

 CAMBRIDGE

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IELTS

ACADEMIC

14

WITH ANSWERS

AUTHENTIC PRACTICE TESTS

Test 1

LISTENING

SECTION 1 Questions 1–10

Complete the form below.

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

CRIME REPORT FORM	
Type of crime:	theft
Personal information	
<i>Example</i>	
Name	Louise <i>Taylor</i>
Nationality	1
Date of birth	14 December 1977
Occupation	interior designer
Reason for visit	business (to buy antique 2))
Length of stay	two months
Current address	3 Apartments (No 15)
Details of theft	
Items stolen	– a wallet containing approximately 4 £
	– a 5
Date of theft	6
Possible time and place of theft	
Location	outside the 7 at about 4 pm
Details of suspect	– some boys asked for the 8 then ran off
	– one had a T-shirt with a picture of a tiger
	– he was about 12, slim build with 9 hair
Crime reference number allocated	
	10

SECTION 2 *Questions 11–20*

Induction talk for new apprentices

Questions 11 and 12

Choose **TWO** letters, **A–E**.

Which **TWO** pieces of advice for the first week of an apprenticeship does the manager give?

- A** get to know colleagues
- B** learn from any mistakes
- C** ask lots of questions
- D** react positively to feedback
- E** enjoy new challenges

Questions 13 and 14

Choose **TWO** letters, **A–E**.

Which **TWO** things does the manager say mentors can help with?

- A** confidence-building
- B** making career plans
- C** completing difficult tasks
- D** making a weekly timetable
- E** reviewing progress

Test 1

Questions 15–20

What does the manager say about each of the following aspects of the company policy for apprentices?

Write the correct letter, **A**, **B** or **C**, next to Questions 15–20.

- A** It is encouraged.
- B** There are some restrictions.
- C** It is against the rules.

Company policy for apprentices

- 15 Using the internet
- 16 Flexible working
- 17 Booking holidays
- 18 Working overtime
- 19 Wearing trainers
- 20 Bringing food to work

SECTION 3 Questions 21–30

Questions 21–25

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

Cities built by the sea

- 21** Carla and Rob were surprised to learn that coastal cities
- A** contain nearly half the world's population.
 - B** include most of the world's largest cities.
 - C** are growing twice as fast as other cities.
- 22** According to Rob, building coastal cities near to rivers
- A** may bring pollution to the cities.
 - B** may reduce the land available for agriculture.
 - C** may mean the countryside is spoiled by industry.
- 23** What mistake was made when building water drainage channels in Miami in the 1950s?
- A** There were not enough of them.
 - B** They were made of unsuitable materials.
 - C** They did not allow for the effects of climate change.
- 24** What do Rob and Carla think that the authorities in Miami should do immediately?
- A** take measures to restore ecosystems
 - B** pay for a new flood prevention system
 - C** stop disposing of waste materials into the ocean
- 25** What do they agree should be the priority for international action?
- A** greater coordination of activities
 - B** more sharing of information
 - C** agreement on shared policies

Test 1

Questions 26–30

What decision do the students make about each of the following parts of their presentation?

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

- | Decisions | |
|-----------|-----------------------------------|
| A | use visuals |
| B | keep it short |
| C | involve other students |
| D | check the information is accurate |
| E | provide a handout |
| F | focus on one example |
| G | do online research |

Parts of the presentation

- 26 Historical background
- 27 Geographical factors
- 28 Past mistakes
- 29 Future risks
- 30 International implications

SECTION 4 Questions 31–40

Complete the notes below.

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

Marine renewable energy (ocean energy)

Introduction

More energy required because of growth in population and **31**

What's needed:

- renewable energy sources
- methods that won't create pollution

Wave energy

Advantage: waves provide a **32** source of renewable energy

Electricity can be generated using offshore or onshore systems

Onshore systems may use a reservoir

Problems:

- waves can move in any **33**
- movement of sand, etc. on the **34** of the ocean may be affected

Tidal energy

Tides are more **35** than waves

Planned tidal lagoon in Wales:

- will be created in a **36** at Swansea
- breakwater (dam) containing 16 turbines
- rising tide forces water through turbines, generating electricity
- stored water is released through **37** , driving the turbines in the reverse direction

Advantages:

- not dependent on weather
- no **38** is required to make it work
- likely to create a number of **39**

Problem:

- may harm fish and birds, e.g. by affecting **40** and building up silt

Ocean thermal energy conversion

Uses a difference in temperature between the surface and lower levels

Water brought to the surface in a pipe

Test 1

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.

Children's play

Uses of children's play

- building a 'magical kingdom' may help develop **1**
- board games involve **2** and turn-taking

Recent changes affecting children's play

- populations of **3** have grown
- opportunities for free play are limited due to
 - fear of **4**
 - fear of **5**
 - increased **6** in schools

International policies on children's play

- it is difficult to find **7** to support new policies
- research needs to study the impact of play on the rest of the child's **8**

Questions 9–13

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

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 Children with good self-control are known to be likely to do well at school later on.
- 10 The way a child plays may provide information about possible medical problems.
- 11 Playing with dolls was found to benefit girls' writing more than boys' writing.
- 12 Children had problems thinking up ideas when they first created the story with Lego.
- 13 People nowadays regard children's play as less significant than they did in the past.

Test 1

Questions 14–18

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

Which paragraph contains the following information?

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

NB You may use any letter more than once.

- 14 a description of how people misused a bike-sharing scheme
- 15 an explanation of why a proposed bike-sharing scheme was turned down
- 16 a reference to a person being unable to profit from their work
- 17 an explanation of the potential savings a bike-sharing scheme would bring
- 18 a reference to the problems a bike-sharing scheme was intended to solve

Questions 19 and 20

Choose **TWO** letters, **A–E**.

Write the correct letters in boxes 19 and 20 on your answer sheet.

Which **TWO** of the following statements are made in the text about the Amsterdam bike-sharing scheme of 1999?

- A** It was initially opposed by a government department.
- B** It failed when a partner in the scheme withdrew support.
- C** It aimed to be more successful than the Copenhagen scheme.
- D** It was made possible by a change in people's attitudes.
- E** It attracted interest from a range of bike designers.

Questions 21 and 22

Choose **TWO** letters, **A–E**.

Write the correct letters in boxes 21 and 22 on your answer sheet.

Which **TWO** of the following statements are made in the text about Amsterdam today?

- A The majority of residents would like to prevent all cars from entering the city.
- B There is little likelihood of the city having another bike-sharing scheme.
- C More trips in the city are made by bike than by any other form of transport.
- D A bike-sharing scheme would benefit residents who use public transport.
- E The city has a reputation as a place that welcomes cyclists.

READING PASSAGE 3

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

Motivational factors and the hospitality industry

A critical ingredient in the success of hotels is developing and maintaining superior performance from their employees. How is that accomplished? What Human Resource Management (HRM) practices should organizations invest in to acquire and retain great employees?

Some hotels aim to provide superior working conditions for their employees. The idea originated from workplaces – usually in the non-service sector – that emphasized fun and enjoyment as part of work–life balance. By contrast, the service sector, and more specifically hotels, has traditionally not extended these practices to address basic employee needs, such as good working conditions.

Pfeffer (1994) emphasizes that in order to succeed in a global business environment, organizations must make investment in Human Resource Management (HRM) to allow them to acquire employees who possess better skills and capabilities than their competitors. This investment will be to their competitive advantage. Despite this recognition of the importance of employee development, the hospitality industry has historically been dominated by underdeveloped HR practices (Lucas, 2002).

Lucas also points out that ‘the substance of HRM practices does not appear to be designed to foster constructive relations with employees or to represent a managerial approach that enables developing and drawing out the full potential of people, even though employees may be broadly satisfied with many aspects of their work’ (Lucas, 2002). In addition, or maybe as a result, high employee turnover has been a recurring problem throughout the hospitality industry. Among the many cited reasons are low compensation, inadequate benefits, poor working conditions and compromised employee morale and attitudes (Maroudas et al., 2008).

Ng and Sorensen (2008) demonstrated that when managers provide recognition to employees, motivate employees to work together, and remove obstacles preventing effective performance, employees feel more obligated to stay with the company. This was succinctly summarized by Michel et al. (2013): ‘[P]roviding support to employees gives them the confidence to perform their jobs better and the motivation to stay with the organization.’ Hospitality organizations can therefore enhance employee motivation and retention through the development and improvement of their working conditions. These conditions are inherently linked to the working environment.

While it seems likely that employees’ reactions to their job characteristics could be affected by a predisposition to view their work environment negatively, no evidence exists to support this hypothesis (Spector et al., 2000). However, given the opportunity, many people will find

Test 1

something to complain about in relation to their workplace (Poulston, 2009). There is a strong link between the perceptions of employees and particular factors of their work environment that are separate from the work itself, including company policies, salary and vacations.

Such conditions are particularly troubling for the luxury hotel market, where high-quality service, requiring a sophisticated approach to HRM, is recognized as a critical source of competitive advantage (Maroudas et al., 2008). In a real sense, the services of hotel employees represent their industry (Schneider and Bowen, 1993). This representation has commonly been limited to guest experiences. This suggests that there has been a dichotomy between the guest environment provided in luxury hotels and the working conditions of their employees.

It is therefore essential for hotel management to develop HRM practices that enable them to inspire and retain competent employees. This requires an understanding of what motivates employees at different levels of management and different stages of their careers (Enz and Siguaw, 2000). This implies that it is beneficial for hotel managers to understand what practices are most favorable to increase employee satisfaction and retention.

Herzberg (1966) proposes that people have two major types of needs, the first being extrinsic motivation factors relating to the context in which work is performed, rather than the work itself. These include working conditions and job security. When these factors are unfavorable, job dissatisfaction may result. Significantly, though, just fulfilling these needs does not result in satisfaction, but only in the reduction of dissatisfaction (Maroudas et al., 2008).

Employees also have intrinsic motivation needs or motivators, which include such factors as achievement and recognition. Unlike extrinsic factors, motivator factors may ideally result in job satisfaction (Maroudas et al., 2008). Herzberg's (1966) theory discusses the need for a 'balance' of these two types of needs.

The impact of fun as a motivating factor at work has also been explored. For example, Tews, Michel and Stafford (2013) conducted a study focusing on staff from a chain of themed restaurants in the United States. It was found that fun activities had a favorable impact on performance and manager support for fun had a favorable impact in reducing turnover. Their findings support the view that fun may indeed have a beneficial effect, but the framing of that fun must be carefully aligned with both organizational goals and employee characteristics. 'Managers must learn how to achieve the delicate balance of allowing employees the freedom to enjoy themselves at work while simultaneously maintaining high levels of performance' (Tews et al., 2013).

Deery (2008) has recommended several actions that can be adopted at the organizational level to retain good staff as well as assist in balancing work and family life. Those particularly appropriate to the hospitality industry include allowing adequate breaks during the working day, staff functions that involve families, and providing health and well-being opportunities.

Test 1

Questions 32–35

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

In boxes 32–35 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 One reason for high staff turnover in the hospitality industry is poor morale.
- 33 Research has shown that staff have a tendency to dislike their workplace.
- 34 An improvement in working conditions and job security makes staff satisfied with their jobs.
- 35 Staff should be allowed to choose when they take breaks during the working day.

Questions 36–40

Complete the summary below.

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

Write your answers in boxes 36–40 on your answer sheet.

Fun at work

Tews, Michel and Stafford carried out research on staff in an American chain of 36 They discovered that activities designed for staff to have fun improved their 37 , and that management involvement led to lower staff 38 They also found that the activities needed to fit with both the company's 39 and the 40 of the staff. A balance was required between a degree of freedom and maintaining work standards.

SPEAKING

PART 1

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

EXAMPLE

Future

- What job would you like to have ten years from now? [Why?]
- How useful will English be for your future? [Why/Why not?]
- How much travelling do you hope to do in the future? [Why/Why not?]
- How do you think your life will change in the future? [Why/Why not?]

PART 2

Describe a book that you enjoyed reading because you had to think a lot.

You should say:

what this book was

why you decided to read it

what reading this book made you think about

and explain why you enjoyed reading this book.

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:

Children and reading

Example questions:

What are the most popular types of children's books in your country?

What are the benefits of parents reading books to their children?

Should parents always let children choose the books they read?

Electronic books

Example questions:

How popular are electronic books in your country?

What are the advantages of parents reading electronic books (compared to printed books)?

Will electronic books ever completely replace printed books in the future?

Test 2

LISTENING

SECTION 1 Questions 1–10

Complete the notes below.

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

TOTAL HEALTH CLINIC	
PATIENT DETAILS	
Personal information	
<i>Example</i>	
Name	Julie Anne <i>Garcia</i>
Contact phone	1
Date of birth	2 , 1992
Occupation	works as a 3
Insurance company	4 Life Insurance
Details of the problem	
Type of problem	pain in her left 5
When it began	6 ago
Action already taken	has taken painkillers and applied ice
Other information	
Sports played	belongs to a 7 club goes 8 regularly
Medical history	injured her 9 last year no allergies no regular medication apart from 10

SECTION 3 Questions 21–30

Questions 21–24

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

Woolly mammoths on St Paul's Island

- 21** How will Rosie and Martin introduce their presentation?
- A** with a drawing of woolly mammoths in their natural habitat
 - B** with a timeline showing when woolly mammoths lived
 - C** with a video clip about woolly mammoths
- 22** What was surprising about the mammoth tooth found by Russell Graham?
- A** It was still embedded in the mammoth's jawbone.
 - B** It was from an unknown species of mammoth.
 - C** It was not as old as mammoth remains from elsewhere.
- 23** The students will use an animated diagram to demonstrate how the mammoths
- A** became isolated on the island.
 - B** spread from the island to other areas.
 - C** coexisted with other animals on the island.
- 24** According to Martin, what is unusual about the date of the mammoths' extinction on the island?
- A** how exact it is
 - B** how early it is
 - C** how it was established

Test 2

Questions 25–30

What action will the students take for each of the following sections of their presentation?

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

Actions	
A	make it more interactive
B	reduce visual input
C	add personal opinions
D	contact one of the researchers
E	make detailed notes
F	find information online
G	check timing
H	organise the content more clearly

Sections of presentation

- 25 Introduction
- 26 Discovery of the mammoth tooth
- 27 Initial questions asked by the researchers
- 28 Further research carried out on the island
- 29 Findings and possible explanations
- 30 Relevance to the present day

Test 2

READING

READING PASSAGE 1

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

Alexander Henderson (1831–1913)

Born in Scotland, Henderson emigrated to Canada in 1855 and became a well-known landscape photographer

Alexander Henderson was born in Scotland in 1831 and was the son of a successful merchant. His grandfather, also called Alexander, had founded the family business, and later became the first chairman of the National Bank of Scotland. The family had extensive landholdings in Scotland. Besides its residence in Edinburgh, it owned Press Estate, 650 acres of farmland about 35 miles southeast of the city. The family often stayed at Press Castle, the large mansion on the northern edge of the property, and Alexander spent much of his childhood in the area, playing on the beach near Eyemouth or fishing in the streams nearby.

Even after he went to school at Murcheston Academy on the outskirts of Edinburgh, Henderson returned to Press at weekends. In 1849 he began a three-year apprenticeship to become an accountant. Although he never liked the prospect of a business career, he stayed with it to please his family. In October 1855, however, he emigrated to Canada with his wife Agnes Elder Robertson and they settled in Montreal.

Henderson learned photography in Montreal around the year 1857 and quickly took it up as a serious amateur. He became a personal friend and colleague of the Scottish–Canadian photographer William Notman. The two men made a photographic excursion to Niagara Falls in 1860 and they cooperated on experiments with magnesium flares as a source of artificial light in 1865. They belonged to the same societies and were among the founding members of the Art Association of Montreal. Henderson acted as chairman of the association's first meeting, which was held in Notman's studio on 11 January 1860.

In spite of their friendship, their styles of photography were quite different. While Notman's landscapes were noted for their bold realism, Henderson for the first 20 years of his career produced romantic images, showing the strong influence of the British landscape tradition. His artistic and technical progress was rapid and in 1865 he published his first major collection of landscape photographs. The publication had limited circulation (only seven copies have ever been found), and was called *Canadian Views and Studies*. The contents of each copy vary significantly and have proved a useful source for evaluating Henderson's early work.

This text is taken, for the most part, verbatim from the *Dictionary of Canadian Biography* Volume XIV (1911–1920). For design purposes, quotation marks have been omitted. Source: http://www.biographi.ca/en/bio/henderson_alexander_1831_1913_14E.html. Reproduced with permission.

In 1866, he gave up his business to open a photographic studio, advertising himself as a portrait and landscape photographer. From about 1870 he dropped portraiture to specialize in landscape photography and other views. His numerous photographs of city life revealed in street scenes, houses, and markets are alive with human activity, and although his favourite subject was landscape he usually composed his scenes around such human pursuits as farming the land, cutting ice on a river, or sailing down a woodland stream. There was sufficient demand for these types of scenes and others he took depicting the lumber trade, steamboats and waterfalls to enable him to make a living. There was little competing hobby or amateur photography before the late 1880s because of the time-consuming techniques involved and the weight of the equipment. People wanted to buy photographs as souvenirs of a trip or as gifts, and catering to this market, Henderson had stock photographs on display at his studio for mounting, framing, or inclusion in albums.

Henderson frequently exhibited his photographs in Montreal and abroad, in London, Edinburgh, Dublin, Paris, New York, and Philadelphia. He met with greater success in 1877 and 1878 in New York when he won first prizes in the exhibition held by E and H T Anthony and Company for landscapes using the Lambertype process. In 1878 his work won second prize at the world exhibition in Paris.

In the 1870s and 1880s Henderson travelled widely throughout Quebec and Ontario, in Canada, documenting the major cities of the two provinces and many of the villages in Quebec. He was especially fond of the wilderness and often travelled by canoe on the Blanche, du Lièvre, and other noted eastern rivers. He went on several occasions to the Maritimes and in 1872 he sailed by yacht along the lower north shore of the St Lawrence River. That same year, while in the lower St Lawrence River region, he took some photographs of the construction of the Intercolonial Railway. This undertaking led in 1875 to a commission from the railway to record the principal structures along the almost-completed line connecting Montreal to Halifax. Commissions from other railways followed. In 1876 he photographed bridges on the Quebec, Montreal, Ottawa and Occidental Railway between Montreal and Ottawa. In 1885 he went west along the Canadian Pacific Railway (CPR) as far as Rogers Pass in British Columbia, where he took photographs of the mountains and the progress of construction.

In 1892 Henderson accepted a full-time position with the CPR as manager of a photographic department which he was to set up and administer. His duties included spending four months in the field each year. That summer he made his second trip west, photographing extensively along the railway line as far as Victoria. He continued in this post until 1897, when he retired completely from photography.

When Henderson died in 1913, his huge collection of glass negatives was stored in the basement of his house. Today collections of his work are held at the National Archives of Canada, Ottawa, and the McCord Museum of Canadian History, Montreal.

This text is taken, for the most part, verbatim from the *Dictionary of Canadian Biography* Volume XIV (1911–1920). For design purposes, quotation marks have been omitted. Source: http://www.biographi.ca/en/bio/henderson_alexander_1831_1913_14E.html. Reproduced with permission.

Test 2

Questions 1–8

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

In boxes 1–8 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 Henderson rarely visited the area around Press estate when he was younger.
- 2 Henderson pursued a business career because it was what his family wanted.
- 3 Henderson and Notman were surprised by the results of their 1865 experiment.
- 4 There were many similarities between Henderson's early landscapes and those of Notman.
- 5 The studio that Henderson opened in 1866 was close to his home.
- 6 Henderson gave up portraiture so that he could focus on taking photographs of scenery.
- 7 When Henderson began work for the Intercolonial Railway, the Montreal to Halifax line had been finished.
- 8 Henderson's last work as a photographer was with the Canadian Pacific Railway.

Questions 9–13

Complete the notes below.

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

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

Alexander Henderson

Early life

- was born in Scotland in 1831 – father was a **9**
- trained as an accountant, emigrated to Canada in 1855

Start of a photographic career

- opened up a photographic studio in 1866
- took photos of city life, but preferred landscape photography
- people bought Henderson's photos because photography took up considerable time and the **10** was heavy
- the photographs Henderson sold were **11** or souvenirs

Travelling as a professional photographer

- travelled widely in Quebec and Ontario in 1870s and 1880s
- took many trips along eastern rivers in a **12**
- worked for Canadian railways between 1875 and 1897
- worked for CPR in 1885 and photographed the **13** and the railway at Rogers Pass

Test 2

READING PASSAGE 2

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

Back to the future of skyscraper design

Answers to the problem of excessive electricity use by skyscrapers and large public buildings can be found in ingenious but forgotten architectural designs of the 19th and early-20th centuries

- A** *The Recovery of Natural Environments in Architecture* by Professor Alan Short is the culmination of 30 years of research and award-winning green building design by Short and colleagues in Architecture, Engineering, Applied Maths and Earth Sciences at the University of Cambridge.

'The crisis in building design is already here,' said Short. 'Policy makers think you can solve energy and building problems with gadgets. You can't. As global temperatures continue to rise, we are going to continue to squander more and more energy on keeping our buildings mechanically cool until we have run out of capacity.'

- B** Short is calling for a sweeping reinvention of how skyscrapers and major public buildings are designed – to end the reliance on sealed buildings which exist solely via the 'life support' system of vast air conditioning units.

Instead, he shows it is entirely possible to accommodate natural ventilation and cooling in large buildings by looking into the past, before the widespread introduction of air conditioning systems, which were 'relentlessly and aggressively marketed' by their inventors.

- C** Short points out that to make most contemporary buildings habitable, they have to be sealed and air conditioned. The energy use and carbon emissions this generates is spectacular and largely unnecessary. Buildings in the West account for 40–50% of electricity usage, generating substantial carbon emissions, and the rest of the world is catching up at a frightening rate. Short regards glass, steel and air-conditioned skyscrapers as symbols of status, rather than practical ways of meeting our requirements.

- D** Short's book highlights a developing and sophisticated art and science of ventilating buildings through the 19th and earlier-20th centuries, including the design of ingeniously ventilated hospitals. Of particular interest were those built to the designs of John Shaw Billings, including the first Johns Hopkins Hospital in the US city of Baltimore (1873–1889).

'We spent three years digitally modelling Billings' final designs,' says Short. 'We put pathogens* in the airstreams, modelled for someone with tuberculosis (TB) coughing in the wards and we found the ventilation systems in the room would have kept other patients safe from harm.'

* pathogens: microorganisms that can cause disease

- E** 'We discovered that 19th-century hospital wards could generate up to 24 air changes an hour – that's similar to the performance of a modern-day, computer-controlled operating theatre. We believe you could build wards based on these principles now.

Single rooms are not appropriate for all patients. Communal wards appropriate for certain patients – older people with dementia, for example – would work just as well in today's hospitals, at a fraction of the energy cost.'

Professor Short contends the mindset and skill-sets behind these designs have been completely lost, lamenting the disappearance of expertly designed theatres, opera houses, and other buildings where up to half the volume of the building was given over to ensuring everyone got fresh air.

- F** Much of the ingenuity present in 19th-century hospital and building design was driven by a panicked public clamouring for buildings that could protect against what was thought to be the lethal threat of miasmas – toxic air that spread disease. Miasmas were feared as the principal agents of disease and epidemics for centuries, and were used to explain the spread of infection from the Middle Ages right through to the cholera outbreaks in London and Paris during the 1850s. Foul air, rather than germs, was believed to be the main driver of 'hospital fever', leading to disease and frequent death. The prosperous steered clear of hospitals.

While miasma theory has been long since disproved, Short has for the last 30 years advocated a return to some of the building design principles produced in its wake.

- G** Today, huge amounts of a building's space and construction cost are given over to air conditioning. 'But I have designed and built a series of buildings over the past three decades which have tried to reinvent some of these ideas and then measure what happens.

'To go forward into our new low-energy, low-carbon future, we would be well advised to look back at design before our high-energy, high-carbon present appeared. What is surprising is what a rich legacy we have abandoned.'

- H** Successful examples of Short's approach include the Queen's Building at De Montfort University in Leicester. Containing as many as 2,000 staff and students, the entire building is naturally ventilated, passively cooled and naturally lit, including the two largest auditoria, each seating more than 150 people. The award-winning building uses a fraction of the electricity of comparable buildings in the UK.

Short contends that glass skyscrapers in London and around the world will become a liability over the next 20 or 30 years if climate modelling predictions and energy price rises come to pass as expected.

- I** He is convinced that sufficiently cooled skyscrapers using the natural environment can be produced in almost any climate. He and his team have worked on hybrid buildings in the harsh climates of Beijing and Chicago – built with natural ventilation assisted by back-up air conditioning – which, surprisingly perhaps, can be switched off more than half the time on milder days and during the spring and autumn.

Short looks at how we might reimagine the cities, offices and homes of the future. Maybe it's time we changed our outlook.

Test 2

Questions 14–18

Reading Passage 2 has nine sections, **A–I**.

Which section contains the following information?

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

- 14** why some people avoided hospitals in the 19th century
- 15** a suggestion that the popularity of tall buildings is linked to prestige
- 16** a comparison between the circulation of air in a 19th-century building and modern standards
- 17** how Short tested the circulation of air in a 19th-century building
- 18** an implication that advertising led to the large increase in the use of air conditioning

Questions 19–26

Complete the summary below.

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

Write your answers in boxes 19–26 on your answer sheet.

Ventilation in 19th-century hospital wards

Professor Alan Short examined the work of John Shaw Billings, who influenced the architectural **19** of hospitals to ensure they had good ventilation. He calculated that **20** in the air coming from patients suffering from **21** would not have harmed other patients. He also found that the air in **22** in hospitals could change as often as in a modern operating theatre. He suggests that energy use could be reduced by locating more patients in **23** areas.

A major reason for improving ventilation in 19th-century hospitals was the demand from the **24** for protection against bad air, known as **25** These were blamed for the spread of disease for hundreds of years, including epidemics of **26** in London and Paris in the middle of the 19th century.

Test 2

- F** In fact, research shows that, when innovating, the best approach is to create an environment devoid of structure and hierarchy and enable everyone involved to engage as one organic group. These environments can lead to new solutions that, under conventionally structured environments (filled with bottlenecks in terms of information flow, power structures, rules, and routines) would never be reached.
- G** In recent times companies have slowly started to embrace this disorganisation. Many of them embrace it in terms of perception (embracing the idea of disorder, as opposed to fearing it) and in terms of process (putting mechanisms in place to reduce structure).

For example, Oticon, a large Danish manufacturer of hearing aids, used what it called a 'spaghetti' structure in order to reduce the organisation's rigid hierarchies. This involved scrapping formal job titles and giving staff huge amounts of ownership over their own time and projects. This approach proved to be highly successful initially, with clear improvements in worker productivity in all facets of the business.

In similar fashion, the former chairman of General Electric embraced disorganisation, putting forward the idea of the 'boundaryless' organisation. Again, it involves breaking down the barriers between different parts of a company and encouraging virtual collaboration and flexible working. Google and a number of other tech companies have embraced (at least in part) these kinds of flexible structures, facilitated by technology and strong company values which glue people together.

- H** A word of warning to others thinking of jumping on this bandwagon: the evidence so far suggests disorder, much like order, also seems to have diminishing utility, and can also have detrimental effects on performance if overused. Like order, disorder should be embraced only so far as it is useful. But we should not fear it – nor venerate one over the other. This research also shows that we should continually question whether or not our existing assumptions work.

Questions 35–37

Complete the sentences below.

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

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

- 35 Numerous training sessions are aimed at people who feel they are not enough.
- 36 Being organised appeals to people who regard themselves as
- 37 Many people feel with aspects of their work.

Questions 38–40

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

In boxes 38–40 on your answer sheet, write

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

- 38 Both businesses and people aim at order without really considering its value.
- 39 Innovation is most successful if the people involved have distinct roles.
- 40 Google was inspired to adopt flexibility by the success of General Electric.

Test 2

SPEAKING

PART 1

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

EXAMPLE

Social media

- Which social media websites do you use?
- How much time do you spend on social media sites? [Why/Why not?]
- What kind of information about yourself have you put on social media? [Why/Why not?]
- Is there anything you don't like about social media? [Why?]

PART 2

Describe something you liked very much which you bought for your home.

You should say:

what you bought

when and where you bought it

why you chose this particular thing

and explain why you liked it so much.

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:

Creating a nice home

Example questions:

Why do some people buy lots of things for their home?

Do you think it is very expensive to make a home look nice?

Why don't some people care about how their home looks?

Different types of home

Example questions:

In what ways is living in a flat/apartment better than living in a house?

Do you think homes will look different in the future?

Do you agree that the kinds of homes people prefer change as they get older?

Test 3

LISTENING

SECTION 1 Questions 1–10

Complete the notes below.

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

Flanders Conference Hotel	
<i>Example</i> Customer Services Manager: <i>Angela</i>	
Date available <ul style="list-style-type: none">weekend beginning February 4th	
Conference facilities <ul style="list-style-type: none">the 1 room for talks (projector and 2 available)area for coffee and an 3free 4 throughouta standard buffet lunch costs 5 \$ per head	
Accommodation <ul style="list-style-type: none">Rooms will cost 6 \$ including breakfast.	
Other facilities <ul style="list-style-type: none">The hotel also has a spa and rooftop 7There's a free shuttle service to the 8	
Location <ul style="list-style-type: none">Wilby Street (quite near the 9near to restaurants and many 10	

Questions 15–20

What has each of the following volunteers helped someone to do?

Choose **SIX** answers from the box and write the correct letter, **A–G**, next to Questions 15–20.

- What volunteers have helped people to do**
- A** overcome physical difficulties
 - B** rediscover skills not used for a long time
 - C** improve their communication skills
 - D** solve problems independently
 - E** escape isolation
 - F** remember past times
 - G** start a new hobby

Volunteers

- 15** Habib
- 16** Consuela
- 17** Minh
- 18** Tanya
- 19** Alexei
- 20** Juba

Questions 27–30

What problem does Joe mention in connection with each of the following band members?

Choose **FOUR** answers from the box and write the correct letter, **A–F**, next to Questions 27–30.

Problems	
A	makes a lot of mistakes in rehearsals
B	keeps making unhelpful suggestions
C	has difficulty with rhythm
D	misses too many rehearsals
E	has a health problem
F	doesn't mix with other students

Band members

- 27 flautist
- 28 trumpeter
- 29 trombonist
- 30 percussionist

Test 3

SECTION 4 Questions 31–40

Complete the notes below.

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

Concerts in university arts festival

Concert 1

- Australian composer: Liza Lim
- studied piano and **31** before turning to composition
- performers and festivals around the world have given her a lot of commissions
- compositions show a great deal of **32** and are drawn from various cultural sources
- her music is very expressive and also **33**
- festival will include her **34** called *The Oresteia*
- Lim described the sounds in *The Oresteia* as **35**
- British composers: Ralph Vaughan Williams, Frederick Delius

Concert 2

- British composers: Benjamin Britten, Judith Weir
- Australian composer: Ross Edwards
- festival will include *The Tower of Remoteness*, inspired by nature
- *The Tower of Remoteness* is performed by piano and **36**
- compositions include music for children
- celebrates Australia's cultural **37**

Concert 3

- Australian composer: Carl Vine
- played cornet then piano
- studied **38** before studying music
- worked in Sydney as a pianist and composer
- became well known as composer of music for **39**
- festival will include his music for the 1996 **40**
- British composers: Edward Elgar, Thomas Adès

READING

READING PASSAGE 1

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

The concept of intelligence

- A** Looked at in one way, everyone knows what intelligence is; looked at in another way, no one does. In other words, people all have unconscious notions – known as ‘implicit theories’ – of intelligence, but no one knows for certain what it actually is. This chapter addresses how people conceptualize intelligence, whatever it may actually be.

But why should we even care what people think intelligence is, as opposed only to valuing whatever it actually is? There are at least four reasons people’s conceptions of intelligence matter.

- B** First, implicit theories of intelligence drive the way in which people perceive and evaluate their own intelligence and that of others. To better understand the judgments people make about their own and others’ abilities, it is useful to learn about people’s implicit theories. For example, parents’ implicit theories of their children’s language development will determine at what ages they will be willing to make various corrections in their children’s speech. More generally, parents’ implicit theories of intelligence will determine at what ages they believe their children are ready to perform various cognitive tasks. Job interviewers will make hiring decisions on the basis of their implicit theories of intelligence. People will decide who to be friends with on the basis of such theories. In sum, knowledge about implicit theories of intelligence is important because this knowledge is so often used by people to make judgments in the course of their everyday lives.
- C** Second, the implicit theories of scientific investigators ultimately give rise to their explicit theories. Thus it is useful to find out what these implicit theories are. Implicit theories provide a framework that is useful in defining the general scope of a phenomenon – especially a not-well-understood phenomenon. These implicit theories can suggest what aspects of the phenomenon have been more or less attended to in previous investigations.
- D** Third, implicit theories can be useful when an investigator suspects that existing explicit theories are wrong or misleading. If an investigation of implicit theories reveals little correspondence between the extant implicit and explicit theories, the implicit theories may be wrong. But the possibility also needs to be taken into account that the explicit theories are wrong and in need of correction or supplementation. For example, some implicit theories of intelligence suggest the need for expansion of some of our explicit theories of the construct.

Questions 1–3

Reading Passage 1 has ten sections, **A–J**.

Which section contains the following information?

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

- 1 information about how non-scientists' assumptions about intelligence influence their behaviour towards others
- 2 a reference to lack of clarity over the definition of intelligence
- 3 the point that a researcher's implicit and explicit theories may be very different

Questions 4–6

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

In boxes 4–6 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

- 4 Slow language development in children is likely to prove disappointing to their parents.
- 5 People's expectations of what children should gain from education are universal.
- 6 Scholars may discuss theories without fully understanding each other.

Test 3

Questions 7–13

Look at the following statements (Questions 7–13) and the list of theories below.

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

Write the correct letter, **A**, **B**, or **C**, in boxes 7–13 on your answer sheet.

NB You may use any letter more than once.

- 7 It is desirable for the same possibilities to be open to everyone.
- 8 No section of society should have preferential treatment at the expense of another.
- 9 People should only gain benefits on the basis of what they actually achieve.
- 10 Variation in intelligence begins at birth.
- 11 The more intelligent people should be in positions of power.
- 12 Everyone can develop the same abilities.
- 13 People of low intelligence are likely to lead uncontrolled lives.

List of Theories

- A** Hamiltonian
- B** Jeffersonian
- C** Jacksonian

READING PASSAGE 2

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

Saving bugs to find new drugs

Zoologist Ross Piper looks at the potential of insects in pharmaceutical research

- A** More drugs than you might think are derived from, or inspired by, compounds found in living things. Looking to nature for the soothing and curing of our ailments is nothing new – we have been doing it for tens of thousands of years. You only have to look at other primates – such as the capuchin monkeys who rub themselves with toxin-oozing millipedes to deter mosquitoes, or the chimpanzees who use noxious forest plants to rid themselves of intestinal parasites – to realise that our ancient ancestors too probably had a basic grasp of medicine.
- B** Pharmaceutical science and chemistry built on these ancient foundations and perfected the extraction, characterisation, modification and testing of these natural products. Then, for a while, modern pharmaceutical science moved its focus away from nature and into the laboratory, designing chemical compounds from scratch. The main cause of this shift is that although there are plenty of promising chemical compounds in nature, finding them is far from easy. Securing sufficient numbers of the organism in question, isolating and characterising the compounds of interest, and producing large quantities of these compounds are all significant hurdles.
- C** Laboratory-based drug discovery has achieved varying levels of success, something which has now prompted the development of new approaches focusing once again on natural products. With the ability to mine genomes for useful compounds, it is now evident that we have barely scratched the surface of nature's molecular diversity. This realisation, together with several looming health crises, such as antibiotic resistance, has put bioprospecting – the search for useful compounds in nature – firmly back on the map.
- D** Insects are the undisputed masters of the terrestrial domain, where they occupy every possible niche. Consequently, they have a bewildering array of interactions with other organisms, something which has driven the evolution of an enormous range of very interesting compounds for defensive and offensive purposes. Their remarkable diversity exceeds that of every other group of animals on the planet combined. Yet even though insects are far and away the most diverse animals in existence, their potential as sources of therapeutic compounds is yet to be realised.

Test 3

- E** From the tiny proportion of insects that have been investigated, several promising compounds have been identified. For example, alloferon, an antimicrobial compound produced by blow fly larvae, is used as an antiviral and antitumor agent in South Korea and Russia. The larvae of a few other insect species are being investigated for the potent antimicrobial compounds they produce. Meanwhile, a compound from the venom of the wasp *Polybia paulista* has potential in cancer treatment.
- F** Why is it that insects have received relatively little attention in bioprospecting? Firstly, there are so many insects that, without some manner of targeted approach, investigating this huge variety of species is a daunting task. Secondly, insects are generally very small, and the glands inside them that secrete potentially useful compounds are smaller still. This can make it difficult to obtain sufficient quantities of the compound for subsequent testing. Thirdly, although we consider insects to be everywhere, the reality of this ubiquity is vast numbers of a few extremely common species. Many insect species are infrequently encountered and very difficult to rear in captivity, which, again, can leave us with insufficient material to work with.
- G** My colleagues and I at Aberystwyth University in the UK have developed an approach in which we use our knowledge of ecology as a guide to target our efforts. The creatures that particularly interest us are the many insects that secrete powerful poison for subduing prey and keeping it fresh for future consumption. There are even more insects that are masters of exploiting filthy habitats, such as faeces and carcasses, where they are regularly challenged by thousands of micro-organisms. These insects have many antimicrobial compounds for dealing with pathogenic bacteria and fungi, suggesting that there is certainly potential to find many compounds that can serve as or inspire new antibiotics.
- H** Although natural history knowledge points us in the right direction, it doesn't solve the problems associated with obtaining useful compounds from insects. Fortunately, it is now possible to snip out the stretches of the insect's DNA that carry the codes for the interesting compounds and insert them into cell lines that allow larger quantities to be produced. And although the road from isolating and characterising compounds with desirable qualities to developing a commercial product is very long and full of pitfalls, the variety of successful animal-derived pharmaceuticals on the market demonstrates there is a precedent here that is worth exploring.
- I** With every bit of wilderness that disappears, we deprive ourselves of potential medicines. As much as I'd love to help develop a groundbreaking insect-derived medicine, my main motivation for looking at insects in this way is conservation. I sincerely believe that all species, however small and seemingly insignificant, have a right to exist for their own sake. If we can shine a light on the darker recesses of nature's medicine cabinet, exploring the useful chemistry of the most diverse animals on the planet, I believe we can make people think differently about the value of nature.

READING PASSAGE 3

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

The power of play

Virtually every child, the world over, plays. The drive to play is so intense that children will do so in any circumstances, for instance when they have no real toys, or when parents do not actively encourage the behavior. In the eyes of a young child, running, pretending, and building are fun. Researchers and educators know that these playful activities benefit the development of the whole child across social, cognitive, physical, and emotional domains. Indeed, play is such an instrumental component to healthy child development that the United Nations High Commission on Human Rights (1989) recognized play as a fundamental right of every child.

Yet, while experts continue to expound a powerful argument for the importance of play in children's lives, the actual time children spend playing continues to decrease. Today, children play eight hours less each week than their counterparts did two decades ago (Elkind 2008). Under pressure of rising academic standards, play is being replaced by test preparation in kindergartens and grade schools, and parents who aim to give their preschoolers a leg up are led to believe that flashcards and educational 'toys' are the path to success. Our society has created a false dichotomy between play and learning.

Through play, children learn to regulate their behavior, lay the foundations for later learning in science and mathematics, figure out the complex negotiations of social relationships, build a repertoire of creative problem-solving skills, and so much more. There is also an important role for adults in guiding children through playful learning opportunities.

Full consensus on a formal definition of play continues to elude the researchers and theorists who study it. Definitions range from discrete descriptions of various types of play such as physical, construction, language, or symbolic play (Miller & Almon 2009), to lists of broad criteria, based on observations and attitudes, that are meant to capture the essence of all play behaviors (e.g. Rubin et al. 1983).

A majority of the contemporary definitions of play focus on several key criteria. The founder of the National Institute for Play, Stuart Brown, has described play as 'anything that spontaneously is done for its own sake'. More specifically, he says it 'appears purposeless, produces pleasure and joy, [and] leads one to the next stage of mastery' (as quoted in Tippett 2008). Similarly, Miller and Almon (2009) say that play includes 'activities that are freely chosen and directed by children and arise from intrinsic motivation'. Often, play is defined along a continuum as more or less playful using the following set of behavioral and dispositional criteria (e.g. Rubin et al. 1983):

Play is pleasurable: Children must enjoy the activity or it is not play. It is intrinsically motivated: Children engage in play simply for the satisfaction the behavior itself brings. It has no extrinsically motivated function or goal. Play is process oriented: When children

Test 3

play, the means are more important than the ends. It is freely chosen, spontaneous and voluntary. If a child is pressured, they will likely not think of the activity as play. Play is actively engaged: Players must be physically and/or mentally involved in the activity. Play is non-literal. It involves make-believe.

According to this view, children's playful behaviors can range in degree from 0% to 100% playful. Rubin and colleagues did not assign greater weight to any one dimension in determining playfulness; however, other researchers have suggested that process orientation and a lack of obvious functional purpose may be the most important aspects of play (e.g. Pellegrini 2009).

From the perspective of a continuum, play can thus blend with other motives and attitudes that are less playful, such as work. Unlike play, work is typically not viewed as enjoyable and it is extrinsically motivated (i.e. it is goal oriented). Researcher Joan Goodman (1994) suggested that hybrid forms of work and play are not a detriment to learning; rather, they can provide optimal contexts for learning. For example, a child may be engaged in a difficult, goal-directed activity set up by their teacher, but they may still be actively engaged and intrinsically motivated. At this mid-point between play and work, the child's motivation, coupled with guidance from an adult, can create robust opportunities for playful learning.

Critically, recent research supports the idea that adults can facilitate children's learning while maintaining a playful approach in interactions known as 'guided play' (Fisher et al. 2011). The adult's role in play varies as a function of their educational goals and the child's developmental level (Hirsch-Pasek et al. 2009).

Guided play takes two forms. At a very basic level, adults can enrich the child's environment by providing objects or experiences that promote aspects of a curriculum. In the more direct form of guided play, parents or other adults can support children's play by joining in the fun as a co-player, raising thoughtful questions, commenting on children's discoveries, or encouraging further exploration or new facets to the child's activity. Although playful learning can be somewhat structured, it must also be child-centered (Nicolopolou et al. 2006). Play should stem from the child's own desire.

Both free and guided play are essential elements in a child-centered approach to playful learning. Intrinsically motivated free play provides the child with true autonomy, while guided play is an avenue through which parents and educators can provide more targeted learning experiences. In either case, play should be actively engaged, it should be predominantly child-directed, and it must be fun.

Test 3

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 Children need toys in order to play.
- 33 It is a mistake to treat play and learning as separate types of activities.
- 34 Play helps children to develop their artistic talents.
- 35 Researchers have agreed on a definition of play.
- 36 Work and play differ in terms of whether or not they have a target.

Questions 37–40

Complete the summary below.

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

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

Guided play

In the simplest form of guided play, an adult contributes to the environment in which the child is playing. Alternatively, an adult can play with a child and develop the play, for instance by **37** the child to investigate different aspects of their game. Adults can help children to learn through play, and may make the activity rather structured, but it should still be based on the child's **38** to play.

Play without the intervention of adults gives children real **39** ; with adults, play can be **40** at particular goals. However, all forms of play should be an opportunity for children to have fun.

Test 3

WRITING

WRITING TASK 1

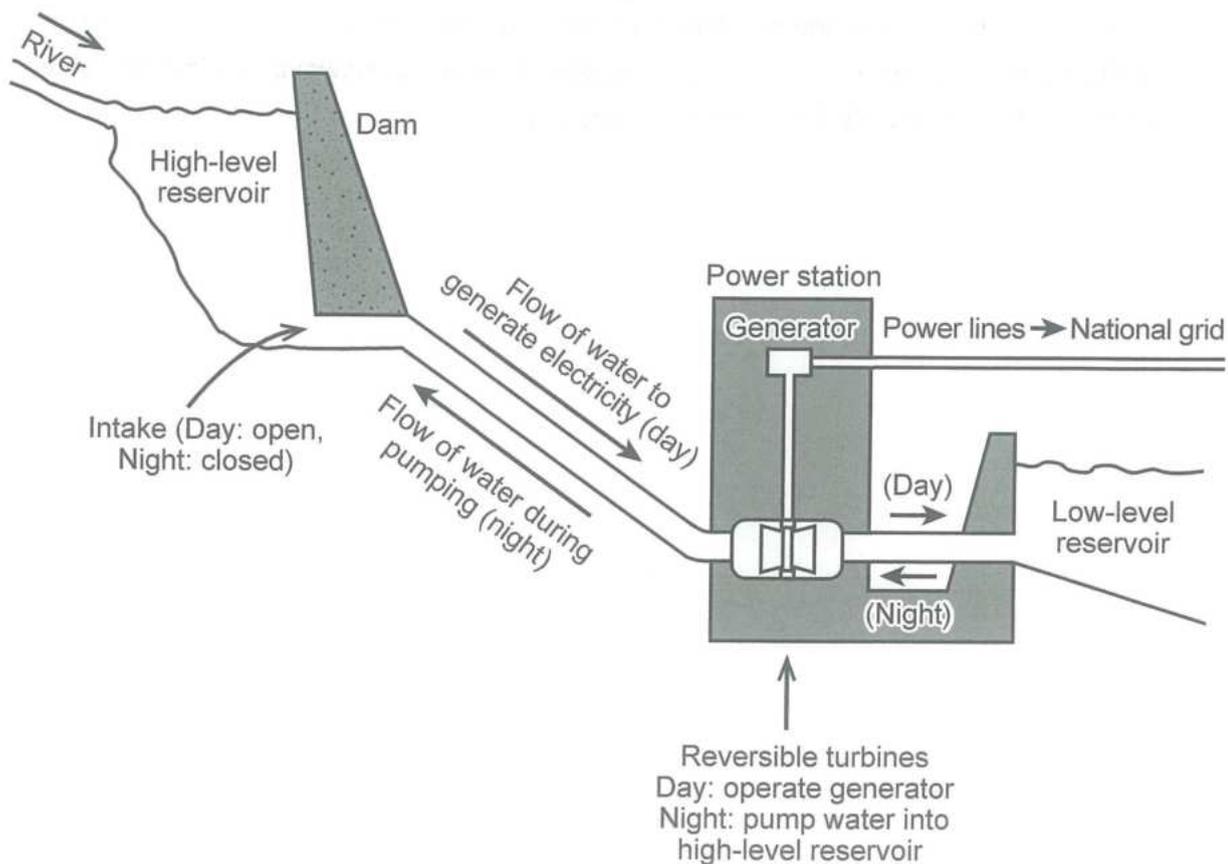
You should spend about 20 minutes on this task.

The diagram below shows how electricity is generated in a hydroelectric power station.

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

Write at least 150 words.

Hydroelectric power station



Test 3

SPEAKING

PART 1

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

EXAMPLE

Neighbours

- How often do you see your neighbours? [Why/Why not?]
- Do you invite your neighbours to your home? [Why/Why not?]
- Do you think you are a good neighbour? [Why/Why not?]
- Has a neighbour ever helped you? [Why/Why not?]

PART 2

Describe a very difficult task that you succeeded in doing as part of your work or studies.

You should say:

what task you did

why this task was very difficult

how you worked on this task

and explain how you felt when you had successfully completed this task.

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:

Difficult jobs

Example questions:

What are the most difficult jobs that people do?

Why do you think some people choose to do difficult jobs?

Do you agree or disagree that all jobs are difficult sometimes?

Personal and career success

Example questions:

How important is it for everyone to have a goal in their personal life?

Is it always necessary to work hard in order to achieve career success?

Do you think that successful people are always happy people?

Test 4

Questions 8–10

What is said about using each of the following hotel facilities?

Choose **THREE** answers from the box and write the correct letter, **A**, **B** or **C**, next to Questions 8–10.

Availability	
A	included in cost of hiring room
B	available at extra charge
C	not available

Hotel facilities

- 8 outdoor swimming pool
- 9 gym
- 10 tennis courts

Test 4

Questions 26–30

What comment is made about each of these stories?

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

Comments	
A	translated into many other languages
B	hard to read
C	inspired a work in a different area of art
D	more popular than the author's other works
E	original title refers to another book
F	started a new genre
G	unlikely topic

Stories

- 26 Perrault's fairy tales
- 27 *The Swiss Family Robinson*
- 28 *The Nutcracker and The Mouse King*
- 29 *The Lord of the Rings*
- 30 *War Horse*

processing information, learning and memory. She also wanted to see if aging affects the density of synaptic complexes within these structures—regions where neurons come together. Again, the answer was no. What was more, the old ants didn't experience any drop in the levels of either serotonin or dopamine—brain chemicals whose decline often coincides with aging. In humans, for example, a decrease in serotonin has been linked to Alzheimer's disease.

'This is the first time anyone has looked at both behavioral and neural changes in these ants so thoroughly,' says Giraldo, who recently published the findings in the *Proceedings of the Royal Society B*. Scientists have looked at some similar aspects in bees, but the results of recent bee studies were mixed—some studies showed age-related declines, which biologists call senescence, and others didn't. 'For now, the study raises more questions than it answers,' Giraldo says, 'including how *P. dentata* stays in such good shape.'

Also, if the ants don't deteriorate with age, why do they die at all? Out in the wild, the ants probably don't live for a full 140 days thanks to predators, disease and just being in an environment that's much harsher than the comforts of the lab. 'The lucky ants that do live into old age may suffer a steep decline just before dying,' Giraldo says, but she can't say for sure because her study wasn't designed to follow an ant's final moments.

'It will be important to extend these findings to other species of social insects,' says Gene E. Robinson, an entomologist at the University of Illinois at Urbana-Champaign. This ant might be unique, or it might represent a broader pattern among other social bugs with possible clues to the science of aging in larger animals. Either way, it seems that for these ants, age really doesn't matter.

Test 4

Questions 1–8

Complete the notes below.

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

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

Ysabel Giraldo's research

Focused on a total of 1 different age groups of ants, analysing

Behaviour:

- how well ants looked after their 2
- their ability to locate 3 using a scent trail
- the effect that 4 had on them
- how 5 they attacked prey

Brains:

- comparison between age and the 6 of dying cells in the brains of ants
- condition of synaptic complexes (areas in which 7 meet) in the brain's 'mushroom bodies'
- level of two 8 in the brain associated with ageing

Test 4

READING PASSAGE 2

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

Why zoos are good

Scientist David Hone makes the case for zoos

- A** In my view, it is perfectly possible for many species of animals living in zoos or wildlife parks to have a quality of life as high as, or higher than, in the wild. Animals in good zoos get a varied and high-quality diet with all the supplements required, and any illnesses they might have will be treated. Their movement might be somewhat restricted, but they have a safe environment in which to live, and they are spared bullying and social ostracism by others of their kind. They do not suffer from the threat or stress of predators, or the irritation and pain of parasites or injuries. The average captive animal will have a greater life expectancy compared with its wild counterpart, and will not die of drought, of starvation or in the jaws of a predator. A lot of very nasty things happen to truly 'wild' animals that simply don't happen in good zoos, and to view a life that is 'free' as one that is automatically 'good' is, I think, an error. Furthermore, zoos serve several key purposes.
- B** Firstly, zoos aid conservation. Colossal numbers of species are becoming extinct across the world, and many more are increasingly threatened and therefore risk extinction. Moreover, some of these collapses have been sudden, dramatic and unexpected, or were simply discovered very late in the day. A species protected in captivity can be bred up to provide a reservoir population against a population crash or extinction in the wild. A good number of species only exist in captivity, with many of these living in zoos. Still more only exist in the wild because they have been reintroduced from zoos, or have wild populations that have been boosted by captive bred animals. Without these efforts there would be fewer species alive today. Although reintroduction successes are few and far between, the numbers are increasing, and the very fact that species have been saved or reintroduced as a result of captive breeding proves the value of such initiatives.
- C** Zoos also provide education. Many children and adults, especially those in cities, will never see a wild animal beyond a fox or pigeon. While it is true that television documentaries are becoming ever more detailed and impressive, and many natural history specimens are on display in museums, there really is nothing to compare with seeing a living creature in the flesh, hearing it, smelling it, watching what it does and having the time to absorb details. That alone will bring a greater understanding and perspective to many, and hopefully give them a greater appreciation for wildlife, conservation efforts and how they can contribute.

Test 4

Questions 14–17

Reading Passage 2 has six paragraphs, **A–F**.

Which paragraph contains the following information?

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

- 14 a reference to how quickly animal species can die out
- 15 reasons why it is preferable to study animals in captivity rather than in the wild
- 16 mention of two ways of learning about animals other than visiting them in zoos
- 17 reasons why animals in zoos may be healthier than those in the wild

Questions 18–22

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

In boxes 18–22 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

- 18 An animal is likely to live longer in a zoo than in the wild.
- 19 There are some species in zoos which can no longer be found in the wild.
- 20 Improvements in the quality of TV wildlife documentaries have resulted in increased numbers of zoo visitors.
- 21 Zoos have always excelled at transmitting information about animals to the public.
- 22 Studying animals in zoos is less stressful for the animals than studying them in the wild.

Test 4

READING PASSAGE 3

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

Chelsea Rochman, an ecologist at the University of California, Davis, has been trying to answer a dismal question: Is everything terrible, or are things just very, very bad?

Rochman is a member of the National Center for Ecological Analysis and Synthesis's marine-debris working group, a collection of scientists who study, among other things, the growing problem of marine debris, also known as ocean trash. Plenty of studies have sounded alarm bells about the state of marine debris; in a recent paper published in the journal *Ecology*, Rochman and her colleagues set out to determine how many of those perceived risks are real.

Often, Rochman says, scientists will end a paper by speculating about the broader impacts of what they've found. For example, a study could show that certain seabirds eat plastic bags, and go on to warn that whole bird populations are at risk of dying out. 'But the truth was that nobody had yet tested those perceived threats,' Rochman says. 'There wasn't a lot of information.'

Rochman and her colleagues examined more than a hundred papers on the impacts of marine debris that were published through 2013. Within each paper, they asked what threats scientists had studied – 366 perceived threats in all – and what they'd actually found.

In 83 percent of cases, the perceived dangers of ocean trash were proven true. In the remaining cases, the working group found the studies had weaknesses in design and content which affected the validity of their conclusions – they lacked a control group, for example, or used faulty statistics.

Strikingly, Rochman says, only one well-designed study failed to find the effect it was looking for, an investigation of mussels ingesting microscopic plastic bits. The plastic moved from the mussels' stomachs to their bloodstreams, scientists found, and stayed there for weeks – but didn't seem to stress out the shellfish.

While mussels may be fine eating trash, though, the analysis also gave a clearer picture of the many ways that ocean debris *is* bothersome.

Within the studies they looked at, most of the proven threats came from plastic debris, rather than other materials like metal or wood. Most of the dangers also involved large pieces of debris – animals getting entangled in trash, for example, or eating it and severely injuring themselves.

But a lot of ocean debris is 'microplastic', or pieces smaller than five millimeters. These may be ingredients used in cosmetics and toiletries, fibers shed by synthetic clothing in the wash, or eroded remnants of larger debris. Compared to the number of studies investigating large-scale debris, Rochman's group found little research on the effects of these tiny bits. 'There are a lot of open questions still for microplastic,' Rochman says, though she notes that more papers on the subject have been published since 2013, the cutoff point for the group's analysis.

Test 4

Questions 27–33

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

In boxes 27–33 on your answer sheet, write

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

- 27 Rochman and her colleagues were the first people to research the problem of marine debris.
- 28 The creatures most in danger from ocean trash are certain seabirds.
- 29 The studies Rochman has reviewed have already proved that populations of some birds will soon become extinct.
- 30 Rochman analysed papers on the different kinds of danger caused by ocean trash.
- 31 Most of the research analysed by Rochman and her colleagues was badly designed.
- 32 One study examined by Rochman was expecting to find that mussels were harmed by eating plastic.
- 33 Some mussels choose to eat plastic in preference to their natural diet.

Test 4

WRITING

WRITING TASK 1

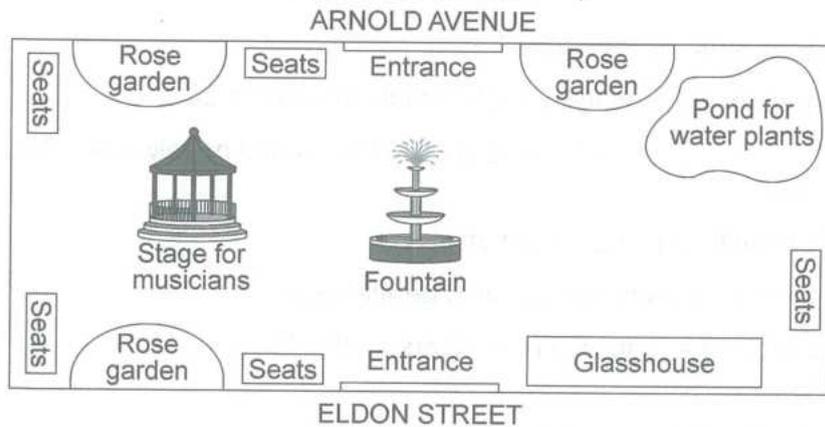
You should spend about 20 minutes on this task.

The plans below show a public park when it first opened in 1920 and the same park today.

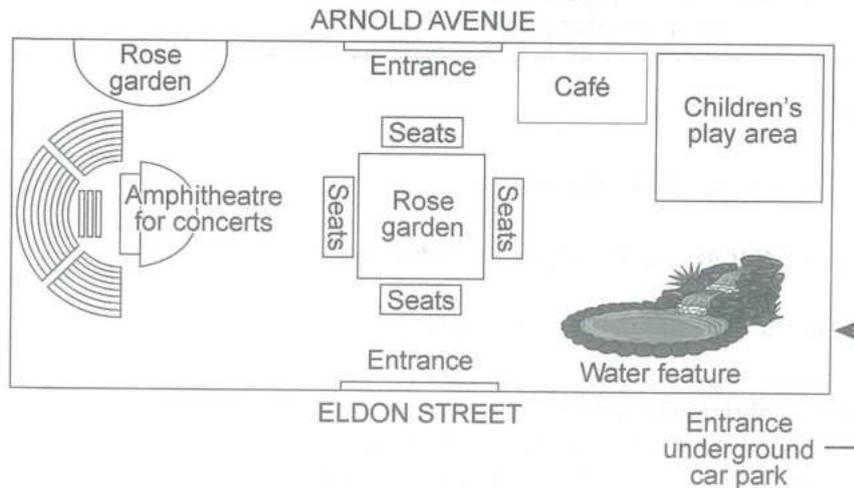
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

GRANGE PARK (1920)



GRANGE PARK (today)



WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Nowadays many people choose to be self-employed, rather than to work for a company or organisation.

Why might this be the case?

What could be the disadvantages of being self-employed?

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

Write at least 250 words.

Listening and Reading answer keys

TEST 1

LISTENING

Section 1, Questions 1–10

- 1 Canadian
- 2 furniture
- 3 Park
- 4 250 (sterling)
- 5 phone
- 6 10(th) September
- 7 museum
- 8 time
- 9 blond(e)
- 10 87954 82361

Section 3, Questions 21–30

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

Section 2, Questions 11–20

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

Section 4, Questions 31–40

- 31 industry
- 32 constant
- 33 direction
- 34 floor
- 35 predictable
- 36 bay
- 37 gates
- 38 fuel
- 39 jobs
- 40 migration

If you score ...

0–18	19–27	28–40
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.

TEST 2

LISTENING

Section 1, Questions 1–10

- 1 219 442 9785
- 2 10(th) October
- 3 manager
- 4 Cawley
- 5 knee
- 6 3 weeks
- 7 tennis
- 8 running
- 9 shoulder
- 10 vitamins

Section 2, Questions 11–20

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

Section 3, Questions 21–30

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

Section 4, Questions 31–40

- 31 dances
- 32 survival
- 33 clouds
- 34 festivals
- 35 comets
- 36 sky
- 37 instruments
- 38 thermometer
- 39 storms
- 40 telegraph

If you score...

0–17	18–26	27–40
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.

TEST 3

LISTENING

Section 1, Questions 1–10

- 1 Tesla
- 2 microphone
- 3 exhibition
- 4 wifi
- 5 45
- 6 135
- 7 pool
- 8 airport
- 9 sea
- 10 clubs

Section 2, Questions 11–20

11&12 *IN EITHER ORDER*

- A
- E

13&14 *IN EITHER ORDER*

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

Section 3, Questions 21–30

- 21 50
- 22 regional
- 23 carnival
- 24 drummer
- 25 film
- 26 parade
- 27 D
- 28 B
- 29 E
- 30 F

Section 4, Questions 31–40

- 31 violin
- 32 energy
- 33 complex
- 34 opera
- 35 disturbing
- 36 clarinet
- 37 diversity
- 38 physics
- 39 dance
- 40 Olympics

If you score...

0–17	18–27	28–40
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.

TEST 4

LISTENING

Section 1, Questions 1–10

- 1 85
- 2 roses
- 3 trees
- 4 stage
- 5 speech
- 6 support
- 7 cabins
- 8 C
- 9 A
- 10 B

Section 3, Questions 21–30

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

Section 2, Questions 11–20

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

Section 4, Questions 31–40

- 31 spring
- 32 tools
- 33 maps
- 34 heavy
- 35 marble
- 36 light
- 37 camera(s)
- 38 medical
- 39 eyes
- 40 wine

If you score...

0–18	19–27	28–40
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.

Audioscripts

TEST 1

SECTION 1

- OFFICER: Good morning. What can I do for you?
 LOUISE: I want to report a theft. I had some things stolen out of my bag yesterday.
 OFFICER: I'm sorry to hear that. Right, so I'll need to take a few details. Can I start with your name?
 LOUISE: Louise Taylor. *Example*
 OFFICER: OK, thank you. And are you resident in the UK?
 LOUISE: No. I'm actually Canadian, though my mother was British. Q1
 OFFICER: And your date of birth?
 LOUISE: December 14th, 1977.
 OFFICER: So you're just visiting this country?
 LOUISE: That's right. I come over most summers on business. I'm an interior designer and I come over to buy old furniture, antiques you know. There are some really lovely Q2
 things around here, but you need to get out to the small towns. I've had a really good trip this year, until this happened.
 OFFICER: OK. So you've been here quite a while?
 LOUISE: Yes, I'm here for two months. I go back next week.
 OFFICER: So may I ask where you're staying now?
 LOUISE: Well at present I've got a place at Park Apartments, that's on King Street. I was Q3
 staying at the Riverside Apartments on the same street, but the apartment there was only available for six weeks so I had to find another one.
 OFFICER: OK. And the apartment number?
 LOUISE: Fifteen.
 LOUISE: Right.
-
- OFFICER: Now, I need to take some details of the theft. So you said you had some things stolen out of your bag?
 LOUISE: That's right.
 OFFICER: And were you actually carrying the bag when the theft took place?
 LOUISE: Yes. I really can't understand it. I had my backpack on. And I went into a supermarket to buy a few things and when I opened it up my wallet wasn't there.
 OFFICER: And what did your wallet have in it?
 LOUISE: Well, fortunately I don't keep my credit cards in that wallet – I keep them with my passport in an inside compartment in my backpack. But there was quite a bit of cash there ... about £250 sterling, I should think. I withdrew £300 from my Q4
 account yesterday, but I did a bit of shopping, so I must have already spent about £50 of that.
 OFFICER: OK.
 LOUISE: At first I thought, oh I must have left the wallet back in the apartment, but then I realised my phone had gone as well. It was only a week old, and that's when Q5
 I realised I'd been robbed. Anyway at least they didn't take the keys to my rental car.



Some of you have already asked me about flexible working. After your probationary three-month period – some of you will be eligible for this – but it will depend on which department you're in and what your personal circumstances are. So please don't assume you'll automatically be permitted to do this. Q16

I want to make sure there's no confusion about our holiday policy. Apart from any statutory public holidays we ask that you don't book any holidays until after your six-month apprenticeship has finished. Time off should only be taken if you are unwell. Please speak to your supervisor if this is going to be a problem. Q17

You'll be expected to work a 40-hour week but there may be opportunities to do overtime during busy periods. Although you're not required to do this, it can be a valuable experience – so we advise you to take it up if possible. Obviously, we understand that people do have commitments outside work, so don't worry if there are times when you are unavailable. Q18

As you know, we don't have a formal dress code here – you may wear casual clothes as long as they're practical – and the only restriction for shoes we have is on high heels for health and safety reasons. Comfortable shoes like trainers are preferable. Q19

There's a heavily subsidised canteen on site where you can get hot meals or salads cheaply. Snacks and drinks are also provided – so we've decided to introduce a no packed lunch policy. This is partly to encourage healthy eating at work and partly to stop people from eating at their workstation, which is unhygienic. Q20

OK moving on to ...

SECTION 3

- TUTOR: OK, so what I'd like you to do now is to talk to your partner about your presentations on urban planning. You should have done most of the reading now, so I'd like you to share your ideas, and talk about the structure of your presentation and what you need to do next.
- CARLA: OK Rob. I'm glad we chose quite a specific topic – cities built next to the sea. It made it much easier to find relevant information.
- ROB: Yeah. And cities are growing so quickly – I mean, we know that more than half the world's population lives in cities now.
- CARLA: Yeah, though that's all cities, not just ones on the coast. But most of the biggest cities are actually built by the sea. I'd not realised that before. Q21
- ROB: Nor me. And what's more, a lot of them are built at places where rivers come out into the sea. But apparently this can be a problem.
- CARLA: Why?
- ROB: Well, as the city expands, agriculture and industry tend to spread further inland along the rivers, and so agriculture moves even further inland up the river. That's not necessarily a problem, except it means more and more pollutants are discharged into the rivers. Q22
- CARLA: So these are brought downstream to the cities?
- ROB: Right. Hmm. Did you read that article about Miami, on the east coast of the USA?
- CARLA: No.
- ROB: Well, apparently back in the 1950s they built channels to drain away the water in case of flooding.
- CARLA: Sounds sensible.
- ROB: Yeah, they spent quite a lot of money on them. But what they didn't take into account was global warming. So they built the drainage channels too close to sea level, and Q23



Audioscripts

- now sea levels are rising, they're more or less useless. If there's a lot of rain, the water can't run away, there's nowhere for it to go. The whole design was faulty.
- CARLA: So what are the authorities doing about it now?
- ROB: I don't know. I did read that they're aiming to stop disposing of waste water into the ocean over the next ten years.
- CARLA: But that won't help with flood prevention now, will it?
- ROB: No. Really they just need to find the money for something to replace the drainage channels, in order to protect against flooding now. But in the long term they need to consider the whole ecosystem. Q24
- CARLA: Right. Really, though, coastal cities can't deal with their problems on their own, can they? I mean, they've got to start acting together at an international level instead of just doing their own thing.
- ROB: Absolutely. The thing is, everyone knows what the problems are and environmentalists have a pretty good idea of what we should be doing about them, so they should be able to work together to some extent. But it's going to be a long time before countries come to a decision on what principles they're prepared to abide by. Q25
- CARLA: Yes, if they ever do.

- CARLA: So I think we've probably got enough for our presentation. It's only fifteen minutes.
- ROB: OK. So I suppose we'll begin with some general historical background about why coastal cities were established. But we don't want to spend too long on that, the other students will already know a bit about it. It's all to do with communications and so on. Q26
- CARLA: Yes. We should mention some geographical factors, things like wetlands and river estuaries and coastal erosion and so on. We could have some maps of different cities with these features marked.
- ROB: On a handout you mean? Or some slides everyone can see?
- CARLA: Yeah, that'd be better. Q27
- ROB: It'd be good to go into past mistakes in a bit more detail. Did you read that case study of the problems there were in New Orleans with flooding a few years ago?
- CARLA: Yes. We could use that as the basis for that part of the talk. I don't think the other students will have read it, but they'll remember hearing about the flooding at the time. Q28
- ROB: OK. So that's probably enough background.
- CARLA: So then we'll go on to talk about what action's being taken to deal with the problems of coastal cities.
- ROB: OK. What else do we need to talk about? Maybe something on future risks, looking more at the long term, if populations continue to grow.
- CARLA: Yeah. We'll need to do a bit of work there, I haven't got much information, have you?
- ROB: No. We'll need to look at some websites. Shouldn't take too long. Q29
- CARLA: OK. And I think we should end by talking about international implications. Maybe we could ask people in the audience. We've got people from quite a lot of different places. Q30
- ROB: That'd be interesting, if we have time, yes. So now shall we ...

SECTION 4

- Producing enough energy to meet our needs has become a serious problem. Demand is rising rapidly, because of the world's increasing population and expanding industry. Burning fossil fuels, like gas, coal and oil, seriously damages the environment and they'll eventually run out. Q31
- For a number of years now, scientists have been working out how we can derive energy from



renewable sources, such as the sun and wind, without causing pollution. Today I'll outline marine renewable energy – also called ocean energy – which harnesses the movement of the oceans.

Marine renewable energy can be divided into three main categories: wave energy, tidal energy and ocean thermal energy conversion, and I'll say a few words about each one.

First, wave energy. Numerous devices have been invented to harvest wave energy, with names such as Wave Dragon, the Penguin and Mighty Whale, and research is going on to try and come up with a really efficient method. This form of energy has plenty of potential, as the source is constant, and there's no danger of waves coming to a standstill. Electricity can be generated using onshore systems, using a reservoir, or offshore systems. But the problem with ocean waves is that they're erratic, with the wind making them travel in every direction. This adds to the difficulty of creating efficient technology: ideally all the waves would travel smoothly and regularly along the same straight line. Another drawback is that sand and other sediment on the ocean floor might be stopped from flowing normally, which can lead to environmental problems.

Q32

Q33

Q34

The second category of marine energy that I'll mention is tidal energy. One major advantage of using the tide, rather than waves, as a source of energy is that it's predictable: we know the exact times of high and low tides for years to come.

Q35

For tidal energy to be effective, the difference between high and low tides needs to be at least five metres, and this occurs naturally in only about forty places on Earth. But the right conditions can be created by constructing a tidal lagoon, an area of sea water separated from the sea.

One current plan is to create a tidal lagoon on the coast of Wales. This will be an area of water within a bay at Swansea, sheltered by a U-shaped breakwater, or dam, built out from the coast. The breakwater will contain sixteen hydro turbines, and as the tide rises, water rushes through the breakwater, activating the turbines, which turn a generator to produce electricity. Then, for three hours as the tide goes out, the water is held back within the breakwater, increasing the difference in water level, until it's several metres higher within the lagoon than in the open sea. Then, in order to release the stored water, gates in the breakwater are opened. It pours powerfully out of the lagoon, driving the turbines in the breakwater in the opposite direction and again generating thousands of megawatts of electricity. As there are two high tides a day, this lagoon scheme would generate electricity four times a day, every day, for a total of around 14 hours in every 24 – and enough electricity for over 150,000 homes.

Q36

Q37

This system has quite a lot in its favour: unlike solar and wind energy it doesn't depend on the weather; the turbines are operated without the need for fuel, so it doesn't create any greenhouse gas emissions; and very little maintenance is needed. It's estimated that electricity generated in this way will be relatively cheap, and that manufacturing the components would create more than 2,000 jobs, a big boost to the local economy.

Q38

Q39

On the other hand, there are fears that lagoons might harm both fish and birds, for example by disturbing migration patterns, and causing a build-up of silt, affecting local ecosystems.

Q40

There are other forms of tidal energy, but I'll go on to the third category of marine energy: ocean thermal energy conversion. This depends on there being a big difference in temperature between surface water and the water a couple of kilometres below the surface, and this occurs in tropical coastal areas. The idea is to bring cold water up to the surface using a submerged pipe. The concept dates back to 1881, when ...

TEST 2

SECTION 1

- CARL: Hi, come and take a seat.
- JULIE: Thank you.
- CARL: My name's Carl Rogers and I'm one of the doctors here at the Total Health Clinic. So I understand this is your first visit to the clinic?
- JULIE: Yes, it is.
- CARL: OK, well I hope you'll be very happy with the service you receive here. So if it's alright with you I'll take a few details to help me give you the best possible service.
- JULIE: Sure.
- CARL: So can I check first of all that we have the correct personal details for you? So your full name is Julie Anne Garcia? *Example*
- JULIE: That's correct.
- CARL: Perfect. And can I have a contact phone number? *Q1*
- JULIE: It's 219 442 9785.
- CARL: OK, and then can I just check that we have the correct date of birth?
- JULIE: October tenth, 1992. *Q2*
- CARL: Oh, I actually have 1991, I'll just correct that now. Right, so that's all good. Now I just need just a few more personal details ... do you have an occupation, either full-time or part-time?
- JULIE: Yes, I work full-time in Esterhazy's – you know, the restaurant chain. I started off as a waitress there a few years ago and I'm a manager now. *Q3*
- CARL: Oh I know them, yeah, they're down on 114th Street, aren't they?
- JULIE: That's right.
- CARL: Yeah, I've been there a few times. I just love their salads.
- JULIE: That's good to hear.
- CARL: Right, so one more thing I need to know before we talk about why you're here, Julie, and that's the name of your insurance company.
- JULIE: It's Cawley Life Insurance, that's C-A-W-L-E-Y. *Q4*
- CARL: Excellent, thank you so much.
-
- CARL: Now Julie, let's look at how we can help you. So tell me a little about what brought you here today.
- JULIE: Well, I've been getting a pain in my knee, the left one. Not very serious at first, but it's gotten worse, so I thought I ought to see someone about it. *Q5*
- CARL: That's certainly the right decision. So how long have you been aware of this pain? Is it just a few days, or is it longer than that?
- JULIE: Longer. It's been worse for the last couple of days, but it's three weeks since I first noticed it. It came on quite gradually though, so I kind of ignored it at first. *Q6*
- CARL: And have you taken any medication yourself, or treated it in anyway?
- JULIE: Yeah, I've been taking medication to deal with the pain, Tylenol, and that works OK for a few hours. But I don't like to keep taking it.
- CARL: OK. And what about heat treatment? Have you tried applying heat at all?
- JULIE: No, but I have been using ice on it for the last few days.
- CARL: And does that seem to help the pain at all?
- JULIE: A little, yes.
- CARL: Good. Now you look as if you're quite fit normally?

- JULIE: I am, yes.
- CARL: So do you do any sport on a regular basis?
- JULIE: Yes, I play a lot of tennis. I belong to a club so I go there a lot. I'm quite competitive so I enjoy that side of it as well as the exercise. But I haven't gone since this started. Q7
- CARL: Sure. And do you do any other types of exercise?
- JULIE: Yeah, I sometimes do a little swimming, but usually just when I'm on vacation. But normally I go running a few times a week, maybe three or four times. Q8
- CARL: Hmm. So your legs are getting quite a pounding. But you haven't had any problems up to now?
- JULIE: No, not with my legs. I did have an accident last year when I slipped and hurt my shoulder, but that's better now. Q9
- CARL: Excellent. And do you have any allergies?
- JULIE: No, none that I'm aware of.
- CARL: And do you take any medication on a regular basis?
- JULIE: Well, I take vitamins but that's all. I'm generally very healthy. Q10
- CARL: OK, well let's have a closer look and see what might be causing this problem. If you can just get up ...

SECTION 2

We'll be arriving at Branley Castle in about five minutes, but before we get there I'll give you a little information about the castle and what our visit will include.

So in fact there's been a castle on this site for over eleven hundred years. The first building was a fort constructed in 914 AD for defence against Danish invaders by King Alfred the Great's daughter, who ruled England at the time. In the following century, after the Normans conquered England, the land was given to a nobleman called Richard de Vere, and he built a castle there that stayed in the de Vere family for over four hundred years.

However, when Queen Elizabeth I announced that she was going to visit the castle in 1576 it was beginning to look a bit run down, and it was decided that rather than repair the guest rooms, they'd make a new house for her out of wood next to the main hall. She stayed there for four nights and apparently it was very luxurious, but unfortunately it was destroyed a few years later by fire. Q11

In the seventeenth century the castle belonged to the wealthy Fenys family, who enlarged it and made it more comfortable. However, by 1982 the Fenys family could no longer afford to maintain the castle, even though they received government support, and they put it on the market. It was eventually taken over by a company who owned a number of amusement parks, but when we get there I think you'll see that they've managed to retain the original atmosphere of the castle. Q12

When you go inside, you'll find that in the state rooms there are life-like moving wax models dressed in costumes of different periods in the past, which even carry on conversations together. As well as that, in every room there are booklets giving information about what the room was used for and the history of the objects and furniture it contains. Q13

The castle park's quite extensive. At one time sheep were kept there, and in the nineteenth century the owners had a little zoo with animals like rabbits and even a baby elephant. Nowadays the old zoo buildings are used for public displays of paintings and sculpture. The park also has some beautiful trees, though the oldest of all, which dated back 800 years, was sadly blown down in 1987. Q14

Audioscripts

Now, you're free to wander around on your own until 4.30, but then at the end of our visit we'll all meet together at the bottom of the Great Staircase. We'll then go on to the long gallery, where there's a wonderful collection of photographs showing the family who owned the castle a hundred years ago having tea and cakes in the conservatory – and we'll then take you to the same place, where afternoon tea will be served to you.

Q15

Now if you can take a look at your plans you'll see Branley Castle has four towers, joined together by a high wall, with the river on two sides.

Don't miss seeing the Great Hall. That's near the river in the main tower, the biggest one, which was extended and redesigned in the eighteenth century.

If you want to get a good view of the whole castle, you can walk around the walls. The starting point's quite near the main entrance – walk straight down the path until you get to the south gate, and it's just there. Don't go on to the north gate – there's no way up from there.

Q16

There'll shortly be a show in which you can see archers displaying their skill with a bow and arrow. The quickest way to get there is to take the first left after the main entrance and follow the path past the bridge, then you'll see it in front of you at the end.

Q17

If you like animals there's also a display of hunting birds – falcons and eagles and so on. If you go from the main entrance in the direction of the south gate, but turn right before you get there instead of going through it, you'll see it on your right past the first tower.

Q18

At 3 pm there's a short performance of traditional dancing on the outdoor stage. That's right at the other side of the castle from the entrance, and over the bridge. It's about ten minutes' walk or so.

Q19

And finally the shop. It's actually inside one of the towers, but the way in is from the outside. Just take the first left after the main entrance, go down the path and take the first right. It's got some lovely gifts and souvenirs.

Q20

Right, so we're just arriving ...

SECTION 3

TUTOR: So, Rosie and Martin, let's look at what you've got for your presentation on woolly mammoths.

ROSIE: OK, we've got a short outline here.

TUTOR: Thanks. So it's about a research project in North America?

MARTIN: Yes. But we thought we needed something general about woolly mammoths in our introduction, to establish that they were related to our modern elephant, and they lived thousands of years ago in the last ice age.

ROSIE: Maybe we could show a video clip of a cartoon about mammoths. But that'd be a bit childish. Or we could have a diagram, it could be a timeline to show when they lived, with illustrations?

Q21

MARTIN: Or we could just show a drawing of them walking in the ice? No, let's go with your last suggestion.

TUTOR: Good. Then you're describing the discovery of the mammoth tooth on St Paul's Island in Alaska, and why it was significant.

- ROSIE: Yes. The tooth was found by a man called Russell Graham. He picked it up from under a rock in a cave. He knew it was special – for a start it was in really good condition, as if it had been just extracted from the animal's jawbone. Anyway, they found it was 6,500 years old.
- TUTOR: So why was that significant?
- ROSIE: Well the mammoth bones previously found on the North American mainland were much less recent than that. So this was really amazing. Q22
- MARTIN: Then we're making an animated diagram to show the geography of the area in prehistoric times. So originally, St Paul's Island wasn't an island, it was connected to the mainland, and mammoths and other animals like bears were able to roam around the whole area.
- ROSIE: Then the climate warmed up and the sea level began to rise, and the island got cut off from the mainland. So those mammoths on the island couldn't escape; they had to stay on the island. Q23
- MARTIN: And in fact the species survived there for thousands of years after they'd become extinct on the mainland.
- TUTOR: So why do you think they died out on the mainland?
- ROSIE: No one's sure.
- MARTIN: Anyway, next we'll explain how Graham and his team identified the date when the mammoths became extinct on the *island*. They concluded that the extinction happened 5,600 years ago, which is a very precise time for a prehistoric extinction. It's based on samples they took from mud at the bottom of a lake on the island. They analysed it to find out what had fallen in over time – bits of plants, volcanic ash and even DNA from the mammoths themselves. It's standard procedure, but it took nearly two years to do. Q24
-
- TUTOR: So why don't you quickly go through the main sections of your presentation and discuss what actions needed for each part?
- MARTIN: OK. So for the introduction, we're using a visual, so once we've prepared that we're done.
- ROSIE: I'm not sure. I think we need to write down all the ideas we want to include here. not just rely on memory. How we begin the presentation is so important ... Q25
- MARTIN: You're right.
- ROSIE: The discovery of the mammoth tooth is probably the most dramatic part, but we don't have that much information, only what we got from the online article. I thought maybe we could get in touch with the researcher who led the team and ask him to tell us a bit more. Q26
- MARTIN: Great idea. What about the section with the initial questions asked by the researchers? We've got a lot on that but we need to make it interesting.
- ROSIE: We could ask the audience to suggest some questions about it and then see how many of them we can answer. I don't think it would take too long. Q27
- TUTOR: Yes that would add a bit of variety.
- MARTIN: Then the section on further research carried out on the island – analysing the mud in the lake. I wonder if we've actually got too much information here, should we cut some?
- ROSIE: I don't think so, but it's all a bit muddled at present.
- MARTIN: Yes, maybe it would be better if it followed a chronological pattern. Q28
- ROSIE: I think so. The findings and possible explanations section is just about ready, but we need to practise it so we're sure it won't overrun. Q29
- MARTIN: I think it should be OK, but yes, let's make sure.

This increasing ability to measure factors related to weather helped scientists to understand the atmosphere and its processes better, and they started collecting weather observation data systematically. In the eighteenth century, the scientist and politician Benjamin Franklin carried out work on electricity and lightning in particular, but he was also very interested in weather and studied it throughout most of his life. It was Franklin who discovered that storms generally travel from west to east. Q39

In addition to new meteorological instruments, other developments contributed to our understanding of the atmosphere. People in different locations began to keep records, and in the mid-nineteenth century, the invention of the telegraph made it possible for these records to be collated. This led, by the end of the nineteenth century, to the first weather services. Q40

It was not until the early twentieth century that mathematics and physics became part of meteorology, and we'll continue from that point next week.

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- MAN: And does that include breakfast?
- ANGELA: Sure. And of course, guests can also make use of all the other facilities at the hotel. So we've got a spa where you can get massages and facials and so on, and there's a pool up on the roof for the use of guests. Q7
- MAN: Great. Now what about transport links? The hotel's downtown, isn't it?
- ANGELA: Yes, it's about 12 kilometres from the airport, but there's a complimentary shuttle bus for guests. And it's only about ten minutes' walk from the central railway station. Q8
- MAN: OK. Now, I don't know Sydney very well, can you just give me an idea of the location of the hotel?
- ANGELA: Well, it's downtown on Wilby Street, that's quite a small street, and it's not very far from the sea. And of course if the conference attendees want to go out on the Saturday evening there's a huge choice of places to eat. Then if they want to make a night of it, they can go on to one of the clubs in the area – there are a great many to choose from. Q9
- MAN: OK. So if we go ahead with this, can you give me some information about how much ... Q10

SECTION 2

Good morning. My name's Lucy Crittenden, and I'm the Director of Operations for an organisation that arranges volunteering in this part of the country. I'm hoping I can persuade one or two of you to become volunteers yourselves. Let me start by briefly explaining what we mean by volunteering.

Volunteers are teenagers and adults who choose to spend some time, unpaid, helping other people in some way. Most volunteers devote two or three hours to this every week, while a few do much more. The people they help may have physical or behavioural difficulties, for example.

Volunteers can do all sorts of things, depending on their own abilities and interests. If they're supporting a family that's struggling, for example, they may be able to give them tips on cooking, or recommend how to plan their budget or how to shop sensibly on their income. They might even do some painting or wallpapering, perhaps alongside any members of the family who are able to do it. Or even do some babysitting so that parents can go out for a while. Q11
Q12

The benefit from volunteering isn't only for the people being helped. Volunteers also gain from it: they're using their skills to cope with somebody's mental or physical ill health, and volunteering may be a valuable element of their CV when they're applying for jobs: employers usually look favourably on someone who's given up time to help others. Significantly, most volunteers feel that what they're doing gives them a purpose in their lives. And in my opinion, they're lucky in that respect, as many people don't have that feeling. Q13
Q14

Now I'd like to tell you what some of our volunteers have said about what they do, to give you an idea of the range of ways in which they can help people.

Habib supports an elderly lady who's beginning to show signs of dementia. Once a week they, along with other elderly people, go to the local community centre, where a group of people come in and sing. The songs take the listeners back to their youth, and for a little while they can forget the difficulties that they face now. Q15

- LIZZIE: That's good.
- JOE: I'm planning to show them that old film from the 1940s 'Strike Up the Band', and talk about it with the students. What do you think? Q25
- LIZZIE: Good idea. As it's about a school band, it might make the students realise how much they can achieve if they work together.
- JOE: That's what I've got in mind. I'm hoping I can take some of the band to a parade that's going to take place next month. A couple of marching bands will be performing, and the atmosphere should be quite exciting. It depends on whether I can persuade the school to hire a coach or two to take us there. Q26
- LIZZIE: Mmm. They sound like good ideas to me.
- JOE: Thanks.

- JOE: Can I tell you about a few people in the band who I'm finding it quite difficult to cope with? I'm sure you'll have some ideas about what I can do.
- LIZZIE: Go ahead.
- JOE: There's a flautist who says she loves playing in the band. We rehearse twice a week after school, but she's hardly ever there. Then she looks for me the next day and gives me a very plausible reason – she says she had to help her mother, or she's been ill, but to be honest, I don't believe her. Q27
- LIZZIE: Oh dear! Any more students with difficulties?
- JOE: Plenty! There's a trumpeter who thinks she's the best musician in the band, though she certainly isn't. She's always saying what she thinks other people should do, which makes my job pretty difficult. Q28
- LIZZIE: She sounds a bit of a nightmare!
- JOE: You can say that again. One of the trombonists has got an impressive sense of rhythm, and could be an excellent musician – except that he has breathing difficulties, and he doesn't really have enough breath for the trombone. He'd be much better off playing percussion, for instance, but he refuses to give up. So he ends up only playing half the notes. Q29
- LIZZIE: I suppose you have to admire his determination.
- JOE: Maybe. One of the percussionists isn't too bad, but he never seems to interact with other people, and he always rushes off as soon as the rehearsal ends. I don't know if there are family reasons, or what. But it isn't good in a band, where people really need to feel they're part of a group. Q30
- LIZZIE: Hmm.
- JOE: There are others too, but at least that gives you an idea of what I'm up against. Do you have any thoughts about what I can do, Lizzie?

SECTION 4

As you all know, the university is planning an arts festival for later this year, and here in the music department we've planned three concerts. These will be public performances, and the programme has just been finalised. The theme of the festival is links between the UK and Australia, and this is reflected in the music: each concert will feature both British and Australian composers. I'll tell you briefly about the Australian music, as you probably won't be familiar with that.

Audioscripts

The first concert will include music by Liza Lim, who was born in Perth, Western Australia, in 1966. As a child, Lim originally learned to play the piano – like so many children – and also the violin, but when she was 11 her teachers encouraged her to start composing. She found this was her real strength, and she studied and later taught composition, both in Australia and in other countries. As a composer, she has received commissions from numerous orchestras, other performers and festivals in several countries. Q31

Liza Lim's compositions are vibrant and full of energy, and she often explores Asian and Australian Aboriginal cultural sources, including the native instrument, the didgeridoo: this is featured in a work called *The Compass*. Her music is very expressive, so although it is complex, it has the power of connecting with audiences and performers alike. Q32 Q33

In the festival we're going to give a semi-staged performance of *The Oresteia*. This is an opera in seven parts, based on the trilogy of ancient Greek tragedies by Aeschylus. Lim composed this when she was in her mid-20s, and she also wrote the text, along with Barrie Kosky. It's performed by six singers, a dancer, and an orchestra that, as well as standard orchestral instruments, includes electric guitar, and a traditional Turkish stringed instrument. Lim wrote that because the stories in the tragedies are not easy to tell, the sounds she creates are also disturbing, and they include breathing, sobbing, laughing and whistling. The work lasts around 75 minutes, and the rest of the concert will consist of orchestral works by the British composers Ralph Vaughan Williams and Frederick Delius. Q34 Q35

Moving on now to our second concert, this will begin with instrumental music by British composers – Benjamin Britten and Judith Weir. After the interval we'll go to Australia for a piece by Ross Edwards: *The Tower of Remoteness*. According to Edwards, the inspiration for this piece came from nature, when he was sitting alone in the dry bed of a creek, overshadowed by the leaves of palm trees, listening to the birds and insects. *The Tower of Remoteness* is scored for piano and clarinet. Edwards says he realised years after writing the piece that he had subconsciously modelled its opening phrase on a bird call. Q36

Ross Edwards was born in 1943 in Sydney, Australia, and studied at the Sydney Conservatorium of Music and the universities of Adelaide and Sydney. He's well known in Australia, and in fact he's one of the country's most performed composers. He's written a wide range of music, from symphonies and concertos to some composed specifically for children. Edwards's music has been described as being 'deeply connected to Australia', and it can be regarded as a celebration of the diversity of cultures that Australia can be proud of. Q37

The last of the three Australian composers to be represented in our festival is Carl Vine. Born in 1954, Vine, like Liza Lim, comes from Perth, Western Australia. He took up the cornet at the age of five, switching to the piano five years later. However, he went to university to study physics, before changing to composition. After graduating he moved to Sydney and worked as a freelance pianist and composer. Before long he had become prominent in Australia as a composer for dance, and in fact has written 25 scores of that type. Q38 Q39

In our third concert, Vine will be represented by his music for the flag hand-over ceremony of the Olympics held in 1996. This seven-minute orchestral piece was of course heard by millions of people worldwide, and we'll hear it alongside works written by British composers Edward Elgar and, more recently, Thomas Adès. Q40

Audioscripts

- SAM: Great! I'll need to ask you about food, but something else that's important is accommodation. You obviously have rooms in the hotel, but do you also have any other accommodation, like cabins, for example? Q7
- ANDREW: Yes, there are five in the grounds, all self-contained. They each sleep two to four people and have their own living room, bathroom and small kitchen.
- SAM: That sounds perfect for what we'll need.
-
- SAM: Now you have various facilities, don't you? Are they all included in the price of hiring the room? The pool, for instance.
- ANDREW: Normally you'd be able to use it, but it'll be closed throughout September for refurbishment, I'm afraid. The gym will be available, though, at no extra charge. Q8
Q9
That's open all day, from six in the morning until midnight.
- SAM: Right.
- ANDREW: And the tennis courts, but there is a small additional payment for those. We have Q10
four courts, and it's worth booking in advance if you possibly can, as there can be quite a long waiting list for them!
- SAM: Right. Now could we discuss the food? This would be dinner, around seven o'clock ...

SECTION 2

Hello everyone. I'm Jake Stevens and I'm your rep here at the hotel. I'm sure you'll all have a great time here. So let me tell you a bit about what's on offer. I'll start by telling you about some of the excursions that are available for guests.

One thing you have to do while you're here is go dolphin watching. On our boat trips, we pretty well guarantee you'll see dolphins – if you don't you can repeat the trip free of charge. We organise daily trips for just 35 euros. Unfortunately there aren't any places left for this afternoon's trip, but come and see me to book for later in the week. Q11

If you're energetic, I'd recommend our forest walk. It's a guided walk of about seven kilometres. There'll be a stop half way, and you'll be provided with a drink and sandwiches. Q12
There's some fairly steep climbs up the hills, so you need to be reasonably fit for this one, with good shoes, and bring a waterproof in case it rains. It's just 25 euros all inclusive, and it's every Wednesday.

Then on Thursdays we organise a cycle trip, which will give you all the fun of biking without the effort. We'll take you and your bike up to the top of Mount Larna, and leave you to bike back – it's a 700-metre drop in just 20 kilometres so this isn't really for inexperienced cyclists as you'll be going pretty fast. And if it's a clear day, you'll have fantastic views. Q13

On our local craft tour you can find out about the traditional activities in the island. And the best thing about this trip is that it's completely free. You'll be taken to a factory where jewellery is made, and also a ceramics centre. If you want, you can buy some of the products but that's entirely up to you. The trip starts after lunch on Thursday, and you'll return by 6 pm. Q14

If you're interested in astronomy you may already know that the island's one of the best places in the world to observe the night sky. We can offer trips to the observatory on Friday for those who are interested. They cost 90 euros per person and you'll be shown the huge telescopes and have a talk from an expert, who'll explain all about how they work. Afterwards we'll head down to Sunset Beach, where you can have a dip in the ocean if you want before we head off back to the hotel. Q15

Audioscripts

- STEPHANIE: That's good. I remember some frightening ones I saw as a child and I can still see them vividly in my mind, years later! Pictures can be so powerful, just as powerful as words. I've always enjoyed drawing, so that's the field I want to go into when I finish the course. I bet that module will be really helpful. Q23
- TREVOR: I'm sure it will. We also studied comics in that module, but I'm not convinced of their value, not compared with books. One of the great things about words is that you use your imagination, but with a comic you don't have to.
- STEPHANIE: But children are so used to visual input – on TV, video games, and so on. There are plenty of kids who wouldn't even try to read a book, so I think comics can serve a really useful purpose. Q24
- TREVOR: You mean, it's better to read a comic than not to read at all? Yes, I suppose you're right. I just think it's sad when children don't read books.
- STEPHANIE: What about books for girls and books for boys? Does the course go into that?
- TREVOR: Yes, there's a module on it. For years, lots of stories, in English, at least, assumed that boys went out and did adventurous things and girls stayed at home and played with dolls. I was amazed how many books were targeted at just one sex or the other. Of course this reflects society as it is when the books are written. Q25
- STEPHANIE: That's true. So it sounds as though you think it's a good course.
- TREVOR: Definitely.
-
- TREVOR: Have you been reading lots of children's stories, to help you decide whether to take the course?
- STEPHANIE: Yeah. I've gone as far back as the late seventeenth century, though I know there were earlier children's stories.
- TREVOR: So does that mean you've read Perrault's fairy tales? *Cinderella*, *The Sleeping Beauty*, and so on.
- STEPHANIE: Yes. They must be important, because no stories of that type had been written before, these were the first. Then there's *The Swiss Family Robinson*. Q26
- TREVOR: I haven't read that.
- STEPHANIE: The English name makes it sound as though Robinson is the family's surname, but a more accurate translation would be *The Swiss Robinsons*, because it's about a Swiss family who are shipwrecked, like Robinson Crusoe in the novel of a century earlier. Q27
- TREVOR: Well I never knew that!
- STEPHANIE: Have you read Hoffmann's *The Nutcracker and the Mouse King*?
- TREVOR: Wasn't that the basis for Tchaikovsky's ballet *The Nutcracker*? Q28
- STEPHANIE: That's right. It has some quite bizarre elements.
- TREVOR: I hope you've read Oscar Wilde's *The Happy Prince*. It's probably my favourite children's story of all time.
- STEPHANIE: Mine too! And it's so surprising, because Wilde is best known for his plays, and most of them are very witty, but *The Happy Prince* is really moving. I struggled with Tolkien's *The Lord of the Rings* – three long books, and I gave up after one. Q29
- TREVOR: It's extremely popular, though.
- STEPHANIE: Yeah, but whereas something like *The Happy Prince* just carried me along with it, *The Lord of the Rings* took more effort than I was prepared to give it.
- TREVOR: I didn't find that – I love it.
- STEPHANIE: Another one I've read is *War Horse*.
- TREVOR: Oh yes. It's about the First World War, isn't it? Hardly what you'd expect for a children's story. Q30
- STEPHANIE: Exactly, but it's been very successful. Have you read any ...

coordinates of the object – that is, its position – with a nearby AUV that carries superior cameras, and arrange for that AUV to make a closer inspection of the object. Q37

Marine archaeologists are excited about the huge potential of these AUVs for their discipline. One site where they're going to be deployed is the Gulf of Baratti, off the Italian coast. In 1974, a 2,000-year-old Roman vessel was discovered here, in 18 metres of water. When it sank, it was carrying medical goods, in wooden or tin receptacles. Its cargo gives us insight Q38
into the treatments available all those years ago, including tablets that are thought to have been dissolved to form a cleansing liquid for the eyes. Q39

Other Roman ships went down nearby, taking their cargoes with them. Some held huge pots made of terracotta. Some were used for transporting cargoes of olive oil, and others held wine. In many cases it's only these containers that remain, while the wooden ships have been Q40
buried under silt on the seabed.

Another project that's about to ...

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TEST 1

READING

**Reading Passage 1,
Questions 1–13**

- 1 creativity
- 2 rules
- 3 cities
- 4&5 IN EITHER ORDER**
traffic
crime
- 6 competition
- 7 evidence
- 8 life
- 9 TRUE
- 10 TRUE
- 11 NOT GIVEN
- 12 FALSE
- 13 TRUE

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

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

21&22 IN EITHER ORDER

- D
- E
- 23 activists
- 24 consumerism
- 25 leaflets
- 26 police

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

- 27 E
- 28 D
- 29 B
- 30 D
- 31 C
- 32 YES
- 33 NO
- 34 NO
- 35 NOT GIVEN
- 36 restaurants
- 37 performance
- 38 turnover
- 39 goals
- 40 characteristics

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If you score ...

0–17	18–26	27–40
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.

TEST 2

READING

**Reading Passage 1,
Questions 1–13**

- 1 FALSE
2 TRUE
3 NOT GIVEN
4 FALSE
5 NOT GIVEN
6 TRUE
7 FALSE
8 TRUE
9 merchant
10 equipment
11 gifts
12 canoe
13 mountains

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

- 14 F
15 C
16 E
17 D
18 B
19 design(s)

- 20 pathogens
21 tuberculosis
22 wards
23 communal
24 public
25 miasmas
26 cholera

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

- 27 vi
28 i
29 iii
30 ii
31 ix
32 vii
33 iv
34 viii
35 productive
36 perfectionists
37 dissatisfied
38 TRUE
39 FALSE
40 NOT GIVEN

If you score ...

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TEST 4**LISTENING****Section 1, Questions 1–10**

- 1 85
 2 roses
 3 trees
 4 stage
 5 speech
 6 support
 7 cabins
 8 C
 9 A
 10 B

Section 3, Questions 21–30

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

Section 2, Questions 11–20

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

Section 4, Questions 31–40

- 31 spring
 32 tools
 33 maps
 34 heavy
 35 marble
 36 light
 37 camera(s)
 38 medical
 39 eyes
 40 wine

If you score...

0–18	19–27	28–40
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.

Sample answers for Writing tasks

TEST 1, WRITING TASK 1

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 6.5** score.

The diagrams illustrate the average proportions of three types of nutrients in typical meals, which can be unhealthy if consumed too much. The three types include sodium, saturated fats and added sugar. The data is taken from the United States of America.

The first chart shows the average percentages of sodium. Dinner contains the most sodium (43%). Breakfast and snacks include an equal proportion of sodium consumed, with each of them adding up 14% of sodium. Through eating lunch, 29% sodium is consumed. The second chart shows the percentages of saturated fat in meals. By eating dinner, 37% saturated fat is consumed. Lunch contributes to a consumption of 26% saturated fat, followed by snacks with 21% and breakfast with 16%. The last chart illustrates the proportions of added sugar. Snacks contain the highest amount of added sugar (42%). Dinner includes 23%. A typical dinner includes 23% added sugar, while lunch contains 19% and breakfast includes 16%.

All in all, the diagrams show that every typical meal consumed in the USA contains a percentage of at least 14% of nutrients that can be unhealthy if eaten too much.

Here is the examiner's comment:

The candidate has accurately reported the data for each chart and has presented a summary of the information, but could achieve a higher score by making comparisons across the charts, e.g. breakfast contains the lowest amounts of sodium, saturated fats and added sugar. The information is logically organised and there is a clear progression throughout the script. The main points are clearly signalled [*The first chart | The second chart | All in all*] and there are examples of other cohesive devices [*each of them*]. The range of vocabulary is varied [*data | contains | an equal proportion of | consumed | consumption | illustrates*]. Minor errors do not cause misunderstanding [*adding up 14% of sodium*]. There is a mix of simple and complex sentence structures, using active, passive and modal verb forms and there is also subordination through the use of participles [*Through eating lunch | By eating dinner | followed by*]. More variety in grammatical structures would perhaps achieve a higher score.

TEST 1, WRITING TASK 2

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 7.0** score:

Some people believe that it is best to accept a bad situation, such as an unsatisfactory job or shortage of money. Others argue that it is better to try and improve such situations.

Based on my knowledge, some people choose to accept the fate that they have to undergo the bad situation as they believe that good things might come out of it. Their solution is simply to just go with the flow because they think that they will learn something new along the journey. For example, a student received a grade **B** for his Physics examination. However, he only needs one more mark to get an A. If a student requires to receive a mark percentage of 70% to get an A, this student got a 69% on his paper. As the teacher looked through the questions with the whole class, he notices that the teacher accidentally marked his correct answer to wrong. So, realistically, he should get an A. However, he chooses to leave his grade as a **B** because he believes that his current grade will be a motivation for him to improve and work harder to get a better grade in the next examination. Hence, this explains why some people chooses to accept the bad situation.

Besides that, it is also mentioned that others argue that is better to try and improve such situations. I believe the reason they act that way is because they feel a bit paranoid that the situation will become worse if they do not do so. For instance, a person had to undergo a shortage of money. Logically, they will feel a little paranoid that at one point, they might have to experience an empty pocket and had to live in the streets. Regarding that matter, they figured out a solution to improvise such situations by getting an extra or part-time job. This solution will help them to gain extra money to pay their daily expenses such as water and electricity bills. This means that their problems are solved and they are now worry-free.

In my honest opinion, I strongly suggest that one can choose to act in both situations according to situations. When facing a problem, think of the best solution to solve it. If the situation requires you to simply ignore it, then just do so. There is a no need in figuring out a way to improve those situations as it will take up your time and cause stress. However, if the situation requires you to take action quickly, by all means do so as you might not know what are the consequences if you ignore the problem.

In a conclusion, the main important thing when facing bad situations is to analyze the problem, then only you can react to them. Not all bad situations needs to be ignored and not all needs to be improved. Think wisely to get the best solution for all of your problems.

Here is the examiner's comment:

The candidate has addressed all parts of the task and shows a clear position throughout the response. Ideas are presented, extended and supported. The response is logically organised and there is a clear progression throughout,