant memories in the listener
  - B** the association of certain musical chords with certain feelings
  - C** the listener's sympathy with the composer's intentions
  - D** the internal structure of the musical composition

Test 7

Questions 37–40

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

Write the correct letter, **A–F**, in boxes 37–40 on your answer sheet.

- 37 The Montreal researchers discovered that
- 38 Many studies have demonstrated that
- 39 Meyer’s analysis of Beethoven’s music shows that
- 40 Earlier theories of music suggested that

- A** our response to music depends on our initial emotional state.
- B** neuron activity decreases if outcomes become predictable.
- C** emotive music can bring to mind actual pictures and events.
- D** experiences in our past can influence our emotional reaction to music.
- E** emotive music delays giving listeners what they expect to hear.
- F** neuron activity increases prior to key points in a musical piece.

## WRITING

### WRITING TASK 1

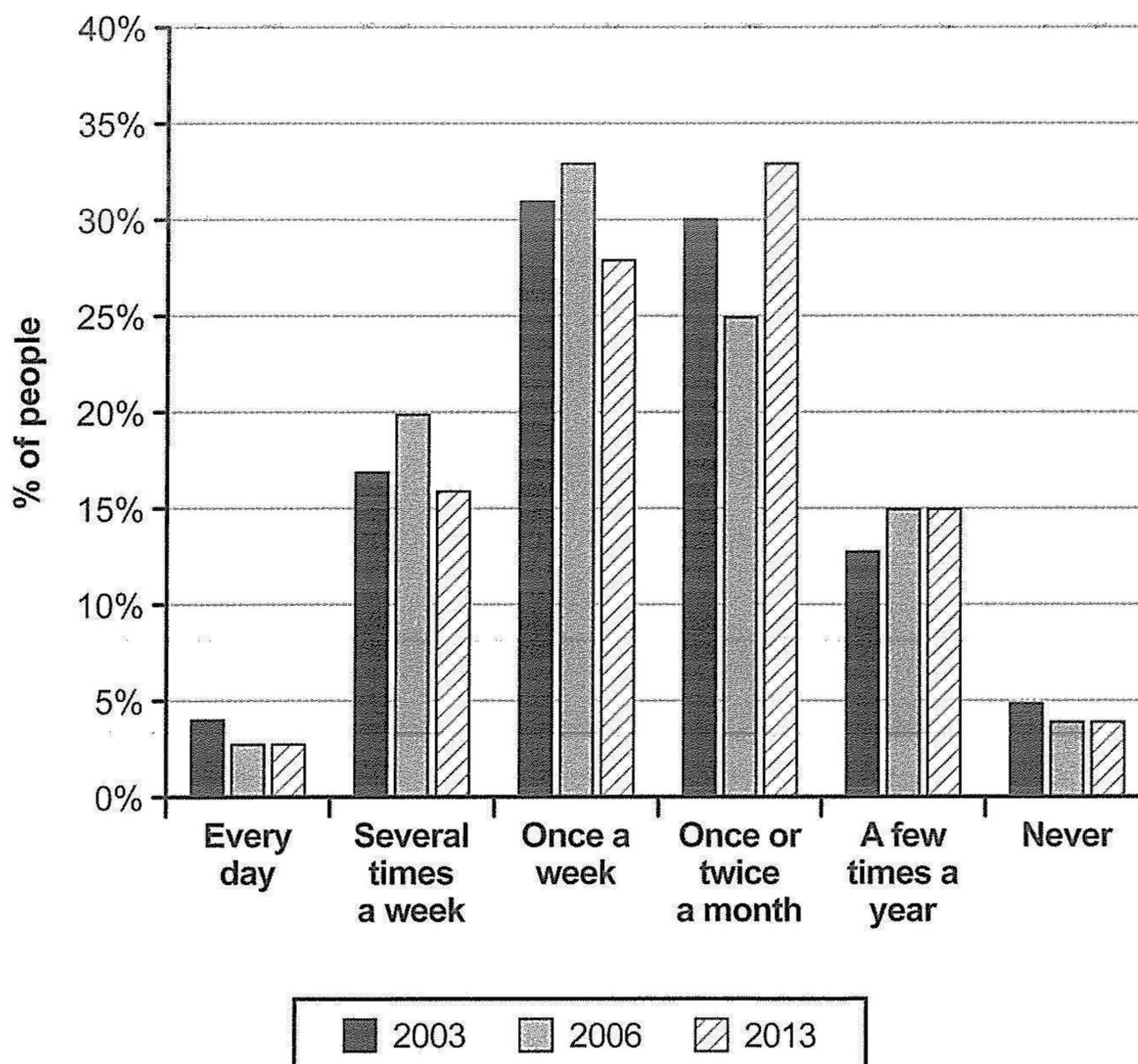
You should spend about 20 minutes on this task.

*The chart below shows how frequently people in the USA ate in fast food restaurants between 2003 and 2013.*

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

Write at least 150 words.

**Frequency of eating at fast food restaurants among people in the USA (2003–2013)**



Test 7

## WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

***In a number of countries, some people think it is necessary to spend large sums of money on constructing new railway lines for very fast trains between cities. Others believe the money should be spent on improving existing public transport.***

***Discuss both these views and give your own opinion.***

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

Write at least 250 words.

## SPEAKING

### PART 1

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

#### EXAMPLE

##### Clothes

- Where do you buy most of your clothes? [Why?]
- How often do you buy new clothes for yourself? [Why?]
- How do you decide which clothes to buy? [Why?]
- Have the kinds of clothes you like changed in recent years? [Why?/Why not?]

### PART 2

**Describe an interesting discussion you had about how you spend your money.**

**You should say:**

**who you had the discussion with**

**why you discussed this topic**

**what the result of the discussion was**

**and explain why this discussion was interesting for you.**

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

### PART 3

#### *Discussion topics:*

##### **Money and young people**

###### *Example questions:*

Why do some parents give their children money to spend each week?

Do you agree that schools should teach children how to manage money?

Do you think it is a good idea for students to earn money while studying?

##### **Money and society**

###### *Example questions:*

Do you think it is true that in today's society money cannot buy happiness?

What disadvantages are there in a society where the gap between rich and poor is very large?

Do you think richer countries have a responsibility to help poorer countries?

# Test 8

## LISTENING

### SECTION 1 Questions 1–10

Complete the notes below.

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

### Cycle tour leader: Applicant enquiry

*Example*

Name: Margaret ..... Smith .....

#### About the applicant:

- wants a **1** ..... job
- will soon start work as a **2** .....
- has led cycle trips in **3** .....
- interested in being a leader of a cycling trip for families
- is currently doing voluntary work with members of a **4** ..... club
- available for five months from the 1st of **5** .....
- can't eat **6** .....

#### Contact details:

- address: 27 **7** ..... Place, Dumfries
- postcode: **8** .....

#### Interview:

- interview at 2.30 pm on **9** .....
- will plan a short **10** ..... about being a tour guide

**SECTION 2      Questions 11–20***Questions 11–14*

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

**Visiting the Sheepmarket area**

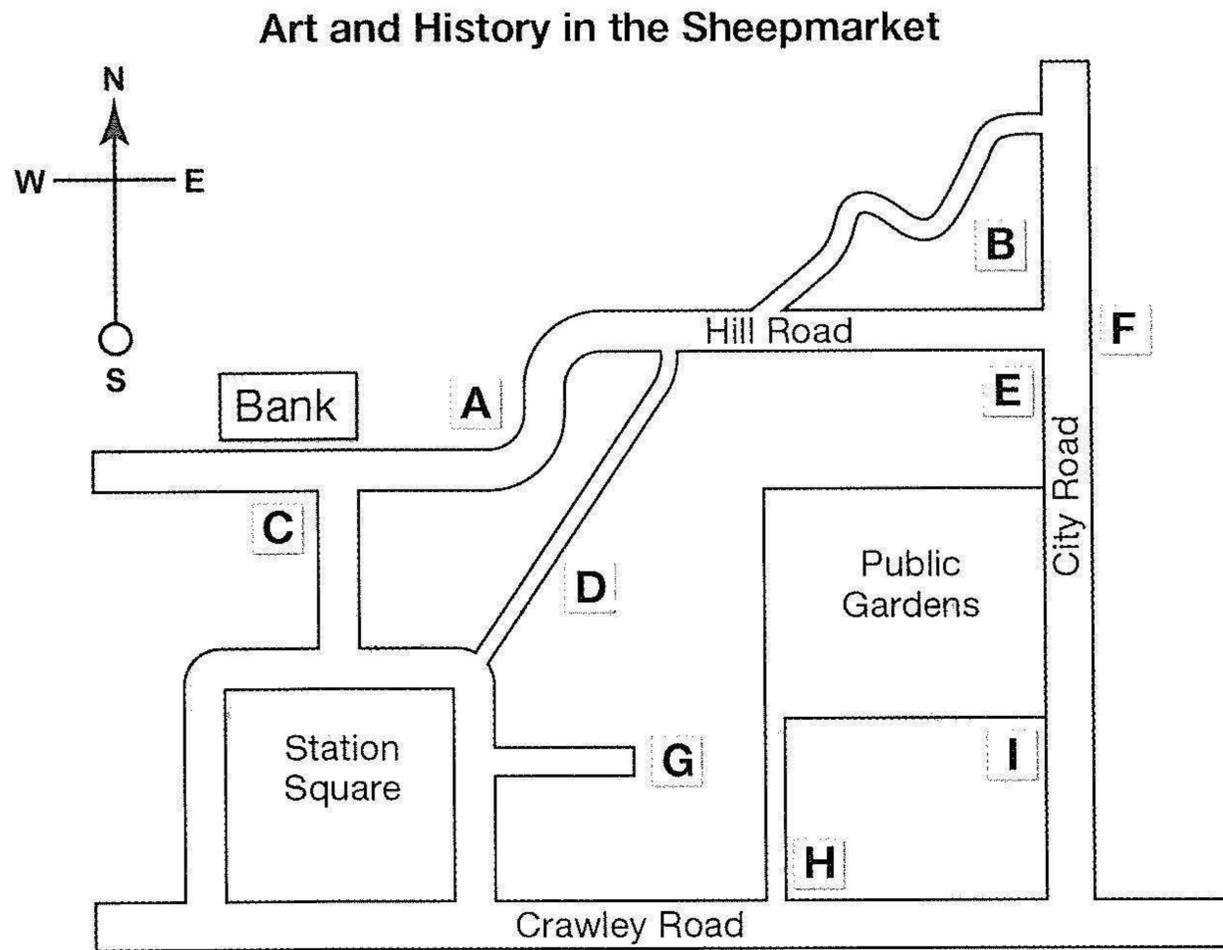
- 11** Which is the most rapidly-growing group of residents in the Sheepmarket area?
- A** young professional people
  - B** students from the university
  - C** employees in the local market
- 12** The speaker recommends the side streets in the Sheepmarket for their
- A** international restaurants.
  - B** historical buildings.
  - C** arts and crafts.
- 13** Clothes designed by entrants for the Young Fashion competition must
- A** be modelled by the designers themselves.
  - B** be inspired by aspects of contemporary culture.
  - C** be made from locally produced materials.
- 14** Car parking is free in some car parks if you
- A** stay for less than an hour.
  - B** buy something in the shops.
  - C** park in the evenings or at weekends.

Test 8

Questions 15–20

Label the map below.

Write the correct letter, **A–I**, next to Questions 15–20.



- 15 The Reynolds House .....
- 16 The Thumb .....
- 17 The Museum .....
- 18 The Contemporary Art Gallery .....
- 19 The Warner Gallery .....
- 20 Nucleus .....

**SECTION 3      Questions 21–30****Questions 21–24**

Complete the table below.

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

### Presentation on film adaptations of Shakespeare's plays

Stages of presentation	Work still to be done
Introduce Giannetti's book containing a <b>21</b> ..... of adaptations	Organise notes
Ask class to suggest the <b>22</b> ..... adaptations	No further work needed
Present Rachel Malchow's ideas	Prepare some <b>23</b> .....
Discuss relationship between adaptations and <b>24</b> ..... at the time of making the film	No further work needed

## Test 8

## Questions 25–30

What do the speakers say about each of the following films?

Choose **SIX** answers from the box and write the correct letter, **A–G**, next to questions 25–30.

<b>Comments</b>	
<b>A</b>	clearly shows the historical period
<b>B</b>	contains only parts of the play
<b>C</b>	is too similar to another kind of film
<b>D</b>	turned out to be unpopular with audiences
<b>E</b>	presents the play in a different period from the original
<b>F</b>	sets the original in a different country
<b>G</b>	incorporates a variety of art forms

**Films**

- 25** *Ran* .....
- 26** *Much Ado About Nothing* .....
- 27** *Romeo & Juliet* .....
- 28** *Hamlet* .....
- 29** *Prospero's Books* .....
- 30** *Looking for Richard* .....

**SECTION 4      Questions 31–40**

Complete the notes below.

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

## Noise in Cities

Past research focused on noise level (measured in decibels) and people's responses.

### Noise 'maps'

- show that the highest noise levels are usually found on roads
- do not show other sources of noise, e.g. when windows are open or people's neighbours are in their **31** .....
- ignore variations in people's perceptions of noise
- have made people realize that the noise is a **32** ..... issue that must be dealt with

### Problems caused by noise

- sleep disturbance
- increase in amount of stress
- effect on the **33** ..... of schoolchildren

### Different types of noise

Some noises can be considered pleasant e.g. the sound of a **34** ..... in a town

To investigate this, researchers may use methods from **35** ..... sciences e.g. questionnaires

### What people want

Plenty of activity in urban environments which are **36** ..... , but also allow people to relax

But architects and town planners

- do not get much **37** ..... in acoustics
- regard sound as the responsibility of engineers

### Understanding sound as an art form

We need to know

- how sound relates to **38** .....
- what can be learnt from psychology about the effects of sound
- whether physics can help us understand the **39** ..... of sound

Virtual reality programs

- advantage: predict the effect of buildings
- current disadvantage: they are **40** .....

## Test 8

**READING****READING PASSAGE 1**

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

**The History of Glass**

From our earliest origins, man has been making use of glass. Historians have discovered that a type of natural glass – obsidian – formed in places such as the mouth of a volcano as a result of the intense heat of an eruption melting sand – was first used as tips for spears. Archaeologists have even found evidence of man-made glass which dates back to 4000 BC; this took the form of glazes used for coating stone beads. It was not until 1500 BC, however, that the first hollow glass container was made by covering a sand core with a layer of molten glass.

Glass blowing became the most common way to make glass containers from the first century BC. The glass made during this time was highly coloured due to the impurities of the raw material. In the first century AD, methods of creating colourless glass were developed, which was then tinted by the addition of colouring materials. The secret of glass making was taken across Europe by the Romans during this century. However, they guarded the skills and technology required to make glass very closely, and it was not until their empire collapsed in 476 AD that glass-making knowledge became widespread throughout Europe and the Middle East. From the 10th century onwards, the Venetians gained a reputation for technical skill and artistic

ability in the making of glass bottles, and many of the city's craftsmen left Italy to set up glassworks throughout Europe.

A major milestone in the history of glass occurred with the invention of lead crystal glass by the English glass manufacturer George Ravenscroft (1632–1683). He attempted to counter the effect of clouding that sometimes occurred in blown glass by introducing lead to the raw materials used in the process. The new glass he created was softer and easier to decorate, and had a higher refractive index, adding to its brilliance and beauty, and it proved invaluable to the optical industry. It is thanks to Ravenscroft's invention that optical lenses, astronomical telescopes, microscopes and the like became possible.

In Britain, the modern glass industry only really started to develop after the repeal of the Excise Act in 1845. Before that time, heavy taxes had been placed on the amount of glass melted in a glasshouse, and were levied continuously from 1745 to 1845. Joseph Paxton's Crystal Palace at London's Great Exhibition of 1851 marked the beginning of glass as a material used in the building industry. This revolutionary new building encouraged the use of glass in public, domestic and horticultural architecture. Glass

manufacturing techniques also improved with the advancement of science and the development of better technology.

From 1887 onwards, glass making developed from traditional mouth-blowing to a semi-automatic process, after factory-owner HM Ashley introduced a machine capable of producing 200 bottles per hour in Castleford, Yorkshire, England – more than three times quicker than any previous production method. Then in 1907, the first fully automated machine was developed in the USA by Michael Owens – founder of the Owens Bottle Machine Company (later the major manufacturers Owens-Illinois) – and installed in its factory. Owens' invention could produce an impressive 2,500 bottles per hour. Other developments followed rapidly, but it was not until the First World War, when Britain became cut off from essential glass suppliers, that glass became part of the scientific sector. Previous to this, glass had been seen as a craft rather than a precise science.

Today, glass making is big business. It has become a modern, hi-tech industry

operating in a fiercely competitive global market where quality, design and service levels are critical to maintaining market share. Modern glass plants are capable of making millions of glass containers a day in many different colours, with green, brown and clear remaining the most popular. Few of us can imagine modern life without glass. It features in almost every aspect of our lives – in our homes, our cars and whenever we sit down to eat or drink. Glass packaging is used for many products, many beverages are sold in glass, as are numerous foodstuffs, as well as medicines and cosmetics.

Glass is an ideal material for recycling, and with growing consumer concern for green issues, glass bottles and jars are becoming ever more popular. Glass recycling is good news for the environment. It saves used glass containers being sent to landfill. As less energy is needed to melt recycled glass than to melt down raw materials, this also saves fuel and production costs. Recycling also reduces the need for raw materials to be quarried, thus saving precious resources.

## Test 8

## Questions 1–8

Complete the notes below.

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

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

## The History of Glass

- Early humans used a material called **1** ..... to make the sharp points of their **2** .....
- 4000 BC: **3** ..... made of stone were covered in a coating of man-made glass.
- First century BC: glass was coloured because of the **4** ..... in the material.
- Until 476 AD: Only the **5** ..... knew how to make glass.
- From 10th century: Venetians became famous for making bottles out of glass.
- 17th century: George Ravenscroft developed a process using **6** ..... to avoid the occurrence of **7** ..... in blown glass.
- Mid-19th century: British glass production developed after changes to laws concerning **8** .....

## Questions 9–13

In boxes 9–13 on your answer sheet, write

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

- 9** In 1887, HM Ashley had the fastest bottle-producing machine that existed at the time.
- 10** Michael Owens was hired by a large US company to design a fully-automated bottle manufacturing machine for them.
- 11** Nowadays, most glass is produced by large international manufacturers.
- 12** Concern for the environment is leading to an increased demand for glass containers.
- 13** It is more expensive to produce recycled glass than to manufacture new glass.

## READING PASSAGE 2

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

# Bring back the big cats

*It's time to start returning vanished native animals to Britain, says John Vesty*

There is a poem, written around 598 AD, which describes hunting a mystery animal called a *llewyn*. But what was it? Nothing seemed to fit, until 2006, when an animal bone, dating from around the same period, was found in the Kinsey Cave in northern England. Until this discovery, the lynx – a large spotted cat with tasselled ears – was presumed to have died out in Britain at least 6,000 years ago, before the inhabitants of these islands took up farming. But the 2006 find, together with three others in Yorkshire and Scotland, is compelling evidence that the lynx and the mysterious *llewyn* were in fact one and the same animal. If this is so, it would bring forward the tassel-eared cat's estimated extinction date by roughly 5,000 years.

However, this is not quite the last glimpse of the animal in British culture. A 9th-century stone cross from the Isle of Eigg shows, alongside the deer, boar and aurochs pursued by a mounted hunter, a speckled cat with tasselled ears. Were it not for the animal's backside having worn away with time, we could have been certain, as the lynx's stubby tail is unmistakable. But even without this key feature, it's hard to see what else the creature could have been. The lynx is now becoming the totemic animal of a movement that is transforming British environmentalism: rewilding.

Rewilding means the mass restoration of damaged ecosystems. It involves letting

trees return to places that have been denuded, allowing parts of the seabed to recover from trawling and dredging, permitting rivers to flow freely again. Above all, it means bringing back missing species. One of the most striking findings of modern ecology is that ecosystems without large predators behave in completely different ways from those that retain them. Some of them drive dynamic processes that resonate through the whole food chain, creating niches for hundreds of species that might otherwise struggle to survive. The killers turn out to be bringers of life.

Such findings present a big challenge to British conservation, which has often selected arbitrary assemblages of plants and animals and sought, at great effort and expense, to prevent them from changing. It has tried to preserve the living world as if it were a jar of pickles, letting nothing in and nothing out, keeping nature in a state of arrested development. But ecosystems are not merely collections of species; they are also the dynamic and ever-shifting relationships between them. And this dynamism often depends on large predators.

At sea the potential is even greater: by protecting large areas from commercial fishing, we could once more see what 18th-century literature describes: vast shoals of fish being chased by fin and

## Test 8

sperm whales, within sight of the English shore. This policy would also greatly boost catches in the surrounding seas; the fishing industry's insistence on scouring every inch of seabed, leaving no breeding reserves, could not be more damaging to its own interests.

Rewilding is a rare example of an environmental movement in which campaigners articulate what they are for rather than only what they are against. One of the reasons why the enthusiasm for rewilding is spreading so quickly in Britain is that it helps to create a more inspiring vision than the green movement's usual promise of 'Follow us and the world will be slightly less awful than it would otherwise have been.'

The lynx presents no threat to human beings: there is no known instance of one preying on people. It is a specialist predator of roe deer, a species that has exploded in Britain in recent decades, holding back, by intensive browsing, attempts to re-establish forests. It will also wrinkle out sika deer: an exotic species that is almost impossible for human beings to control, as it hides in impenetrable plantations of young trees. The attempt to reintroduce this predator marries well with the aim of bringing forests back to parts of our bare and barren uplands. The lynx requires deep cover, and as such presents little risk to sheep and other livestock, which are supposed, as a condition of farm subsidies, to be kept out of the woods.

On a recent trip to the Cairngorm Mountains, I heard several conservationists suggest that the lynx could be reintroduced there within 20 years. If trees return to the bare hills elsewhere in Britain, the big cats could soon follow. There is nothing extraordinary about these proposals, seen from the perspective of anywhere else in Europe. The lynx has now been reintroduced to the Jura Mountains, the Alps, the Vosges in eastern France and the Harz mountains in Germany, and has re-established itself in many more places. The European population has tripled since 1970 to roughly 10,000. As with wolves, bears, beavers, boar, bison, moose and many other species, the lynx has been able to spread as farming has left the hills and people discover that it is more lucrative to protect charismatic wildlife than to hunt it, as tourists will pay for the chance to see it. Large-scale rewilding is happening almost everywhere – except Britain.

Here, attitudes are just beginning to change. Conservationists are starting to accept that the old preservation-jar model is failing, even on its own terms. Already, projects such as Trees for Life in the Highlands provide a hint of what might be coming. An organisation is being set up that will seek to catalyse the rewilding of land and sea across Britain, its aim being to reintroduce that rarest of species to British ecosystems: hope.

## Questions 14–18

Write the correct letter, **A**, **B**, **C** or **D**, in boxes 14–18 on your answer sheet.

- 14 What did the 2006 discovery of the animal bone reveal about the lynx?
- A Its physical appearance was very distinctive.
  - B Its extinction was linked to the spread of farming.
  - C It vanished from Britain several thousand years ago.
  - D It survived in Britain longer than was previously thought.
- 15 What point does the writer make about large predators in the third paragraph?
- A Their presence can increase biodiversity.
  - B They may cause damage to local ecosystems.
  - C Their behaviour can alter according to the environment.
  - D They should be reintroduced only to areas where they were native.
- 16 What does the writer suggest about British conservation in the fourth paragraph?
- A It has failed to achieve its aims.
  - B It is beginning to change direction.
  - C It has taken a misguided approach.
  - D It has focused on the most widespread species.
- 17 Protecting large areas of the sea from commercial fishing would result in
- A practical benefits for the fishing industry.
  - B some short-term losses to the fishing industry.
  - C widespread opposition from the fishing industry.
  - D certain changes to techniques within the fishing industry.
- 18 According to the author, what distinguishes rewilding from other environmental campaigns?
- A Its objective is more achievable.
  - B Its supporters are more articulate.
  - C Its positive message is more appealing.
  - D It is based on sounder scientific principles.

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## Questions 19–22

Complete the summary using the list of words and phrases **A–F** below.

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

### Reintroducing the lynx to Britain

There would be many advantages to reintroducing the lynx to Britain. While there is no evidence that the lynx has ever put **19** ..... in danger, it would reduce the numbers of certain **20** ..... whose populations have increased enormously in recent decades. It would present only a minimal threat to **21** ..... , provided these were kept away from lynx habitats. Furthermore, the reintroduction programme would also link efficiently with initiatives to return native **22** ..... to certain areas of the country.

- |                       |                             |                       |
|-----------------------|-----------------------------|-----------------------|
| <b>A</b> trees        | <b>B</b> endangered species | <b>C</b> hillsides    |
| <b>D</b> wild animals | <b>E</b> humans             | <b>F</b> farm animals |

## Questions 23–26

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

*In boxes 23–26 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*

- 23** Britain could become the first European country to reintroduce the lynx.
- 24** The large growth in the European lynx population since 1970 has exceeded conservationists' expectations.
- 25** Changes in agricultural practices have extended the habitat of the lynx in Europe.
- 26** It has become apparent that species reintroduction has commercial advantages.

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**READING PASSAGE 3**

You should spend about 20 minutes on **Questions 27–40**, which are based on Reading Passage 3 on pages 89 and 90.

**Questions 27–33**

Reading Passage 3 has seven paragraphs, **A–G**.

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

Write the correct number, **i–viii**, in boxes 27–33 on your answer sheet.

**List of Headings**

- i** Disputes over financial arrangements regarding senior managers
- ii** The impact on companies of being subjected to close examination
- iii** The possible need for fundamental change in every area of business
- iv** Many external bodies being held responsible for problems
- v** The falling number of board members with broad enough experience
- vi** A risk that not all directors take part in solving major problems
- vii** Boards not looking far enough ahead
- viii** A proposal to change the way the board operates

- 27** Paragraph **A**
- 28** Paragraph **B**
- 29** Paragraph **C**
- 30** Paragraph **D**
- 31** Paragraph **E**
- 32** Paragraph **F**
- 33** Paragraph **G**

## UK companies need more effective boards of directors

- A** After a number of serious failures of governance (that is, how they are managed at the highest level), companies in Britain, as well as elsewhere, should consider radical changes to their directors' roles. It is clear that the role of a board director today is not an easy one. Following the 2008 financial meltdown, which resulted in a deeper and more prolonged period of economic downturn than anyone expected, the search for explanations in the many post-mortems of the crisis has meant blame has been spread far and wide. Governments, regulators, central banks and auditors have all been in the frame. The role of bank directors and management and their widely publicised failures have been extensively picked over and examined in reports, inquiries and commentaries.
- B** The knock-on effect of this scrutiny has been to make the governance of companies in general an issue of intense public debate and has significantly increased the pressures on, and the responsibilities of, directors. At the simplest and most practical level, the time involved in fulfilling the demands of a board directorship has increased significantly, calling into question the effectiveness of the classic model of corporate governance by part-time, independent non-executive directors. Where once a board schedule may have consisted of between eight and ten meetings a year, in many companies the number of events requiring board input and decisions has dramatically risen. Furthermore, the amount of reading and preparation required for each meeting is increasing. Agendas can become overloaded and this can mean the time for constructive debate must necessarily be restricted in favour of getting through the business.
- C** Often, board business is devolved to committees in order to cope with the workload, which may be more efficient but can mean that the board as a whole is less involved in fully addressing some of the most important issues. It is not uncommon for the audit committee meeting to last longer than the main board meeting itself. Process may take the place of discussion and be at the expense of real collaboration, so that boxes are ticked rather than issues tackled.
- D** A radical solution, which may work for some very large companies whose businesses are extensive and complex, is the professional board, whose members would work up to three or four days a week, supported by their own dedicated staff and advisers. There are obvious risks to this and it would be important to establish clear guidelines for such a board to ensure that it did not step on the toes of management by becoming too engaged in the day-to-day running of the company. Problems of recruitment, remuneration and independence could also arise and this structure would not be appropriate for all companies. However, more professional and better-informed boards would have been particularly appropriate for banks where the executives had access to information that part-time non-executive directors lacked, leaving the latter unable to comprehend or anticipate the 2008 crash.

## Test 8

- E** One of the main criticisms of boards and their directors is that they do not focus sufficiently on longer-term matters of strategy, sustainability and governance, but instead concentrate too much on short-term financial metrics. Regulatory requirements and the structure of the market encourage this behaviour. The tyranny of quarterly reporting can distort board decision-making, as directors have to 'make the numbers' every four months to meet the insatiable appetite of the market for more data. This serves to encourage the trading methodology of a certain kind of investor who moves in and out of a stock without engaging in constructive dialogue with the company about strategy or performance, and is simply seeking a short-term financial gain. This effect has been made worse by the changing profile of investors due to the globalisation of capital and the increasing use of automated trading systems. Corporate culture adapts and management teams are largely incentivised to meet financial goals.
- F** Compensation for chief executives has become a combat zone where pitched battles between investors, management and board members are fought, often behind closed doors but increasingly frequently in the full glare of press attention. Many would argue that this is in the interest of transparency and good governance as shareholders use their muscle in the area of pay to pressure boards to remove underperforming chief executives. Their powers to vote down executive remuneration policies increased when binding votes came into force. The chair of the remuneration committee can be an exposed and lonely role, as Alison Carnwath, chair of Barclays Bank's remuneration committee, found when she had to resign, having been roundly criticised for trying to defend the enormous bonus to be paid to the chief executive; the irony being that she was widely understood to have spoken out against it in the privacy of the committee.
- G** The financial crisis stimulated a debate about the role and purpose of the company and a heightened awareness of corporate ethics. Trust in the corporation has been eroded and academics such as Michael Sandel, in his thoughtful and bestselling book *What Money Can't Buy*, are questioning the morality of capitalism and the market economy. Boards of companies in all sectors will need to widen their perspective to encompass these issues and this may involve a realignment of corporate goals. We live in challenging times.

### Questions 34–37

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

In boxes 34–37 on your answer sheet, write

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

- 34** Close scrutiny of the behaviour of boards has increased since the economic downturn.
- 35** Banks have been mismanaged to a greater extent than other businesses.
- 36** Board meetings normally continue for as long as necessary to debate matters in full.
- 37** Using a committee structure would ensure that board members are fully informed about significant issues.

### Questions 38–40

Complete the sentences below.

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

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

- 38** Before 2008, non-executive directors were at a disadvantage because of their lack of .....
- 39** Boards tend to place too much emphasis on ..... considerations that are only of short-term relevance.
- 40** On certain matters, such as pay, the board may have to accept the views of .....

## Test 8

## WRITING

## WRITING TASK 1

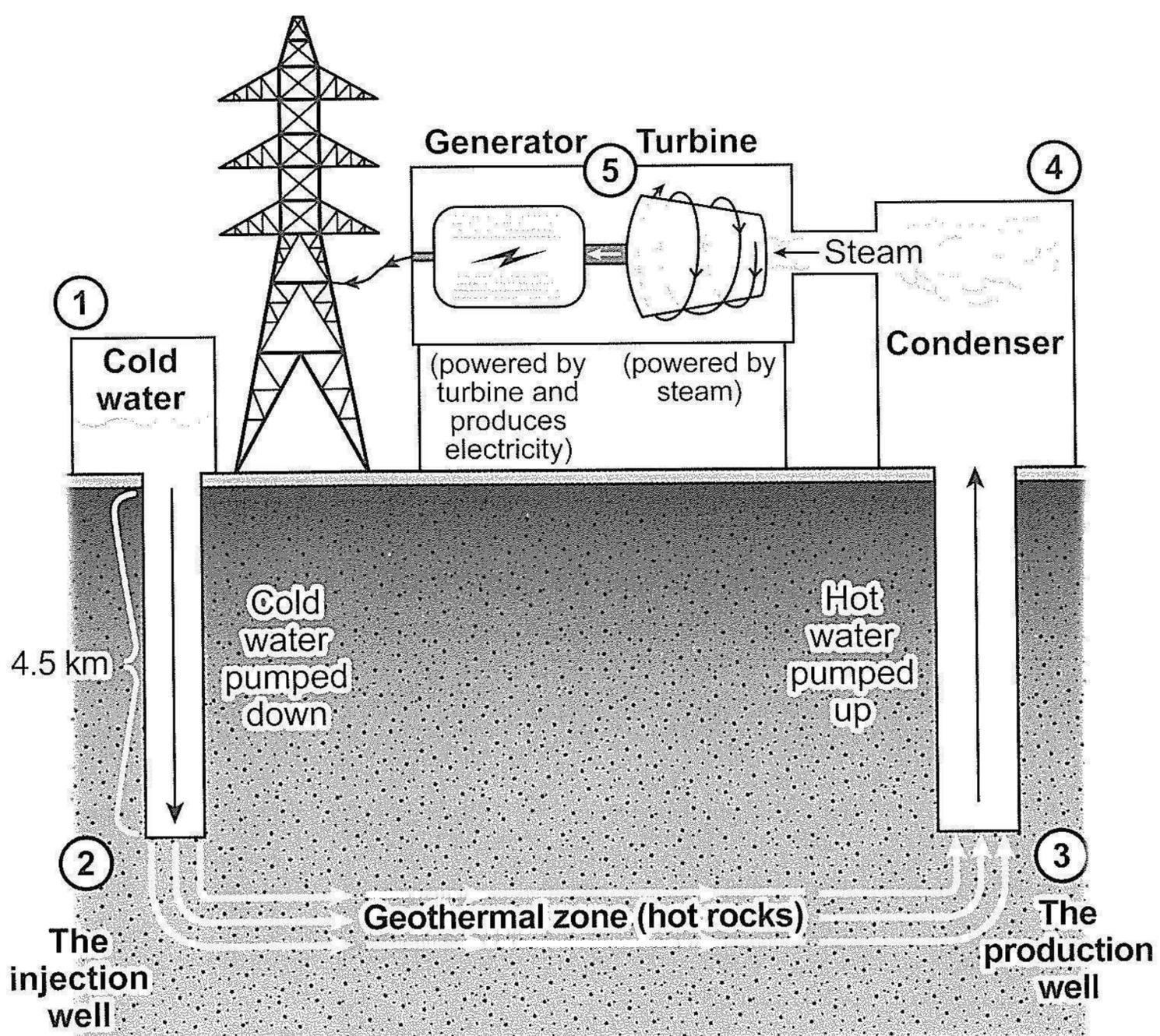
You should spend about 20 minutes on this task.

The diagram below shows how geothermal energy is used to produce electricity.

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

Write at least 150 words.

## Geothermal power plant



## WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

***Some people believe that allowing children to make their own choices on everyday matters (such as food, clothes and entertainment) is likely to result in a society of individuals who only think about their own wishes. Other people believe that it is important for children to make decisions about matters that affect them.***

***Discuss both these views and give your own opinion.***

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

Write at least 250 words.

## Test 8

**SPEAKING****PART 1**

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

**EXAMPLE****Art**

- Did you enjoy doing art lessons when you were a child? [Why?/Why not?]
- Do you ever draw or paint pictures now? [Why?/Why not?]
- When was the last time you went to an art gallery or exhibition? [Why?]
- What kind of pictures do you like having in your home? [Why?]

**PART 2**

**Describe a time when you visited a friend or family member at their workplace.**

**You should say:**

**who you visited**

**where this person worked**

**why you visited this person's workplace**

**and explain how you felt about visiting this person's workplace.**

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

**PART 3****Discussion topics:****Different kinds of workplaces**

*Example questions:*

What things make an office comfortable to work in?

Why do some people prefer to work outdoors?

Do you agree that the building people work in is more important than the colleagues they work with?

**The importance of work**

*Example questions:*

What would life be like if people didn't have to work?

Are all jobs of equal importance?

Why do some people become workaholics?

# Listening and Reading Answer Keys

## TEST 5

### LISTENING

#### Section 1, Questions 1–10

- 1 mountains
  - 2 horse
  - 3 garden(s)
  - 4 lunch
  - 5 map
  - 6 experience
  - 7 Ratchesons
  - 8 helmet
  - 9 shops
  - 10 267
- giasuielts.vn

#### Section 2, Questions 11–20

- 11 A
- 12 A
- 13 C
- 14 C
- 15&16 *IN EITHER ORDER*
- A
- E
- 17 F
- 18 C
- 19 D
- 20 B

#### Section 3, Questions 21–30

- 21 B
- 22 C
- 23 C
- 24 budget
- 25 employment
- 26 safety
- 27 insurance
- 28 diary
- 29 database
- 30 museum

#### Section 4, Questions 31–40

- 31 damage
- 32 side effects
- 33 bridge
- 34 confusion
- 35 smartphone
- 36 resources
- 37 unnecessary/not necessary
- 38 chocolate bar
- 39 problem
- 40 market share

#### If you score ...

0–15	16–24	25–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

## READING

**Reading Passage 1,  
Questions 1–13**

- 1 NOT GIVEN  
 2 FALSE  
 3 FALSE  
 4 TRUE  
 5 TRUE  
 6 taste  
 7 cheaper  
 8 convenient  
 9 image  
 10 sustainable  
 11 recycled  
 12 biodiversity  
 13 desertification

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

- 14 antiques  
 15 triumph  
 16 information  
 17 contact/meetings  
 18 hunt/desire  
 19 aimless/empty

- 20 educational  
 21 Trainspotting  
 22 NOT GIVEN  
 23 FALSE  
 24 NOT GIVEN  
 25 TRUE  
 26 TRUE

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

- 27 vi  
 28 viii  
 29 ii  
 30 iv  
 31 iii  
 32 vii  
 33 fire science  
 34 investigators  
 35 evidence  
 36 prosecution  
 37 NOT GIVEN  
 38 YES  
 39 NO  
 40 NO

**If you score ...**

0–15	16–25	26–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

## Listening and Reading Answer Keys

**TEST 6****LISTENING****Section 1, Questions 1–10**

- 1 2.45  
 2 band  
 3 play  
 4 scientist  
 5 river  
 6 grandparents  
 7 Handsworth  
 8 traditional  
 9 outdoor  
 10 logo

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**Section 2, Questions 11–20**

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

**Section 3, Questions 21–30**

- 21 C  
 22 B  
 23 C  
 24 A  
 25 C  
 26 E  
 27 G  
 28 D  
 29 C  
 30 A

**Section 4, Questions 31–40**

- 31 bullying  
 32 superiority  
 33 personality  
 34 structural  
 35 absence  
 36 confidence  
 37 visions  
 38 democratic  
 39 respect  
 40 mediator

**If you score ...**

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## READING

### Reading Passage 1, Questions 1–13

- 1 A  
2 B  
3 H  
4 D  
5 B  
6 C  
7 G  
8 B  
9 A  
10&11 *IN EITHER ORDER*  
D  
E  
12&13 *IN EITHER ORDER*  
C  
D

### Reading Passage 2, Questions 14–26

- 14 iv  
15 vi  
16 viii  
17 v  
18 i  
19 vii

- 20 iii  
21 TRUE  
22 FALSE  
23 FALSE  
24 NOT GIVEN  
25 rubber  
26 farmer

### Reading Passage 3, Questions 27–40

- 27 eye movements  
28 language co-activation  
29 Stroop Task  
30 conflict management  
31 cognitive control  
32 YES  
33 NOT GIVEN  
34 NO  
35 NO  
36 NOT GIVEN  
37 D  
38 G  
39 B  
40 C

### If you score ...

0–15	16–25	26–40
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## Listening and Reading Answer Keys

**TEST 7****LISTENING****Section 1, Questions 1–10**

- 1 travel/travel(l)ing  
 2 history  
 3 study  
 4 teenagers  
 5 kitchen  
 6 crime  
 7 appointment/booking  
 8 sugar  
 9 stamps  
 10 parking

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**Section 2, Questions 11–20****11&12 IN EITHER ORDER**

D

E

**13&14 IN EITHER ORDER**

A

C

**15** C**16** B**17** A**18** stress**19** weight**20** families**Section 3, Questions 21–30**

- 21 C  
 22 E  
 23 H  
 24 B  
 25 A  
 26 F  
 27 A  
 28 C  
 29 B  
 30 B

**Section 4, Questions 31–40**

- 31 insects  
 32 behaviour/behavior  
 33 father  
 34 complex/complicated  
 35 reproduction/breeding  
 36 control  
 37 duck(s)  
 38 language  
 39 food  
 40 cost(s)/price(s)/bill(s)

**If you score ...**

0–15	16–25	26–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

## READING

**Reading Passage 1,  
Questions 1–13**

- 1 v  
2 iii  
3 viii  
4 i  
5 iv  
6 vi  
7 ii  
8 pirates  
9 food  
10 oil  
11 settlers  
12 species  
13 eggs

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

- 14 D  
15 C  
16 F  
17 G  
18 D  
19 B

- 20 vaccinations  
21 antibiotics  
22 mosquito(e)s  
23 factories  
24 forests  
25 Polio  
26 mountain

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

- 27 dopamine  
28 pleasure  
29 caudate  
30 anticipatory phase  
31 food  
32 B  
33 C  
34 A  
35 B  
36 D  
37 F  
38 B  
39 E  
40 C

**If you score ...**

0–14	15–24	25–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

## Listening and Reading Answer Keys

**TEST 8****LISTENING****Section 1, Questions 1–10**

- 1 temporary
- 2 doctor
- 3 Africa
- 4 youth
- 5 May
- 6 cheese
- 7 Arbuthnot
- 8 DG7 4PH
- 9 Tuesday
- 10 talk/presentation  
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**Section 2, Questions 11–20**

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

**Section 3, Questions 21–30**

- 21 classification
- 22 worst
- 23 slides
- 24 issues
- 25 F
- 26 A
- 27 E
- 28 C
- 29 G
- 30 B

**Section 4, Questions 31–40**

- 31 garden(s)
- 32 political
- 33 work/study
- 34 fountain
- 35 social
- 36 lively
- 37 training
- 38 culture
- 39 nature
- 40 silent

**If you score ...**

0–15	16–24	25–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

## READING

**Reading Passage 1,  
Questions 1–13**

- 1 obsidian  
2 spears  
3 beads  
4 impurities  
5 Romans  
6 lead  
7 clouding  
8 taxes  
9 TRUE  
10 FALSE  
11 NOT GIVEN  
12 TRUE  
13 FALSE

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

- 14 D  
15 A  
16 C  
17 A  
18 C  
19 E

- 20 D  
21 F  
22 A  
23 NO  
24 NOT GIVEN  
25 YES  
26 YES

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

- 27 iv  
28 ii  
29 vi  
30 viii  
31 vii  
32 i  
33 iii  
34 YES  
35 NOT GIVEN  
36 NO  
37 NO  
38 information  
39 financial  
40 shareholders/investors

**If you score ...**

0–14	15–24	25–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.