

Listening and Reading Answer Keys

TEST 1

LISTENING

Section 1, Questions 1–10

- 1 choose
- 2 private
- 3 20 / twenty percent
- 4 healthy
- 5 bones
- 6 lecture
- 7 Arretsa
- 8 vegetarian
- 9 market
- 10 knife

Section 3, Questions 21–30

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

Section 2, Questions 11–20

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

Section 4, Questions 31–40

- 31 crow
- 32 cliffs
- 33 speed
- 34 brain(s)
- 35 food
- 36 behaviour(s) / behavior(s)
- 37 new
- 38 stress
- 39 tail(s)
- 40 permanent

If you score ...

| 0–16 | 17–25 | 26–40 |
|--|---|--|
| you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS. | you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS. | you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable. |

TEST 1

READING

**Reading Passage 1,
Questions 1–13**

- 1 update
- 2 environment
- 3 captain
- 4 films
- 5 season
- 6 accommodation
- 7 blog
- 8 FALSE
- 9 NOT GIVEN
- 10 FALSE
- 11 TRUE
- 12 NOT GIVEN
- 13 TRUE

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

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

- 20 E
- 21 B
- 22 D
- 23 A
- 24 focus
- 25 pleasure
- 26 curiosity

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

- 27 B
- 28 C
- 29 C
- 30 D
- 31 A
- 32 D
- 33 A
- 34 E
- 35 C
- 36 G
- 37 B
- 38 YES
- 39 NOT GIVEN
- 40 NO

If you score ...

| 0–16 | 17–25 | 26–40 |
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TEST 2

LISTENING

Section 1, Questions 1–10

- 1 races
- 2 insurance
- 3 Jerriz
- 4 25 / twenty-five
- 5 stadium
- 6 park
- 7 coffee
- 8 leader
- 9 route
- 10 lights

Section 2, Questions 11–20

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

Section 3, Questions 21–30

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

Section 4, Questions 31–40

- 31 location
- 32 world
- 33 personal
- 34 attention
- 35 name
- 36 network
- 37 frequency
- 38 colour / color
- 39 brain
- 40 self

If you score ...

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TEST 2**READING****Reading Passage 1,
Questions 1–13**

- 1 oils
- 2 friendship
- 3 funerals
- 4 wealth
- 5 indigestion
- 6 India
- 7 camels
- 8 Alexandria
- 9 Venice
- 10 TRUE
- 11 FALSE
- 12 NOT GIVEN
- 13 FALSE

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

- 14 B
- 15 F
- 16 B
- 17 E
- 18 A
- 19 B

- 20 C
- 21 animals
- 22 childbirth
- 23 placebo
- 24 game
- 25 strangers
- 26 names

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

- 27 D
- 28 C
- 29 A
- 30 D
- 31 D
- 32 D
- 33 C
- 34 B
- 35 A
- 36 C
- 37 A
- 38 B
- 39 C
- 40 D

If you score ...

| 0–15 | 16–23 | 24–40 |
|--|---|--|
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TEST 3**LISTENING****Section 1, Questions 1–10**

- 1 850
- 2 bike / bicycle
- 3 parking
- 4 30 / thirty
- 5 weekend(s)
- 6 cinema
- 7 hospital
- 8 dentist
- 9 Thursday
- 10 café

Section 2, Questions 11–20

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

Section 3, Questions 21–30

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

Section 4, Questions 31–40

- 31 tongue(s)
- 32 plants
- 33 snakes
- 34 sky
- 35 partner(s)
- 36 contact
- 37 protection
- 38 tail(s)
- 39 steps
- 40 injury / injuries

If you score ...

| 0–17 | 18–26 | 27–40 |
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TEST 3**READING****Reading Passage 1,
Questions 1–13**

- 1 furniture
- 2 sugar
- 3 ropes
- 4 charcoal
- 5 bowls
- 6 hormones
- 7 cosmetics
- 8 dynamite
- 9 FALSE
- 10 FALSE
- 11 NOT GIVEN
- 12 TRUE
- 13 NOT GIVEN

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

- 14 B
- 15 C
- 16 A
- 17 B
- 18 recording devices
- 19 fathers / dads

- 20 bridge hypothesis
- 21 repertoire
- 22 (audio-recording) vests
- 23 vocabulary
- 24 F
- 25 A
- 26 E

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

- 27 C
- 28 H
- 29 A
- 30 B
- 31 D
- 32 shells
- 33 lake
- 34 rainfall
- 35 grains
- 36 pottery
- 37 B
- 38 A
- 39 D
- 40 A

If you score ...

| 0–16 | 17–24 | 25–40 |
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TEST 4

LISTENING

Section 1, Questions 1–10

- 1 Finance
- 2 Maths / Math / Mathematics
- 3 business
- 4 17 / seventeen
- 5 holiday(s) / vacation(s)
- 6 college
- 7 location
- 8 jeans
- 9 late
- 10 smile

Section 2, Questions 11–20

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

Section 3, Questions 21–30

- 21 A
- 22 A
- 23 C
- 24 C
- 25 B
- 26 A
- 27&28 IN EITHER ORDER
B
C
- 29&30 IN EITHER ORDER
D
E

Section 4, Questions 31–40

- 31 destruction
- 32 universities / university
- 33 political
- 34 port(s)
- 35 slaves / slavery
- 36 taxation
- 37 sugar
- 38 tea
- 39 transportation
- 40 night

If you score ...

| 0–17 | 18–26 | 27–40 |
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TEST 4**READING****Reading Passage 1,
Questions 1–13**

- 1 FALSE
2 FALSE
3 TRUE
4 TRUE
5 FALSE
6 TRUE
7 NOT GIVEN
8 TRUE
9 wool
10 navigator
11 gale
12 training
13 fire

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

- 14 minerals
15 carbon
16 water
17 agriculture
18 C
19 E

- 20 A
21 D
22 E
23 C
24 F
25 G
26 F

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

- 27 D
28 A
29 B
30 F
31 B
32 G
33 E
34 A
35 YES
36 NOT GIVEN
37 NO
38 NOT GIVEN
39 YES
40 NO

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Sample answers for Writing tasks

TEST 1, WRITING TASK 1

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 5.5** score. Here is the examiner's comment:

The candidate has identified all the key features (hospital, ring road, new public car park, staff car park and bus station in 2010) but the descriptions are not always accurate e.g. *[two features that still remained. This two features are City Hospital and staff car park]* whereas the staff car park was formerly a car park for both staff and public, while the mention of the bus station is not developed. Organisation is clear, however, with some good use of cohesive devices *[According to | Apart from | The further additional features]*, although there is an error in the use of reference pronouns *[This/These two features]*. The range of vocabulary is sufficient for the task *[two different years | features | remained | additional]*, though *[features]* is over-used. A spelling error is noted in the second line *[sourrounded]* but this does not cause any difficulty for the reader; similarly, the use of *[around-turn]* can be easily understood as 'roundabout'. There is a mix of simple and complex sentences, mainly used accurately.

Two maps illustrate the way to get to a city hospital of two different years (2007 and 2010).

According to both maps, the main features which is city hospital is sourrounded by Ring Road. In these two maps, there have been two features that still remained. This two features are City Hospital and staff car park. Apart from these two features there are some features that shows on 2010 map but haven't shown on 2007 map. The additional features that appear on the map of 2010 are public car park which located on the east-side of the city hospital. The further additional features are two around-turn on the hospital Rd. which can lead to the bus station.

Overall, there are two major features that never change on both 2007 and 2010 map. These features are city hospital and staff car park. However, there are some additional features that appear on the map of 2010 but not on 2007. These features are public car park, bus station and two around-turns.

TEST 1, WRITING TASK 2

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 6.5** score. Here is the examiner's comment:

The candidate deals with both parts of the prompt and addresses some social and practical problems that might be experienced in a foreign language environment. Ideas are supported by examples, though there is room for further development here. Organisation is logical and there is clear progression throughout the response. Cohesive devices are used appropriately [*Another problem* | *For example* | *Therefore* | *That means ...* | *The second ... problem* | *To summarize*]. There is a sufficient range of vocabulary to allow some flexibility and precision and to demonstrate awareness of style and collocation [*language barrier* | *linked to* | *influence the behaviour* | *offend* | *misunderstanding* | *misconceptions*]. There is a mix of simple and complex sentence forms including subordinate clauses [*which means that* | *a person who*], modal verbs [*should* | *might* | *would*] and gerunds [*finding a job*]. Grammatical control is generally good as is the use of punctuation, although the first sentence in the second paragraph is incomplete.

It is clear that living in a foreign country has its own benefits and drawbacks to consider. I agree with this statement, however I think that anybody coming in another country should respect national culture. In this essay, I would like to outline the social and practical problems.

The social problems would be language barrier, which means that a person coming from another country might not be able to speak and understand the language which might be a problem as far as a person who is living in a country, and a person who came in the country. Another problem is linked to the language barrier, but it might influence the behaviour of others. An individual who come into the country might offend others with their behaviour or language. For example; some cultures like English people prefer to be very polite and say things differently from other cultures. Therefore a person who doesn't know how to behave in a particular culture might offend others around him.

The practical problems would be misunderstanding of culture. That means that a person who visits other countries does not understand other culture and he behaves as he wants to.

The second practical problem is finding a job. An individual who works in foreign country might not be appropriate for people who he serves. For example if an individual works in a restaurant, the people who live in a country and they were born in that country might not respect and not like the behaviour of a person who works in a restaurant, it might be because, the cultures are different.

To summarize, it can be said that there are a lot of misconceptions which people have when they come in a foreign country, and in my opinion and from my personal experience people should educate themselves in order to know how to behave in different situations with different cultures.

TEST 2, WRITING TASK 1

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 6.0** score. Here is the examiner's comment:

The candidate has identified all the main features and trends, including the fact that in 1971 the number of households in owned and rented households was the same. Comments are supported by dates and percentages of households and there is a short overview at the end of the script. Organisation is clear as the writer deals with each category in turn. The range of vocabulary is adequate but there are frequent spelling errors [*comprssion* / comparison | *dramaticly* *droped* / dramatically dropped | *stated* / stayed | *yeas* / year | *leveled* / levelled | *Genarally* / Generally | *prectarge* / percentage]. These do not noticeably impede communication, however. There is a mix of grammatical structures and some complex sentence forms, though these are not always accurate: the meaning is still clear, however.

The provided bar chart depicts the comprssion of buying or renting houses in England and Wales from 1918 to 2011.

1918 the rented households was raised about 78 percentage. Then it leveled of between 1939 to 1953. From 1961 to 1981 it dramatically dropped to 35 percentage. This accommodation stated the same until 2001. In 2011 there was a slight increase in rented households and it was up to 38%.

The same yeas the owned ones has raise from 21% to 32% in 1918 to 1953. In 1939 to 1953 the was a graduate stade in the percentage. Then it starts to leveled up to 69% In 1991. At 2001 to 2011 there was a decline in the owned accommodation and it was 62%.

Genarally , both of the rented and owned households has raised and dropped through the years from 1918 to 2011. The was a year that the were the same prectarge and it was 1971 which 50%

TEST 2, WRITING TASK 2

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 7.0** score. Here is the examiner's comment:

The candidate explains why s/he both agrees and disagrees with the statement, meeting the requirements of 'To what extent do you agree or disagree with this statement?' S/he singles out two areas of disagreement (food and jobs) and provides clear examples to support these opinions, then goes on to identify an area of agreement (TV channels), again providing support and then some development of the example. Organisation is logical and there is clear progression throughout the writing. There is a range of cohesive devices, used appropriately [*Take for example | Actually | Therefore | Naturally | However | This specific area | From this point of view | In conclusion*]. The range of vocabulary is sufficient to show some flexibility and precision, as well as less common items and an awareness of style and collocation [*Complex | list of favourites | fits ... my abilities | specific area | many available channels*]. There is only one spelling error [*beome*], probably a slip of the pen. Control over grammar and punctuation is generally good and there is a variety of complex structures with frequent error-free sentences.

The answer is complex since there are a lot of choices in our life and all of them are different kinds. In some cases I would say that it is a good thing to have the ability to choose from a wide variety. Take for example gastronomy. Every single person has different meals on their list of favourites. Actually if you have a bigger family it is almost impossible to cook something that everyone would like. Therefore I would say that it is great that you can go to a shopping center and choose from a dozen different food types. I can always find something that looks delicious.

Naturally, there are some people who say that it is against evolution. They claim to say that back in the old days we had a perfect life when technically everybody was farming. I personally disagree with that. I am happy that I could choose a job that fits best to my abilities. I mean no one is the same, why would we want to do the same? Different kinds of universities give us the opportunity to become who we are meant to be. We have the right to choose.

However there is one topic where, according to my opinion, we have too many choices. This specific area is television. There are hundreds of channels, therefore you can always find something that is worth watching. Literally you could sit in your sofa the whole day and watch films. I think that people doing less outdoor activities are the results of the many available channels. From this point of view I would agree that we have too many choices.

In conclusion I would say that we can't generally talk about choices since they could be different. In some cases it is good to have many of them while in other areas they could have a negative effect.

TEST 3. WRITING TASK 1

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 5.0** score. Here is the examiner's comment:

This response is rather mechanical as it lists the countries in order of production and consumption of electricity, identifies the countries that produce and consume most and least and notes the fact that all the countries except Germany produce more than they consume. However, the writing is supported by data, although there are some errors in the figures (the figures for production in Russia, India and Brazil are inaccurate as is the figure for consumption in Japan). Organisation is limited and there are few examples of cohesive devices; similarly the range of vocabulary is limited although just adequate for the task. There is a mix of simple and complex sentence structures, but complex forms are mainly inaccurate [*that have / has | Almost all the country have / Almost all the countries have*].

From the bar chart that show the top ten countries for the production and consumption of electricity in 2014. For the production of electricity, the 1st rank is China that have 5,398 billion kwh, the 2nd rank is United States that have 4,099 billion kwh, the 3rd rank is Russia that have 1,059 billion kwh, the 4th rank is Japan that have 936.2 billion kwh, the 5th rank is India that have 891 billion kwh, the 6th rank is Canada that have 618.9 billion kwh, the 7th rank is France that have 561.2 billion kwh, the 8th rank is Brazil that have 530.9 billion kwh, the 9th rank is Germany that have 526.6 billion kwh and the 10th rank is Republic of Korea that have 485.1 billion kwh. For the consumption of electricity, the 1st rank is China that have 5,322 billion kwh, the 2nd rank is United States that have 3,866 billion kwh, the 3rd is Russia that have 1,038 billion kwh, the 4th rank is Japan that have 856.9 billion kwh, the 5th rank is India that have 698.8 billion kwh, the 6th rank is Germany that have 582.5 billion kwh, the 7th rank is Canada that have 499.9 kwh, the 8th rank is France that have 462.9 billion kwh, the 9th rank is Brazil that have 455.8 kwh and the 10th is Republic of Korea that have 449.5 billion kwh.

From the information. The country that have the most in production and consumption is China. The country that have the least in production and consumption is Republic of Korea.

Almost all the country have production more than consumption, exept Germany that have consumption more than production.

TEST 3, WRITING TASK 2

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 6.0** score. Here is the examiner's comment:

The writer addresses all parts of the prompt and outlines why the various subjects are all important, supporting these ideas with relevant examples. Although the organisation is sometimes confused, there is a sense of progression and a definite conclusion is reached. Cohesive devices are used effectively [*In my opinion | Of course | especially*]. Referencing is generally accurate [*we wouldn't know that without them | these things | that hope | that is a reason why*], but there is one error [*With this / these two things*]. The range of vocabulary is quite varied [*go along with today's world | to move forward | daily life | transportation, communication, collaboration etc. | political standing, culture and traditions*], though errors occur [*every subjects / subject | normally / normal human beings | a bright chances / chance*], while a reference to [*stuff and things*] suggests the writer struggled to find more precise terms. There is a mix of simple and complex sentence forms, including different types of subordinate clauses [*Some people say that ... | ... which is science and technology | ... people who pushes / push us to | The / They taught us how to*] and although errors occur, these do not usually cause misunderstanding or difficulty for the reader. Punctuation is sometimes faulty, particularly omission of full stops.

In my opinion I think every subjects is important for us. We have to learn everything through our past, present and future. Some people say that History is one of the most important school subjects it's true but it has to go along with today's world which is science and Technology. How can we move without our history, the people behind us "The ancient people" is the most powerful people who pushes us to move forward. The taught us how to fire a light, How to find a food, How to lives with other and animals, How to survive and others. Of course we wouldn't know that without them. Science and Technology are important too. They give us a chance to move forward with them. Without Science and Technology we're just a normally humans being. We spend our daily life with no useful. Without them we have no light we have no food, we have no comfortable stuff and things. Old people can survived without these things. Humans creates lots of invention to give an unlimited wants of people based on a limited government.

May I gives one example of the development of science and Technology. With this two things it give us a chance to be a member of ASEAN "Association of South East Asia Nation" we can be able to communicate with the other 9 countries with the high technology. it help us to be a TEAMWORK with the 9 other countries to develop our country. help us in terms of transportation, communication, collaboration etc. it can definitely hold on to that hope that in the near future.

Sample answers for Writing tasks

Overall economics can totally achieves. it is a fact that the member of the member of the ASEAN have differences in term of political standing, culture and traditions but it's not a problem with our help I know that there're a bright future are waiting for all of us. and that is a reason why History, Science and Technology is important

We use History to learn about others, their culture, their tradition to be understand each other more and more and using science and Technology to help us, our country, our world to be moving forward, to help each other and to give a bright chances and future for everyone, especially kids give a chances to them to study, to go to school, to get knowledge so the next ten years, twenty years to the new up coming year all of them can help each other to pass these chances to other kids go on and on.

TEST 4, WRITING TASK 1

SAMPLE ANSWER

This is an answer written by a candidate who achieved a Band 6.5 score. Here is the examiner's comment:

This answer addresses the main features of the redeveloped sports centre, but it could be improved by adding a brief description of the centre as it is at present. Another aspect of the response that could be improved would be to indicate where the various facilities will be situated in relation to each other: from the description above the reader cannot know where for example the gym, the leisure pool and the dance studios will be located. The range of vocabulary is above average, however: [*illustrate* | *reconstruction* | *redeveloped* | *additional* | *replaced by other facilities* | *renovated*] and shows flexibility and precision. There is a variety of complex structures such as present and future verb forms, passive forms and relative clauses [*the place where...* | *It is also clear... that*]. There could be more variety in the language used to express future plans: [*going to*] is over-used.

The following plans illustrate the layout of the university's sports centre at the present moment and the way it will look after a reconstruction.

According to the new layout, the redeveloped sports centre is going to become bigger. First, the gym is going to be larger and an additional changing room is going to appear. Besides, there is going to be a sports shop and a cafe in the reception zone. Apart from that, 2 dance studios are going to work opposite the gym. Finally, the sports centre is going to get a new leisure pool. It is going to be located in the place where the outdoor courts used to be. As can be seen from the new layout, both outdoor courts are going to be replaced by other facilities in the renovated sports centre. Furthermore, a sports hall is going to appear in the university sports centre. It is also clear from the second layout that the redeveloped sports centre is going to be a fully indoor one.

TEST 4, WRITING TASK 2

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 6.0** score. Here is the examiner's comment:

This script presents some difficulties for the reader. There is an attempt to answer the first part of the prompt (Why is this the case?) although the explanation is not well supported, while the answer to the second question (What can be done about this problem?) lacks focus as it mentions education, clean water and social mobility as well as food. At the same time, it is clear that the writer has some ideas, but lacks the language needed to express them satisfactorily. Ideas are organised into paragraphs and there is some sense of progression, with accurate use of cohesive devices [*Nowadays* | *According to* | *for example*] although there is also some inaccuracy [*Hence* | *In the long term / term?*]. Control over spelling and word formation is weak and there are frequent errors [*itmes* | *opioin* | *Captialism* | *divied* | *countris* | *resouse* | *develping*] for example, causing further difficulty. There are attempts to produce both simple and complex sentence forms, but the error level is high throughout, even in simple forms [*I think it made many problem* | *the people will be expenditure more*]. Punctuation is also sometimes faulty.

Nowadays, many countries has been tried to develop the Advances itmes to Solves the lack of food in the world by the way why many people around the world still go hungry, In my opioin, I think "Captialism".

Under "the world Order" by USA in 1970 (the cold war) divied the countris around the world in to 3 groups, 1) the frist world like USA, UK, Japan like that, 2) the second word was like Soviet Union and 3) the third word was a devopling countries. I didn't think the captialism is bad, I think it made many problem such as the lack of food in the poor countries.

According to the Economics, the devepled countries have a absolute rights to take an advantage from the resouse in the develping countries with the lowest wage, the hardest working and the dangerous places working Hence, the people who live in the devepling countries has no oppunities to moblisation their status. the lowest wage they get vice versa the high price of their item product for example 1 dollar US per a day for 1 worker in the devepled countries, but 100 dollar US per the item product to be sold, the cap is approximate 99 dollar US goes to the owner who live in the deveoped countries.

The solve of this problem, I think the goverment on each countries should guranted their citizen to have a basic rights, Food, Clear water and Education, for example. The highest price of food that restrize the poor people to access the food, the government need to bare the barrier pices of food won't be high

In the long term of solving this problem, the government will give more Education fee as free for this civilian because I absolutely think Education comes with mobilisation the social status when the people has a high Education comes with a hire in a high working. then the government should bare the free of household is not high as well. the people will be expenditure more. When the more expenditure the people have, the more money they have we have to solve this problem together, Not the duty of some countries, the problem will be eradicated from the wild. finally we have to have a hope to solve it, Not despair yet.