

Answer key

Listening skills

1 Getting ready to listen

1 Understanding the context

1.1

1 C 2 E 3 B 4 D

(Contexts A and F are not needed.)

1.2

- 1 two speakers (a man and his daughter)
- 2 one speaker (a woman)
- 3 three speakers (two students and their lecturer)
- 4 one speaker (a student)

2 Using the correct spelling

2.1

- 1 F 2 LL 3 M 4 T, C 5 CH, SH

2.2

- 1 Browne 2 Beeton 3 kickers 4 Rose 5 HLP 528

2.3

Conversation 1

- a Is that spelt the same as the colour?
b Yes, but with an E at the end.

Conversation 2

- c Sorry, was that last letter N or M?

Conversation 3

- d That's right, all one word and all lower case.

Conversation 4

- e Oh, it's the Rose Hotel, like the flower.

Conversation 5

- f It's just three letters and three numbers.
It's HLP 528.

3 Writing numbers

3.1

- a 3rd b \$10.50 c 6th d 70 e 19 f 15 g 62 h £110 i 31st j 27th

3.3

- 1 £95
2 \$15
3 width: 3.5 / three and a half / 3½
height: 2½ / two and a half / 2.5

4 B \$55

5 29th July / 29 July / 29.7 / 7.29

3.4

Suggested answers

	other numbers	reason incorrect
1	£80 £105	this is the amount she paid last time this is the full price
2	\$10 \$5	this is what regular students pay this is the extra fee charged for equipment
3	1.5 (metres) 1 (metre) 3 (metres)	this is the width of his car this is how much space you need between cars this is the height he would prefer
4	\$25 \$45	this is a child's fare this is an adult's fare
5	14th July 1st August	this is the first available date this is her father's birthday

3.5

- 1 B 2 C 3 B 4 A

2 Following a conversation

1 Identifying the speakers

1.1

	people	description	information wanted
1	travel agent	older female	The customer would like information about (good offers on) skiing trips.
	customer	younger male	
2	hotel receptionist	younger female	The receptionist needs to find out the guest's personal details.
	guest	older male	
3	interviewer	older male	The applicant would like to know about travel and working hours.
	job applicant	younger male	

1.2

Conversation 1

- 1 coach
2 insurance

Conversation 2

- 1 C
2 B

Conversation 3

- 1 America
2 marketing

1.3

Conversation 1

- 1 travel agent
- 2 customer

Conversation 2

- 1 both people give the answer
- 2 hotel receptionist

Conversation 3

- 1 interviewer
- 2 job applicant

2 Identifying function

2.1

- 1 **What about** getting her a new bike?
- 2 **That's right.** We arrive on 22nd July.
- 3 That sounds great. **Let's do that.**
- 4 **I don't think** I'd enjoy that one.
- 5 You said you'd prefer to have the party outside, **is that right?**
- 6 **Actually,** it's just gone up to \$250.
- 7 **Now, what about** accommodation? Where would you like to stay?

2.2

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

2.3

- 1 A 2 C 3 B 4 C

2.4

- | | | | |
|-----|-----|-----|-----|
| a 1 | e 1 | i 2 | m 1 |
| b 2 | f 2 | j 2 | n 1 |
| c 1 | g 1 | k 2 | o 2 |
| d 2 | h 2 | l 2 | p 1 |

3 Understanding categories

3.1

accommodation	tent cabin flat
transport	tram ferry coach
entertainment	theatre cinema concert
food	picnic barbecue buffet
drink	juice lemonade coffee

3.2

250 computer/two hundred and fifty computer

3.3

- two hundred and fifty computer **X** (the number is spelt incorrectly)
- 250 computer ✓
- two hundred and fifty computers **X** (there should be no 's' on *computer* – it's an adjective here)
- over 250 computer **X** (this is two words not one; *over* is not necessary because *more than* is already in the sentence.)
- 250 computer experts **X** (this is two words not one; *experts* is not necessary because it is already in the sentence)
- over 250 experts **X** (this is two words not one; the words *over* and *experts* are not necessary)
- two hundred and fifty computer ✓
- 250 ✓

3 Recognising paraphrase

1 Identifying distractors

1.1

- | | |
|-------------|-------------|
| 1 18th July | 3 recycling |
| 2 Wednesday | 4 funds |

1.2

The distractors are:

- | | |
|-----------------------------|--------------------------|
| 1 19th, 20th, 21st | 3 environment, pollution |
| 2 Tuesday, Thursday, Friday | 4 equipment, volunteers |

2 Recognising paraphrase

2.1

- 1 d 2 e 3 a 4 f 5 h 6 b 7 c 8 g

2.2

- 1 A 2 A 3 C 4 B

2.3

1 A	<u>a place to stay</u>	accommodation /hotel	✓
B	their <u>airfares</u>	flights	They'll do it in the morning.
C	<u>car hire</u>	transport	They'll borrow a car.
2 A	<u>improve the shade</u>	plant trees	✓
B	<u>remove</u> plants	take out	They don't want to do this.
C	add a <u>water feature</u>	pond	They already have one.
3 A	do more <u>research</u>	(find) information	They have plenty.
B	<u>make some cuts</u>	reduce any of it	They don't want to do this at all.
C	<u>add some visual effects</u>	include graphics	✓

4 A	<u>how snow forms</u> in different conditions	process; is created	They already know this.
B	the <u>effect</u> that snow has on our <u>climate</u>	influences weather patterns	✓
C	the <u>effect</u> different clouds have on snow	impact	They want to do the opposite – see if snow affects clouds.

3 Selecting from a list

3.1

(The key information is underlined.)

What TWO disadvantages of the new mobile phone does the speaker mention?

- A** it isn't very user-friendly **D** it has a short battery life
B it is very expensive **E** it is quite big
C it can't take photographs

3.2

- A** it isn't very user-friendly 4
B it is very expensive 5
C it can't take photographs 2
D it has a short battery life 3
E it is quite big 1

3.3

- A** it isn't very user-friendly
 X (it is easy to use)
B it is very expensive
 ✓
C it can't take photographs
 X (it can take very good photos)
D it has a short battery life
 ✓
E it is quite big
 X (it has a big screen but this is not a disadvantage – it still fits in your pocket)

(B and D are the two correct options.)

4 Places and directions

1 Describing a place

1.1

- A** an escalator **D** a pond
B a fountain **E** traffic lights
C a hill **F** a roundabout

1.3

- 1** a market
2 a tree, a fountain, a play area (swings)
3 at the bottom on the left
4 a tree

1.4

- 1** A **2** B **3** C **4** A

1.5

1 lifts, entrance, toilets	<ul style="list-style-type: none"> The entrance is over there on your left Then go straight ahead The shop you want is opposite the toilets Next to the lifts
2 circular courtyard, entrance, tree	<ul style="list-style-type: none"> In the middle of the resort, you'll see a To the right of the courtyard, you'll find a It's just behind the tree
3 river, motorway	<ul style="list-style-type: none"> I was thinking of putting it right in the middle I think it would be better if it's at the eastern end of the motorway
4 bushes, pond, tree	<ul style="list-style-type: none"> ... it is unable to live in the area of a pond ... it does need to live in fairly close proximity to water ... in a tiny burrow surrounded by bushes

2 Following directions

2.1

B

2.2

Some useful phrases are underlined in the script below.

- A:** Can you tell me how to get to the supermarket?
B: Sure, let me have a think. We're in Bridge Street now and it's in Queens Road.
A: Oh, the only street I know is Riverside Street, I know my hotel's on the corner there.
B: That's right. You need to go up Bridge Street as far as the traffic lights, then turn right. That's Riverside Street.
A: I see.
B: Then you walk along there to the next set of traffic lights and you'll be at Queens Road. You turn left there and it's the second shop on your left.
A: Thanks very much!

3 Labelling a map

3.1

Useful landmarks: information, the entrance, the toilets, the barbecue, the tree and the playground.

3.2

- 1** F **2** B **3** D **4** A

The following are incorrect:

- C** ticket booth (it is complimentary now so there is no need to pay; complimentary = free)
E second-hand book stall (there are no books or second-hand goods for sale)

5 Listening for actions and processes

1 Understanding mechanical parts

1.1

- | | |
|-------------------|-----------------------------|
| 1 a pipe | 4 a spring/coil |
| 2 a wheel | 5 (storage) tank/s |
| 3 a pump (handle) | 6 a grill / grille / filter |

1.2

A 5 B 4 C 1 D 3 E 6 F 2

1.3

1 two

1.4

1 D 2 E 3 B 4 C

1.5

The incorrect answers are:

- F (he wanted to put one on but he couldn't find a way to attach it);
 A (a cooling fan is not necessary because it is elevated and so doesn't overheat).

1.6

turn, pop, hold, wind, generate, wrap, pull, explode, push, rotate, activate

2 Describing an action or process

2.1



2 through



3 upside down



4 along



5 beneath



6 around



7 upwards



8 diagonally

2.2

- A thermometer (it is used to measure temperature)
 B calculator (it is used to calculate / work out figures)
 C scales (they are used to weigh things)
 D speedometer (it is used to measure / calculate speed)

3 Describing a process

3.2

Here's how to wrap a present. First, gather together all of the things you need: wrapping paper, sticky tape, scissors, some ribbon and, of course, a present. Then, **1 place** your present on the opened wrapping paper and **2 cut** a suitable amount using the scissors. Next, **3 wrap** the paper around the present and **4 stick** it down with sticky tape. Then, neatly **5 fold** up each of the ends of the paper and **6 stick** them down. Finally, **7 tie** the ribbon around your present. It's now ready to present!

6 Attitude and opinion

1 Identifying attitudes and opinions

1.1

1 b 2 a 3 b 4 a 5 b 6 c 7 b 8 c

1.2

- | | |
|-----------------------|------------------------|
| 1 agree up to a point | 5 hard to believe |
| 2 really valid point | 6 highly unlikely |
| 3 not so sure | 7 doubtful |
| 4 absolutely right | 8 sound of that at all |

1.3

1 d 2 g 3 e 4 f 5 c 6 b 7 a

1.4

C

1.5

surprising; astonishing; amazing; alarming
 unsurprising; to be expected; typical

2 Persuading and suggesting

2.1

- 3 The presentation sections will be in order. The decisions in the box will not be in order.

2.2

1 D 2 A 3 B 4 F

2.3

reduce the length = cut (something); leave (something) out
 method = way
 write some more = include something else
 interesting = grab (someone's) attention; enjoyable; exciting
 check = verify
 current data = the very latest information
 advantages = benefits
 disadvantages = negatives

2.4

(Suggested answers)

make a suggestion: *let's ... shall we?; Why don't we ...; maybe we should ...; perhaps we could ...; I'd like to propose ...; I think we should ...; Should we ...?*

agree with an idea: *Of course; Great idea; I agree; Agreed; that would be better; let's give it a try; Absolutely*

disagree: *I don't think we should ...*

3 Reaching a decision

3.1

(Suggested answers)

Section 1: distance, cost, convenience, availability

Section 3: to get help, to find out more, to make it presentable

3.2

Section 1: C

Section 3: C

3.3

(Suggested answers)

Section 1:

... but the fare is so expensive.

That's true.

It might be cheaper but ...

That would be great.

Yes. I'm sure she ...

Section 3:

I don't think we need to ...

You're right.

But I'd rather do that after ...

I don't want to show him that.

OK. Let's ...

7 Following a lecture or talk

1 Identifying main ideas

1.1

- The very first field trip I went on (5)
- It's an ancestor of the modern Australian wombat (3)
- I found a funny-looking piece of rock (6)
- an old professor studying dried-up dinosaur bones (1)
- I immediately changed courses (4)
- I had to do a compulsory unit on extinction (2)

1.2

b

1.3

These points are directly related to the main purpose of the talk:

- I had to do a compulsory unit on extinction (this was how he first became interested in palaeontology)
- I immediately changed courses (this is when he first began to study palaeontology)
- I found a funny-looking piece of rock (this was what encouraged him to continue his palaeontology studies)

These points give additional information that is not directly connected to the main purpose of the talk:

- an old professor studying dried-up dinosaur bones (this is how many people picture palaeontologists)
- It's an ancestor of the modern Australian wombat (an explanation of what a Diprotodon is)
- the very first field trip I went on (nothing happened on this trip)

1.4

(Suggested answers)

- 1 Why did Paul take an ecology course? / What was Paul interested in?
- 2 What did the course include?
- 3 What are the conditions usually like when working in palaeontology?
- 4 What did Paul find/discover? / How did Paul know he had made the right choice?

1.5

- | | |
|---------------|-----------|
| 1 environment | 3 extreme |
| 2 extinction | 4 tooth |

1.6

- 1 Yes, the information will always be in the same order in the questions and the recording.
- 2 As a part of my degree course, I had to do a compulsory unit on 3 an interesting lecture
- 4 I immediately changed courses 5 the discovery of a 6 a tooth from a giant kangaroo

2 Understanding how ideas are connected

2.1

- 1 C 2 A 3 E 4 D

2.2

- | | |
|------------------|------------------|
| 1 a date | 3 climate change |
| 2 a grant//funds | 4 humans, nature |

3 Understanding an explanation

3.1

- | | |
|-------------------------|--------------------------|
| 1 mice | 4 new |
| 2 cells, diet, exercise | 5 Earth's magnetic field |
| 3 pigeons | 6 beak(s), ears |

3.2

- 1 A 2 C

3.3

- 1 B is incorrect because in both types of mice, cells showed some change – their cells either deteriorated or showed less change.
C is incorrect because there is no information about diet.
- 2 A is incorrect because this has been known for decades, so is not new.
B is incorrect because this has been proven to be false.

(Answer Questions 4–6.)

- 4 (two) shells / (abalone) shells
- 5 indigenous communities
- 6 skin protection

3 Notes/flow-chart/diagram completion

3.1

- 1 stored in
- 2 modern
- 3 functioned as

3.3

- 1 ingredients = (raw) materials
- 2 tools = equipment; make = produce; paint = pigment
- 3 scientists = Henshilwood and his team; work out how = deduce

3.4

(The words in brackets in the answer are allowed but not necessary.)

- 1 (mammal) bone (samples / pieces); charcoal
- 2 grindstones; hammerstones
- 3 signs of wear

3.5

(Suggested answers)

- 1 a noun – something colourful that is created by rubbing ochre against quartzite
- 2 a verb – something that was done to animal bones before they were crushed and added to ochre
- 3 a noun – something that researchers believe was added to the mixture
- 4 a noun – something the mixture was poured into
- 5 a noun – a way of using the mixture on walls
- 6 a noun – a way of using the mixture on the body

3.6

- 1 colourful = red; created = produced; pieces of = slabs
- 2 crushed = ground up
- 3 other solids = charcoal, stone chips, quartz grains; the researchers = Henshilwood and his team
- 4 poured into = transferred; mixed = stirred
- 5 the body = skin

3.7

- 1 powder
- 2 heated
- 3 liquid / water
- 4 shells
- 5 decoration
- 6 sunscreen

3.8

(Suggested answers)

- 2, 3, 4 nouns – types of ancient objects found in the area
- 5 a noun – the name of a substance used to provide colour
- 6 a plural noun – something recently found in the area, something linked to animal bone and charcoal
- 7 a noun – something the researchers have concluded about early humans and what they knew about

3.9

- 1 1992
- 2, 3, 4 (in any order) beads; tools; engravings
(N.B. Because of the word limit, if you write 'bone tools' or 'ochre engravings', your answer will be marked as wrong.)

- 5 ochre
- 6 materials
- 7 chemistry

3.11

Most hydropower plants rely on a dam that holds back water, creating a large reservoir behind it. Often, this reservoir is used as a recreational lake and is also known as the intake. Gates on the dam open and gravity pulls the water through the penstock, a line of pipe that leads to the turbine. Water builds up pressure as it flows through this pipe. The water strikes and turns the large blades of a turbine, which is attached to a generator above it by way of a shaft. As the turbine blades turn, so do a series of magnets inside the generator, producing alternating current (AC) by moving electrons. The transformer, located inside the powerhouse, takes the AC and converts it to higher-voltage current.

3.12

- 1 intake
- 2 magnets
- 3 powerhouse
- 4 shaft
- 5 penstock

3.13

- 1 helps contain = holds back; produces = creates
- 2 moves = flows; increases in = builds up
- 3 rotates = turns; connected = attached
- 4 changes into = converts to

3 Understanding the main ideas

1 Identifying the main idea

1.1

The topic they all have in common is urban planning – this is the overall topic of the Reading passage.

- i The future of urban planning in America
- ii Conflicting ideas through the history of urban planning
- iii Urban planning has a long and varied history
- iv Financial problems helped spread an urban planning concept
- v The background to one particular planned community
- vi Political change obstructs progress in urban planning
- vii An urban plan to reduce traffic

1.3

B

1.4

- 1 Headings iv, vi and vii feature money, politics and traffic (none of these are mentioned in Paragraph A, so they can be crossed off the list).
- 2 iii (the whole paragraph provides an overview of the long and varied history of urban planning)

1.5

shortlists

Paragraph B: ii, iii, iv, v

Paragraph D: i, ii, iv, v, vi

Paragraph C: i, ii, iii, v, vii

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final answers

Paragraph B: v – the main topic is to explain what led to *(the background)* Letchworth, the first garden city *(one particular planned community)*

Paragraph C: vii – the main topic is the design of the city of Radburn, America *(An urban plan)* which was built with the aim of creating a safe environment for children *(to reduce traffic)*

Paragraph D: iv – the main topic is the impact the stock market crash, unemployment and a lack of affordable housing *(financial problems)* had in America and how the president dealt with these by creating more garden cities *(helped spread an urban planning concept)*

1.6

i – Although Paragraphs A, C and D all refer to America (or places in America), none of these paragraphs mention the future of urban planning.

ii – Although Paragraphs A, B, C and D all contain historical references, none of the paragraphs mention 'conflicting ideas'.

vi – Paragraphs A and D refer to political places or people, but neither of these mentions progress being stopped because of politics.

2 Understanding the main points**2.2**

B (A is incorrect because the passage makes no comparison between theoretical and actual designs; C is incorrect because no advice is given about who should carry out the planning, though several professionals are mentioned; D is incorrect because there is no comparison between ancient and modern planned cities. Although A, C and D all mention ideas that are in the passage, they do not accurately reflect the information in the text.)

2.3

2

- A** arose in the latter part of the 19th century as a reaction to the pollution and crowding of the Industrial Revolution
- B** After the First World War, the second town built following Howard's ideas, Welwyn Garden City, was constructed
- C** Howard believed that these towns should be limited in size and density
- D** arose in the latter part of the 19th century as a reaction to the pollution and crowding of the Industrial Revolution

3

- A** inspired by Howard's ideas and the success of Letchworth and Welwyn, created the city of Radburn
- B** Conceived as a community which would be safe for children,
- C** designed so that the residents would not require automobiles ... including the separation of pedestrians and vehicles
- D** 'superblocks', each of which shared 23 acres of commonly held parkland

4

- A** In America, following the stock market crash of 1929
- B** employment for workers who had lost their jobs
- C** These towns contained ... a 'green belt' of undeveloped land surrounding the community.

D in 1935 President Roosevelt created the Resettlement Administration

answers

2 D 3 B 4 C

3 Identifying information in a passage**3.2**

- 1** False – he was the first to identify the phenomenon but it is only 'now' that we use this term.
- 2** True – it occurs in winter and summer.
- 3** Not Given – there is no information in the text about experts attempting to create heat-reflecting materials.

3.3

(the corresponding parts of the text are in brackets)

- 4** Not Given. We know the weather there has been affected but the text does not compare Atlanta with other cities.
- 5** False (*Officials there are advising builders to use light-coloured roofs in a bid to reduce the problem.*)
- 6** False (*These metal constructions ...*)
- 7** Not Given. We are not given any information about alternative plans that the designers had (*These ... are made to resemble very tall trees ... Their structure allowed the designers to create an immediate rainforest canopy without having to wait for trees to reach such heights*)
- 8** False (*They contain ... containers to collect rainwater, making them truly self-sufficient*)

3.4

- 5** Light-coloured roofs help address the issue. // Dark-coloured roofs create the problem / issue.
- 7** They are manufactured from metal.
- 9** They are self-sufficient. // They don't need any maintenance.

4 Locating and matching information**1 Identifying types of information****1.1**

B

1.2

- 1** a whole idea
- 2** Meerkats devote a significant part of their day to foraging for food

1.3

1 F 2 D 3 G 4 E 5 C 6 A 7 B 8 H

2 Locating and matching information**2.1**

D

2.2

- 3 the method
- 4 the researcher's opinion
- 5 a mention of the different environments
- 6 the contrast between
- 7 the definition of

2.3

- 1 B
- 2 C
- 3 Paragraph D (*The toes are super-hydrophobic, (i.e. water repellent) explains Stark, who could see a silvery bubble of air around their toes)*)

2.4

- 2 E 3 C 4 C 5 A 6 B 7 D

2.5

- 2 *the team is keen to understand how long it takes geckos to recover from a drenching*
- 3 *Fitting a tiny harness around the lizard's pelvis and gently lowering the animal onto a plate of smooth glass, Stark and Sullivan allowed the animal to become well attached before connecting the harness to a tiny motor and gently pulling the lizard until it came unstuck.*
- 4 'In my view, the gecko attachment system is over-designed,' says Stark
- 5 *they appear to be equally happy scampering through tropical rainforest canopies as they are in urban settings*
- 6 *she and her colleagues Timothy Sullivan and Peter Niewiarowski were curious about how the lizards cope on surfaces in their natural habitat. Explaining that previous studies had focused on the reptiles clinging to artificial dry surfaces*
- 7 'The toes are super-hydrophobic,' (i.e. water repellent)

3 How ideas are connected

3.1

- 1 C 2 F 3 A 4 E 5 B

3.2

- 1 The text says: *A lot of gecko studies look at the very small adhesive structures on their toes to understand how the system works at the most basic level.* So, the best sentence ending is B.
- 2 D (*she and her colleagues Timothy Sullivan and Peter Niewiarowski were curious about how the lizards cope on surfaces in their natural habitat. Explaining that previous studies had focused on the reptiles clinging to artificial dry surfaces*)
- 3 F (*Therefore geckos can walk on wet surfaces, as long as their feet are reasonably dry*)
- 4 E (*the team is keen to understand how long it takes geckos to recover from a drenching*)

5 Discursive passages

1 Discursive passages

1.1

to add more / clarify a point	to show contrast / present the opposite view	to give an example	to draw a conclusion / introduce a result
moreover furthermore indeed in addition similarly in fact	although though despite in spite of nonetheless whilst	such as for instance to illustrate this	therefore consequently thus as a result hence

1.2

in fact; although; whilst;
in addition; furthermore; though; thus; therefore; despite

1.3

- 1 D 2 F 3 A 4 C 5 B 6 H

1.4

- 1 in fact 3 whilst 5 despite
2 although 4 thus 6 therefore

2 Identifying theories and opinions

2.1

believes

2.2

verbs: speculate, remarked, noted
preposition: according to

2.3

- D Rooks are as intelligent as the most intelligent of animals. (*Corvids are remarkably intelligent, and in many ways rival the great apes in their physical intelligence and ability to solve problems*)
- F The ability of rooks is surprising, given the lack of similarities between the brains of birds and animals. (*This is remarkable considering their brain is so different to the great apes*)
- A We imagine that the rooks were soon able to appreciate the advantage of using different-sized tools. (*The scientists speculate that the birds quickly realised that the larger stones displaced more water and they were thus able to obtain the reward more quickly than by using small stones.*)
- C Using tools in their natural habitat is simply not necessary for rooks. (*Rooks do not use tools in the wild because they do not need to*)
- E In their natural setting, rooks can obtain food without using tools. (*Rooks do not use tools in the wild because ... They have access to other food that can be acquired without using tools*)
- B Tool use in rooks demonstrates a common English saying. (*As Bird noted, that fits nicely with Aesop's maxim, demonstrated by the crow: 'Necessity is the mother of invention.'*)

3 Matching features

3.2

- 1 A (Pagel ... points out that this likely explains "why we can instinctively recognise words in other Indo-European languages, just from their sounds")
- 2 C (Russell Gray ... was impressed by both findings. "Despite all the vagaries and contingencies of human history, it seems that there are remarkable regularities in the processes of language change," he commented)
- 3 B (Lieberman ... found that the more an irregular verb is used, the longer it will remain irregular)
- 4 A ("Throughout its 8,000-year history, all Indo-European-language speakers have used a related sound to communicate the idea of 'two' objects – duo, due, deux, dos, etc.,," Pagel commented)
- 5 B (Lieberman ... performed a quantitative study of the rate at which English verbs such as 'help' have become more regular with time. Of the list of 177 irregular verbs they took from Old English, only 98 are still irregular today)

3.3

- 1 – 5 We focused on the historical changes that have occurred in one particular language.
- 2 – 3 Words that don't follow a standard pattern will remain that way if they are used often.
- 3 – 4 Certain words have kept a similar sound across many years and many countries.
- 4 – 1 We are able to recognise certain words used by people in other cultures.
- 5 – 2 Regardless of what happens in the world, there appear to be fixed rules that govern the way words alter over time.

3.4

- 1 Question 5
- 2 writes, commented, adds, proposed, according to, points out

3.5

- 1 D (The question of why some words evolve rapidly through time while others are preserved ... has long plagued linguists.)
- 2 C (Over time, however, some irregular verbs 'regularise'. For instance, the past tense of 'help' used to be 'holp', but now it is 'helped'.)
- 3 B (Despite all the vagaries and contingencies of human history, it seems that there are remarkable regularities in the processes of language change)

6 Multiple-choice questions

1 Understanding longer pieces of text

1.3

- C (at which stage language becomes a necessity has come under debate)

2 Different types of multiple choice

2.2

You need to find two issues that may have caused the rise in dolphin numbers.

2.3

there were probably several related phenomena ... Firstly, ... Something else was going on. That something was distinctively human.

The correct options are: B and E

3 Identifying a writer's purpose

3.3

blockbuster: positive, the word is used to describe a film that is very popular; *hopelessly flawed*: negative, this phrase is used to criticise the science portrayed in the film; *revel in*: positive, this gives us a positive image of people enjoying the film

3.4

- 1 B (the writer says that we are happy to 'suspend our disbelief' so that we can 'revel in' the story)
- 2 C (the writer tells us the science is 'hopelessly flawed' but that the film was a 'successful' book and a 'blockbuster' film)

7 Opinions and attitudes

1 Argumentative texts

1.1

positive	negative
diverse	disastrous
unspoilt	biased
accomplished	vulnerable
productive	dated
realistic	confusing
sophisticated	irrelevant
efficient	harsh
thorough	catastrophic
influential	monotonous
prominent	distorted

1.2

Some adjectives you might have underlined: modernist; world-class; steep (decline); (racially) integrated; (economically) stable; enormous; unique; casual; beautiful; huge; cavernous; renowned; great; famous; austere; unappealing; strong aesthetic (preferences)

2 Identifying the writer's views/claims

2.1

- 1 claim 2 claim 3 view 4 view 5 view

2.2

- 1 No 2 Yes 3 Not Given 4 No 5 Yes

2.3

- 1 Hundreds were built then, it's the fact that it was designed by three famous people that made it unique.
- 2 built ... 1962 ... While much of Detroit began a steep decline soon after, Lafayette Park ... bucking the trend of suburban flight ... despite the fact that Detroit has suffered enormous population loss

● Answer key

- 3 We are only told that Mies designed Lafayette Park, there is no mention of Mies and any other part of Detroit.
- 4 The buildings have *a kind of austere uniformity*.
- 5 *Indeed, the best design doesn't force a personality on its residents. Instead, it helps them bring out their own.*

3 Identifying grammatical features

3.1

- A *settled* = verb or adjective
B *adapt* = verb
C *neutral* = adjective
D *poor* = adjective or noun
E *afford* = verb
F *strongly* = adverb

3.2

(Suggested answers)

- | | |
|----------------|--------------------------|
| 1 an adjective | 3 an adjective or adverb |
| 2 an adjective | 4 a verb |

3.3

- 1 D 2 A 3 C 4 B

3.5

- | | |
|----------------|----------------|
| 1 a verb | 3 a noun |
| 2 an adjective | 4 an adjective |

3.7

- 1 rise / emerge (*while members of one meerkat troop will consistently rise very early, those of another will emerge from their burrows much later in the morning*)
- 2 innovative (*The tests showed that the more subordinate juvenile members of meerkat troops are the most innovative ... these low-ranking males were best at solving problems*)
- 3 treat / scorpion (*The meerkats had to work out how to open ... in order to reach the scorpion inside ... these low-ranking males were best at solving problems and obtaining the treat*)
- 4 opaque (*The meerkats had to work out how to open the opaque lid of the container ... the meerkats didn't ever appear to work out that it was the opaque surface of the box that they should attack*)

8 General Training Reading

1 The General Training Reading paper

1.1

Section 1: B, E, H
Section 2: A, D, F
Section 3: C, G

1.2

- | | | | |
|-----|-----|-----|-----|
| 1 D | 3 B | 5 A | 7 H |
| 2 C | 4 G | 6 F | 8 E |

1.3

(Suggested answers)

- 1 It's written by a local council.
- 2 residents of the area

1.4

- | | |
|------------|--------------------|
| two | 3.5 million tonnes |
| 3403 8888 | 160,000 |
| 13 | six |
| 500 tonnes | 3467 9809 |

1.5

- 1 (13) trees
- 2 3.5 million (tonnes) (N.B. 3.5 million counts as 'a number' even though it is written in words)
- 3 3467 9809

1.6

- 1 rooms (*Remember to recycle items from other rooms in your house. Try placing a separate bin in the bathroom, laundry or study*)
- 2 black (*Your normal household waste is collected every week and should go in the bin with the black lid*)
- 3 two weeks (N.B. You must use words from the text – if you write *fortnight* your answer will be marked wrong because it is not in the text.) (*Place all recyclable items in your bin with a yellow lid. This will be emptied every two weeks*)
- 4 collection day (*You can find out your collection day by contacting the council on 3403 8888*)

1.7

- 1 *put* = place; *different* = separate
- 2 *top* = lid
- 3 *will collect* = will be emptied
- 4 *call* = contact; *they will tell you* = you can find out

1.9

- 3 True – (*Tree trimmings, grass clippings and flowers are not recyclable*)
- 4 True (*One job is created for every 500 tonnes*)
- 5 False (*Paper can be recycled six times*)
- 6 Not Given – we are told that fibres are added but there is no information given about these fibres and where they come from.

2 Dealing with multiple texts

2.1

They are all advertising open days at colleges or universities.

2.2

- 1 B 2 C 3 D 4 B 5 B 6 A

2.3

- 1 *International food fair*
- 2 *Visit our working farm; Marine biology exhibit – come and find out about our fascinating sea creatures*
- 3 *test your skills in our flight simulator; win a free flying lesson*
- 4 *Digital photography – workshops*
- 5 *Creative arts market – crafted by our third-year students – all reasonably priced*
- 6 *10:00 till 21:00; All finished off with our popular fireworks display*

2.4

- 1 D 2 A 3 E 4 B 5 C

3 Understanding work-related texts

3.1

- | | | | |
|-----|-----|-----|------|
| 1 F | 4 A | 7 B | 10 E |
| 2 D | 5 H | 8 L | 11 J |
| 3 G | 6 K | 9 I | 12 C |

3.2

- B someone who would like to know about what happens when their workplace is inspected

3.3

- C (*All inspectors complete a rigorous nine-month programme of classroom training and field experience with a qualified inspector*) (A is incorrect because they spend 9 months doing this; B is incorrect because they only learn about one industry; D is incorrect because they have to do practical work after their theoretical training (*classroom training*))
- B (*look at any documents or records and take them from the workplace in order to make copies*) (A is incorrect because they don't take away equipment; C is incorrect because they don't concern themselves with how employees are recruited; D is incorrect because they do not warn employees about inspections (*Workplace visits by an inspector are typically unannounced*))
- D (*If the staff concerned are not available, the inspector may continue with a limited inspection ... and/or arrange a follow-up visit later*) (A is incorrect because it does not have to be postponed; B is incorrect because there is no need for a complaint to be made; C is incorrect because they will not leave without talking to some staff or completing the inspection)

3.4

The last section, under the heading: *What to expect from a workplace health and safety visit*

3.5

- | | |
|------------------------------------|----------------|
| 1 representative | 5 instructions |
| 2 day | 6 videos |
| 3, 4 policy, poster (in any order) | 7 injury |

3.6

identifies themselves = will introduce themselves

to meet = to speak with

absent = not available

do a job = carry out specific tasks

the premises = the workplace

you can get = can be obtained

3.8

- A iv B v C iii

3.9

- A The whole paragraph talks about how the mayor (*one person*) decided to ban all outdoor advertising because he thought it looked ugly (*changed a city*); ii is incorrect because the city did not vote, only the mayor decided.

- B The paragraph is about the reaction of people in the advertising and marketing business (*professionals*) and their warning of what would happen (*warn of the consequences*); i is incorrect because the industry insiders did not welcome the change.
- C The paragraph gives the views of a person who liked the advertisements; he argues that advertisements are also an art form and a form of entertainment; iv is incorrect because, although he is one man, he did not change the city; although he gives a warning, only one man is mentioned here, so heading v is incorrect.

3.10

- the deadline
 - the public's reaction
 - advertising techniques
 - an action
 - examples showing the wide range
- G (*It has also brought some unforeseen advantages. When the hoardings were removed, many locals were shocked at the state of the buildings and houses beneath. As a result, renovation work in the city has increased considerably*)
 - D (*businesses were given 90 days to take down any signs that did not meet the new regulations*)
 - G (*the scheme has worked, and surveys conducted by local newspapers indicate it is extremely popular, with more than 70% of residents showing their approval*)
 - F (*innovative methods of indoor advertising such as inside elevators and bathrooms ... Big banks and stores began painting their buildings in eye-catching colours*)
 - B (*representatives drove their cars up and down in front of city hall to protest against the ruling*)
 - E (*15,000 billboards ... huge outdoor video screens, and even posters and ads on the side of buses and taxis, were all quickly removed across the city ... Even giving out pamphlets in public spaces was made illegal*)

3.12

- G (*As journalist Vincenze Galvao commented ... 'My old reference was a big Panasonic billboard, but now my reference is an art deco building that had been covered by it.'*)
- F (*But, according to advertising executive Marcio Oliveira, 'The internet was the really big winner.'*)
- C (*Advertising is both an art form and, when you're in your car or on foot, a form of entertainment that helps relieve solitude and boredom*)
- E (*'It was really dramatic ... Big companies had to change their focus and strategies,' says Marcello Queiroz*)
- A (*Kassab set up telephone hotlines so that citizens could report instances of advertisers breaking the law. 'Some days we had 3,000 calls on those lines,' he said proudly*)
- D (*spokesman Roberto Tripoli said. 'Yes, some people are going to have to pay a price, but things were out of hand and the population has made it clear that it wants this.'*)

Writing skills

1 Academic Writing Task 1 –

Describing a chart, table or graph

1 Understanding graphs, tables and charts

1.1

1 E 2 D 3 C 4 B 5 A 6 F

1.3

(These are examples of the types of information you should have highlighted in 1.2.)

- 1 traffic growth in the Netherlands measured/shown as a percentage
- 2 Yes, ten-year gaps from 1950 to 2000.
- 3 Yes, four types of transport are compared: cars, trains, bicycles, and other types of public transport.

1.4

The graph shows the increases in traffic in ~~England the Netherlands~~ from ~~1960 1950~~ to ~~2010 2000~~. During this time, car traffic increased by ~~just over 150~~ **140%**, while train traffic increased by ~~40~~ **20%**, bicycle traffic increased by approximately ~~20~~ **15%**, and other public transport traffic ~~actually decreased~~ **increased** by about ~~20~~ **10%**.

1.5 (Statements B and C are both examples of the type of information that is inaccurate)

- 1 B (it tells us what proportion of journeys was made by car etc. and not how many vehicles were used)
- 2 A
- 3 B (more people travelled by train than bicycle in 2000)
- 4 A
- 5 C (we are not told any information about car ownership, only about how journeys were made)
- 6 A

2 More complex charts

2.1

1 C 2 B 3 C 4 B

2.2

It is telling us the actual records of sea level changes from 1870 to 2008, as well as past and future estimates.

2.3

- 1 It is predicted that sea levels will continue to rise.
- 2 It is estimated that sea levels will have increased by 200 mm by the year 2050.
- 3 Sea levels are forecast(ed) to rise more rapidly between 2050 and 2100.
- 4 By 2100, sea levels are estimated to be 500 mm higher than they are at present.

3 Improving your Task Achievement score

3.2

D is the correct answer

- A (this is inaccurate as the results were not mixed)
- B (this is inaccurate as we are given no information about how many people used the extra lanes)
- C (this is inaccurate, as we do not know traffic figures, and it is also an isolated fact about two roads only and not a main trend)
- D (this summarises the impact that the introduction of the new lanes had on all roads)
- E (this is an opinion rather than a main trend)

3.3

1 A 2 B 3 B 4 A 5 A 6 A

Sentences 2 and 3 do not focus on main features or significant changes so it is not necessary to report these.

Sentences 1, 4, 5, 6 all give support for the main trend that was identified in the overview sentence and so are important details to include.

3.4

- 1 *From their responses, it is clear that swimming is the most popular sport among all groups, and that from these three groups, boys participated in the most sports.*
- 2 Main features
 - *for three out of the four sports, boys were the major participants.*
 - *The only sport not enjoyed by the boys surveyed was hockey ...*
 - *... a sport that the vast majority of the girls who were interviewed participated in.*
 - *only a very small number, approximately 10 of the 100, participated in football.*
- 3 The word count is only 143 words, so it will lose marks for being too short.

3.5

- 1 The final sentence needs to be deleted (leaving only 123 words): *We can conclude from this that girls in Manchester enjoy hockey a lot and that they don't particularly like football.* You should not try to draw conclusions like this about the data; you will lose marks if you do.
- 2 The data for the adults has not been mentioned at all. Missing out key details will lose marks.
- 3 Deleting the final line and adding details about the adults will mean a higher score for Task Achievement. For example, *When it comes to the adults surveyed, the two most popular sports were swimming and tennis, with hockey being the least popular. In fact, the team sports of football, hockey and basketball are all played less frequently by the adults who took part.* (43 words)

2 Academic Writing Task 1 – Comparing and contrasting graphs and tables

1 Avoiding repetition

1.1

1 F 2 D 3 E 4 A 5 B 6 C

1.2

1 D 2 F; B 3 A; E; C 4 G

1.3

The other differences are the words and phrases used to replace 'show(s)' in the question:

indicates; tells us; we can see; reveal

2 Comparing and contrasting data

2.1

- the net worth of three different sectors in the UK in billions of British pounds (£)
- One has a positive value (above the line) and one has a negative value (below the line).
- the UK total

2.2

- | | |
|--------------------|---------------------------------------|
| 1 2000–2008 | 5 Government, UK Total and Households |
| 2 2009–2010 | |
| 3 2002, 2008, 2010 | 6 Businesses |
| 4 2002 and 2008 | |

2.3

- remained; began to increase; had risen
- showed; increased
- dropped; fell; went
- followed
- improved; did not last; began to worsen
- experienced / was experiencing; returned
- revealed / reveals; was growing; was declining / declined

2.4

- A sentences 1 and 5
B sentences 2 and 4
C sentences 3, 6 and 7

3 Grammatical Accuracy – describing numbers and figures accurately

3.1

- Percentages, years and high or complex numbers (e.g. 305,678) can be left as numerals. We often simplify complex numbers by rounding them up or down (e.g. *just under four million; a little over five million*, etc.).
- You should write fractions and simple numbers (1–10) in words.

3.2

- Half** of the people who attended in 1961 had never attended a concert before.
- They reduced the budget by **one million dollars** 40 years later.

- 60% of students report using the library in term time only and **a quarter** of those use the library at night.
- The population rose by **three and a half billion** in the next 15 years.
- Over 15 million planes landed at the airport in the last seven months; this is an increase of **a third**.

3.3

- | | | |
|-----------------|----------------|------------|
| 1 thousand cars | 3 Millions | 5 students |
| 2 million | 4 hundred beds | |

3.4

- | | | |
|------|----------|------------|
| 1 in | 3 of; of | 5 from; to |
| 2 of | 4 for | |

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3 Academic Writing Task 1 – Describing diagrams

1 Understanding a diagram

1.2

- | | |
|-----------------------------|-----------------------|
| 1 tear | 6 slide |
| 2 pour / add / soak / leave | 7 lift / drain |
| 3 beat / mix | 8 place / put / press |
| 4 pour / add | 9 leave / dry |
| 5 mix | |

1.3

- | | | |
|------------------|--------|---------------|
| 1 bowl; jug | 3 tray | 5 rolling pin |
| 2 electric mixer | 4 mesh | |

2 Describing a process – coherence and cohesion

2.1

- | | | | |
|-----|-----|-----|-----|
| 1 D | 4 B | 6 F | 8 G |
| 2 E | 5 I | 7 A | 9 C |
| 3 H | | | |

2.2

(Suggested answer)

The diagram explains how recycled paper is made from old newspapers. First, some newspaper is torn into small pieces and put into a bowl. Then, 250 ml of water is added and it is left to soak for up to an hour. Next, using an electric mixer, the mixture is beaten for about 45 seconds until a pulp is formed. / an electric mixer is used to beat the mixture for about 45 seconds until a pulp is formed. When it is ready, the pulp is poured into a shallow tray and a further 100 ml of water is added. It is mixed together by hand. After this, a piece of mesh is used to carefully lift the pulp mixture out of the tray, allowing the water to drain. / the pulp mixture is carefully lifted out of the tray using a piece of mesh and the water is allowed to drain. Next, an old newspaper is opened up and the pulp mixture is placed inside. / the pulp mixture is placed inside an old newspaper. Then, a rolling pin is used to press the paper down and force out any excess water. / the paper is pressed down with a rolling pin and any excess water is forced out. Finally, the new paper is left to dry in a warm place for at least 24 hours.

2.3

First; Then; Next; When; After this; Finally

3 Lexical Resource – being accurate

3.1

- | | |
|--------------|-------------|
| 1 government | 5 countries |
| 2 percentage | 6 between |
| 3 different | 7 decreased |
| 4 until | 8 increased |

3.2

- | | | |
|----------|----------|--------------|
| 1 amount | 3 number | 5 percentage |
| 2 method | 4 means | 6 factors |

3.3

- | | | |
|--------------|--------------|---------------|
| 1 difference | 4 increase | 7 sport/s |
| 2 work | 5 attendance | 8 educational |
| 3 lives | 6 slight | |

4 Academic Writing Task 1 – Describing maps

1 Describing a map

1.1

the hotel	It has been expanded / extended.
Steggle Farm	It's been replaced by a road.
the roads	Have been modernised and traffic lights, a roundabout and zebra crossing have been added.
the shops	There are more shops / they have been extended.
the houses	There are more houses and they are smaller.
Goode Farm	Replaced with a car park.
the house in St Peter's Lane	Replaced with a supermarket.
the stables	Replaced with a block of flats.

1.2

- | | |
|-----------------|----------|
| 1 market square | 3 church |
| 2 house | 4 shops |

1.3

- in the bottom left-hand corner
- the left of
- top left-hand corner of
- to the right of / on the right-hand side of

2 Describing changes in a place

2.1

- | | |
|----------------------|----------------|
| 1 extend or expand | 6 reduce |
| 2 renovate/modernise | 7 develop |
| 3 modernise/renovate | 8 add |
| 4 replace | 9 remove |
| 5 improve | 10 reconstruct |

2.2

- replaced
- expanded / extended / developed
- have been modernised / improved
- have now been added; have been improved / modernised
- have been removed

3 Grammatical Accuracy

3.1

- | | |
|----------------------|----------------------|
| 1 allow | 6 have been added |
| 2 consisted | 7 has now replaced |
| 3 was restricted | 8 are located |
| 4 has changed | 9 have been made |
| 5 have been improved | 10 has been extended |

3.2

There are two clear paragraphs. The first describes the town in 1700 and the second describes modern-day changes that have taken place.

5 General Training Writing Task 1 – A letter

1 Understanding the task

1.1

	informal	semi-formal	formal
greeting	Hi Mum	Dear Mike	Dear Sir or Madam
opening statement	Thanks for the parcel, it just arrived!	I'm afraid I won't be able to attend the meeting next week.	I'm writing in response to your advertisement.
closing statement	I can't wait to see you next week.	I'm looking forward to getting back to work.	I look forward to your reply.
ending	Lots of love	Kind regards	Yours sincerely

1.2

- 1 F 2 A 3 D 4 E 5 B 6 C

1.4

- formal (You do not know the person and it is a business letter.)

- 2 no (You should use the information in the question.)
3 no (You should not write any address.)

2 Improving your score

2.2

- 1 D is not relevant to the situation.
2 A 4 B 5 C 4 E 6 F 2

2.3

Parts 3 and 7 still need ideas.

2.4

The writer has copied several words and phrases from the question.

2.5

- 1 renting / living in has (got) 3 repairs
2 afford
(The paragraph fits into part 3 of the plan.)

2.6

The writer has used their imagination and filled in some extra details (e.g. the rent was increased recently; the house suits them perfectly).

2.7

Idea B.

2.8

C Yours faithfully

3 Checking and correcting

3.1

- 1 will 4 spent 7 needs
2 would 5 would like 8 helps / will help
3 are 6 looking/hearing 9 am writing

3.2

- 1 on 4 for 6 on; on 8 of
2 of 5 to; to 7 in 9 in
3 in

3.3

- 1 because 6 business
2 advertisement 7 restaurant
3 society 8 necessary
4 available 9 sincerely
5 library

3.4

- 1 I noticed ...
2 However,
3 Yours sincerely,
4 to ask you about the party.
5 don't
6 I'm
7 Dear Sir,

6 Writing Task 2 – Getting ready to write

1 Understanding the task

1.1

- 1 E 3 H 5 F 7 D
2 G 4 C 6 B 8 A

1.2

- 1 D/E 2 B 3 D/E 4 B/E 5 A 6 C

2 Planning and organising your ideas

2.4

The following ideas should be cut because they are not relevant to the topic (whether the internet helps people stay connected or isolates them): 2, 3, 6, 8.

2.6

For: the internet helps us to stay connected	Against: the internet isolates us
7 My cousin travelled for a year but kept in touch with his family every day.	1 Instant communication (e.g. emails/text messages) means that it is difficult to escape from work.
9 Through the internet, we can share memories with people who are far away.	4 A friend of mine uses a social-networking site a great deal but we rarely see her.
	5 virtual friends made on the Internet cannot be compared to our actual friends and family.

2.7

We need to add more to *For: the Internet helps us to stay connected*.

2.8

A (This idea relates directly to the topic: *immediate contact provided by the internet*. It is a further argument 'for'.)

3 Getting started – writing an introduction

3.1

- A 5 B 3 C 1 D 2

3.2

(Suggested answer)

The internet is a wonderful tool that helps us to keep in touch anywhere in the world. However, some websites can become an obsession and may encourage people to stay at home instead of going out to see their friends.

3.3

- 1 C 2 B 3 D 4 A

3.4

Sentence 2 (Sentences 1 and 3 only deal with one side of the argument. Sentence 4 is not relevant to this question.)

7 Writing Task 2 – Expressing your ideas clearly

1 Linking ideas – cohesion

1.1

- **Connecting similar ideas:** similarly, furthermore, in addition, not only ... but also, also
- **Connecting different ideas:** but, in spite of, however, although, on the other hand, while, whereas, despite
- **Clarifying an idea:** in other words, that is, in fact
- **Giving examples:** for example, such as, for instance
- **Giving a reason or conclusion:** therefore, because of, as a result, consequently, so

1.2

- | | | |
|----------------|---------------|---------------|
| 1 Consequently | 3 However | 5 For example |
| 2 In fact | 4 Furthermore | |

1.3

- | | |
|---------------------|----------------|
| 1 As a result | 4 In addition |
| 2 In other words | 5 For instance |
| 3 On the other hand | |

2 Lexical Resource – avoiding repetition

2.1

- 1 these natural resources
- 2 these (types / kinds of) facilities
- 3 funding is
- 4 this (type of / kind of) method
- 5 This system

2.2

- | | |
|----------------------|---------------------|
| 1 gonna → going to | 4 OK → acceptable |
| 2 & → and | 5 Kids → Children |
| 3 e.g. → for example | 6 etc. → and so on. |

2.3

- | | |
|------------------|---------------|
| 1 learn | 5 solve |
| 2 understand | 6 money |
| 3 find out about | 7 employees |
| 4 skills | 8 advertising |

3 Expressing a personal view

3.1

- 1 C 2 A 3 D 4 B

3.2

(Suggested answers)

- 2 In my view, I don't think this is a good idea.
- 3 Personally, I wouldn't like to have to do a job I didn't enjoy.
- 4 This is probably a bad idea.
- 5 Life can be much more complicated for young people nowadays.
- 6 In my opinion, every situation is different.
- 7 Nowadays, young people generally use their mobile phones for multiple tasks.
- 8 Schools seem to be more crowded than in the past.
- 9 My city is less crowded now and people appear to enjoy walking through the streets.

3.3

- | | | | |
|-----|-----|-----|-----|
| 1 A | 3 B | 5 A | 7 A |
| 2 B | 4 C | 6 C | 8 C |

3.4

- 1 In conclusion, I completely disagree **with** this view.
- 2 As far as I am ~~concern~~ **concerned**, this is a problem without any real solution.
- 3 To summarise, even **though** there is a clear downside to our dependence on technology, I honestly feel we have to find a way to cope with it, because the internet is definitely here to stay.
- 4 In **conclusion**, there are both negatives and positives to this system, but the negatives seem to far outweigh the positives.
- 5 In my ~~point of~~ **view**, education is a vital part of every child's life.

8 Writing Task 2 – Checking and correcting

1 Developing your ideas clearly

1.2

- 1 The writer uses these words to avoid repetition. They refer back to:

1 the internet	6 progress/the ability to keep in touch
2 benefits	7 some users
3 the internet	8 some users
4 companies	9 some users
5 my cousins	10 risks
- 2 a First
b However
c In addition
d For example

3

(Possible plan)

Introduction:

agree with both points

Ideas for:

benefits of the internet
businesses use the internet every day – they can't meet customers' needs without it
in our personal lives it helps us keep in touch – e.g. my cousins backpacking

Ideas against:

the other side of the coin
it's too convenient – we can't escape work
social networking sites can make us anti-social (ironic)
feeling connected may be an illusion – it's virtual not real

Conclusion

my opinion – I agree
we can help with education
benefits outweigh drawbacks: disabled people isolated at home

2 Grammatical Accuracy

2.1

- 1 ~~wich~~ – which; ~~Nowdays~~ – Nowadays; ~~thier~~ – their; ~~belive~~ – believe
- 2 there are many who ~~is~~ **are** concerned; the Internet ~~has~~ brought; to ever ~~escaping~~ **escape**; can be ~~minimise~~ **minimised**; As far as I'm ~~concern~~ **concerned**
- 3 Progress comes at a price (You could cut either one: However, I do think that some people can find it quite addictive and there are many who are concerned about ... / However, there is always another side to the coin)

2.3

- 1 According to the survey, the population will grow more and more. It is predicted that by 2050 the population will have increased by 30%.
- 2 Many famous film stars are American.
- 3 My conclusion, therefore, is that teaching children to be good members of society is the job of both parents and the school.
- 4 The pie chart gives us information about the causes of land degradation worldwide.
- 5 Many children spend hours playing video games, which can lead to health problems.
- 6 However, we can see that the rate of both national and international calls increased from 1995 to 2010.
- 7 Nowadays, in many universities around the world, university students can study any subject they like.

3 Assessing your language

3.2

A = band 8 B = band 4 C = band 6

Speaking skills

1 The Speaking Test – Part 1

1 Getting ready to speak

1.1

- 1 full name
- 2 shall I call you
- 3 where you're from
- 4 identification
- 5 some questions about yourself
- 6 where you live

1.2

some form of identification (e.g. a passport)

1.3

- 1 friendly, calm, confident
- 2 B She makes good eye contact with the examiner.
C Her body language shows she is listening carefully.

1.4

Only E should be ticked.

A & B You should not chew gum – it can be seen as impolite and the examiner will have trouble hearing you. You should not take any food or drink into the exam room.

C & D You are not allowed to take a mobile phone into the exam room.

E You do not need to dress very formally for the exam.

F The examiner cannot tell you your score, and you should not ask.

G Shrugging your shoulders instead of speaking can appear rude and shows a lack of language. Always use words to answer a question, even if it is to say 'I'm sorry, I'm not sure what you mean.'

H You are not allowed to leave the room during the test.

2 Part 1 – talking about familiar topics

2.2

If you give only a short answer and do not answer fully.

2.3

C (by including reasons for his opinions)

3 Using the right tense – Grammatical Range and Accuracy

3.1

- 1 of writing do you do, for example letters, emails, reports or essays?
- 2 writing with a pen or using a computer?
- 3 more now or less than you did a few years ago?
- 4 write stories or poems?
- 5 music. How often do you listen to music?

3.2

- 1 simple present (*I usually / generally, etc.*)
- 2 simple present
- 3 simple present and simple past, present continuous
- 4 simple present
- 5 simple present

Saida only uses the simple present and repeats *I prefer to* rather than showing a range.

3.3

- 1 correct
- 2 If you send a letter ~~by~~ yourself, it means you ~~are~~ **very** really appreciate this person / you are very appreciative of this person. (Saida may mean: *If you write a letter by hand ...*)
- 3 correct
- 4 I think less, because technology nowadays ~~are~~ **really** go fast is really developing quickly.
- 5 Not ~~actually~~ really.
- 6 correct

3.6

- 1 Yes, I do / Not really
- 2 No, I didn't / Not really / Yes, I did
- 3 Yes, I would / No, I wouldn't / Not really
- 4 Not really / Yes, I do / No, I don't
- 5 No, I haven't / Yes, I have / Not really

3.7

- He answers the question (*almost every day*) then expands on it by giving more detail: *I used to listen for one hour at least.*
Mistakes
1 tense: *used to* is used to talk about past habits.
2 word order: he should say *I usually listen to music for at least one hour.*
- He explains why by explaining how it makes him feel.
Mistakes
1 verb agreement: he should say *it relaxes me / it makes me feel*
2 he needs to connect his ideas so the words are not a list: *it makes me feel at ease (and more) comfortable*
- He answers by saying which he prefers and why.
Mistakes
1 it would be more natural to say: *you can find the song you are looking for much faster*
2 tense: *that existed in the world* – should be the present tense: *that exists*
- He answers (*No*) and then explains about how his tastes have changed and comments on this fact.
Mistakes
He uses a good range of tenses accurately here: *When I was younger I loved ... Now I have changed my mind and I prefer ... It's completely different, I know.*
- He talks about two instruments he learned as a child and an instrument he would like to play and also comments on that.
Mistakes
He uses a variety of tenses accurately: *When I was a child ... I used to play ... I studied ... I would like to play. I think it will be ...*
The only mistake is: *I studied two years drums.* He should say: *I studied the drums for two years.*

2 Part 2 – Giving a talk

1 Understanding the task

1.1

- one or two minutes – **but** you should try to talk for at least two minutes
- one minute
- No, the examiner will give it to you.
- no
- The examiner will tell you when to stop.

1.3

- 1 Why 2 (The) Result 3 felt

1.4

Who – my friend
Why – he wanted to get a girlfriend
How – gave him advice
Result – they are now a couple
How I felt – good, useful, helpful

1.5

one minute and 40 seconds

He could have

- added more about his friend (to describe him).
- described the girlfriend and said if he knew her.
- explained more about the advice and help he gave.
- added more about his feelings.

1.6

He prompts her by asking 'Can you tell me any more about that?'.

1.7 tailieutienganh.net | IELTS materials

- As I said earlier ...
- At the beginning I mentioned / said / described ...
- I don't think I've mentioned / described / said ...
- Now, what else can I say?
- I'd just like to add something about ...
- One thing I forgot to mention ...

1.8

She didn't mention how she felt about helping this person.

1.9

- Do you like helping other people?
- So, do your friends help you when you have a problem?

1.10

- Sanem keeps talking by giving examples (*like charities / old people*) and explaining why (*because they always need help*).
- Emanuele keeps talking by giving an explanation (*it's important to have someone to help you ...*) and specific examples (*for example, when I was worried ... [about] university, the same friend ... helped me and gave me some advice ...*).

2 Improving Fluency and Coherence

2.1

- She begins by repeating the examiner's question and stating who she has decided to talk about.
- You asked me to describe a time when I helped someone. To that aim, I've chosen to talk about Aniseto.
- She uses the different points in the question to organise her talk and link her ideas and signal a change in topic. E.g.
Why I wanted to do that ...
How I helped this person ...
What was the result ...

2.2

- | | | | |
|-----|-----|-----|-----|
| 1 H | 3 D | 5 B | 7 E |
| 2 A | 4 C | 6 G | 8 F |

2.4

She uses a good variety.

2.5

- | | |
|--|---|
| B I helped him . | E it wasn't just for him , it was also for me . |
| C I could help him a little. | F it wasn't a good thing. |
| D he couldn't speak English at all. | G he was very friendly. |

2.6

- 1 She only uses simple connectors: *so, and, because*.
- 2 She could have improved her score by using a variety of connectors. Some other connectors she could have used are: *I also had to ..., as well as that ..., because of that ..., and as a result ..., consequently ...*.
- 3 Yes, she says *for her* and *me, she*, etc.
- 4 She is quite hesitant and says *er ...* a lot.

3 Organising your notes and your talk

3.3

(Suggested ideas)

My brother

- I've decided to talk about my older brother. I've known him all of my life. He's 36 years old and he's a lawyer. Unfortunately, he lives in America so I don't see him very often.
- I chose him because, when he was young, he had a lot of problems at school because he had a lot of learning difficulties. But, it was always his dream to be a lawyer and he didn't let his learning difficulties get in his way. He failed his exams many times but he kept trying and he finally succeeded.
- I think he has influenced my life by teaching me to keep going. He also taught me that it's important to have a clear goal and to never give up. Last year, I failed an important test at school and I was very disappointed. But I thought of my brother and I decided not to give up, so I'm going to try again soon.
- When I think of my brother, I feel really grateful that I have him in my life. I also feel a lot of admiration for him and I'm very proud of what he has achieved.

My grandmother

- I've decided to talk about my grandmother. I've known her all of my life and she's an amazing person.
- I chose her because, when I was young, she looked after me a lot when my parents were busy at work. So I have a lot of strong memories of her when I was growing up.
- I think she has influenced my life by being such a calm person. She also taught me how to read and write. And I think it's because of her that I work so hard now. She also taught me a lot about my culture. For example, she taught me how to cook some traditional dishes from my country.
- When I think of my grandmother, I feel very happy. I love her very much and I feel a lot of respect and admiration for her. But I also sometimes feel worried about her because she is quite old now and still lives alone.

3 Part 3 – Talking about abstract topics

1 Talking about abstract topics

1.1

- 1 a time when you helped someone
- 2 discuss with you
- 3 general questions related to this
- 4 helping neighbours/neighbors

1.2

- A Can you tell me some of the practical things that people can do to help their neighbours/neighbors?
- B Why should neighbours/neighbors help each other?
- C Do you think that people in small towns help each other more than people in cities?
- D So why don't they do the same in cities?
- E Let's go on and think about attitudes towards helping other people. Some people don't want to help other people – why do you think that is?
- F Do you think that the governments have a responsibility to help people?
- G But doesn't that sometimes mean that people think it's only the government's responsibility?
- H So, Emanuele, do you think that some people deserve more help than others?

1.3

- | | | | |
|-----|-----|-----|-----|
| A 4 | C 7 | E 8 | G 6 |
| B 3 | D 5 | F 1 | H 2 |

1.5

- | | | |
|---------|-----|-----|
| 1 B | 3 A | 5 C |
| 2 E / D | 4 F | 6 E |

1.6

- | | | | |
|-----|---------|-----|---------|
| 1 A | 3 E / B | 5 A | 7 A / B |
| 2 F | 4 B | 6 A | 8 A / D |

2 Agreeing and disagreeing

2.1

Strongly disagree	Disagree to some extent	Neither agree nor disagree	Agree to some extent	Strongly agree
Oh no, not at all. I completely disagree.	I think I would probably have to say no. I can see your point, but ...	Well, I think there are valid points for both. Actually, I think it depends on the situation (etc.) It seems to me that there are two sides to consider.	To a certain extent, yes.	I totally agree with that. Yes, I think that's absolutely right.

3 Improving your Lexical Resource score

3.1

- 1 C 2 E 3 A 4 B 5 F 6 D

3.2

- A My boss was a bit of a slave driver.
- B My sister and I are like two peas in a pod.
- C You can't judge a book by its cover.
- D I felt as though I didn't have a care in the world.

E Actions speak louder than words.

F I couldn't keep a straight face.

3.3

basic vocabulary	higher-level vocabulary
holiday	it depends on
help	experience
small	attitude
children	base (something) on
bad	create the structure
house	personal responsibility
	act in the right way
	allow people to
	everybody deserves
	more or less

3.4

He has a wide range of vocabulary and uses higher-level vocabulary. There are some inaccuracies that prevent him from being awarded a higher score:

~~Take a look at~~ his house – take care of / look after
to ~~take up~~ a mindset – develop / create a mindset
mainly it's a ~~feature of a person~~ – private issue / our individual responsibility
but ~~by the way~~ you should always try to be helpful – anyway
/ in any case

4 Checking, correcting and assessing

1 Dealing with problems

1.1

1 D 2 A / D 3 C 4 C 5 C

1.2

1 B 2 A 3 C 4 C 5 C

1.3

A (It shows a lack of language. Keep talking and ask a question if you are not sure what to say.)

1.4

Extract 1: the examiner gives an example to help Emanuele.

Extract 2: the examiner rephrases the question.

1.5

- A I'm not really sure what you mean. / I'm sorry, could you repeat the question?
- B I'm sorry, could you repeat the question? / I'm not really sure what you mean.
- C Sorry, I meant to say ...
- D I've never really thought about that before. / I honestly have no idea.

2 Pronunciation, intonation and 'chunking'

2.1

- | | | |
|-----------|-----------|--------------|
| 1 it | 11 heart | 21 breeze |
| 2 look | 12 near | 22 defend |
| 3 fool | 13 chased | 23 bland |
| 4 bad | 14 cruel | 24 sort |
| 5 workman | 15 coin | 25 close (v) |
| 6 far | 16 could | 26 shave |
| 7 bird | 17 fair | 27 air |
| 8 sport | 18 bike | 28 vet |
| 9 uncle | 19 can't | |
| 10 stars | 20 day | |

2.4

/t/ based, laughed, chased, increased, hoped, washed

/d/ played, changed, arrived, learned, poured

/ɪd/ waited, acted, wanted, decided

2.7

Saida: She has problems with *th* /ð/, which she pronounces /z/.

Melanie: She pronounces *th* /ð/ as /d/ and pronounces *uncle* as *ankle*.

2.8

- | | | |
|----------|-------------|-----------|
| contact | depend | expert |
| respect | develop | difficult |
| equal | environment | expensive |
| practice | technique | |

2.10

Over the years I've interviewed hundreds of candidates for jobs at many different levels. The point of every job interview is to make sure a candidate has the skills necessary to do the work. Hiring the wrong person can be an expensive mistake. But, apart from references, how can you determine if the candidate actually knows what he says he knows? A very effective way to sort out the good candidates from the bad is by asking 'How did you do that?' and 'Why did you do that?' at appropriate stages in the interview.

2.11

The point of every job interview // is to make sure a candidate has the skills necessary to do the work. // Hiring the wrong person // can be an expensive mistake. But, // apart from references, // how can you determine if the candidate actually knows // what he says he knows? A very effective way to sort out the good candidates from the bad // is by asking // 'How did you do that?' // and // 'Why did you do that?' // at appropriate stages in the interview.

2.12

(Suggested answers)

Every day./I love music/yeah/I'm a fan of music/every type of music/especially rock music and classical music/and I like to search from the Internet, new groups,/new bands,/new type of genres./Yeah, every day.

2.13

- 1 No, she doesn't pause naturally between words or phrases and there are no examples of stress.
- 2 Her speech pattern is monotonous.

3 Assessing yourself and improving your score

3.2

- Fluency and Cohesion: try to improve her fluency so she hesitates less
- Lexical Resource: try to improve her accuracy
- Grammatical Range and Accuracy: try to use a wider range of grammatical structures
- Pronunciation: work on individual sounds

Practice Test 1

Listening Section 1

- 1 café
- 2 9/nine am/9/nine o'clock
- 3 5/five km/kilometres/kilometers
- 4 (a) bar(-)/code/(a) barcode/bar code
- 5 website/web site
- 6 1.50
- 7 M-A-U-G-H-A-N
- 8 01444 732900
- 9 guiding/guide
- 10 taking/take photos/photographs

Listening Section 2

- | | |
|--|--------------------------|
| 11 sharks | 16 fifty/50 minutes/mins |
| 12 old fishing village/Old Fishing Village | 17 museum |
| 13 shopping | 18 tourist office |
| 14 (water) fountain | 19 rain(-)wear/rainwear |
| 15 student card | 20 e(-)ticket/e ticket |

Listening Section 3

- | | |
|------|---------------------------------|
| 21 C | 27 (senior) management/managers |
| 22 A | 28 project request |
| 23 B | 29 meeting |
| 24 A | 30 conference call |
| 25 C | |
| 26 B | |

Listening Section 4

- | | |
|--------------------------|-------------------|
| 31 29,000 years | 36 china stone |
| 32 southern/south Europe | 37 cooling (down) |
| 33 water | 38 windows |
| 34 minerals | 39 volcanic ash |
| 35 white gold | 40 harbours |

Reading Passage 1

- 1 road (It was 1992. In England, workmen were building a new road ...)

- 2 conference (In 2002, ... the Dover Bronze-Age Boat Trust hosted a conference ... Many speakers came from overseas, and debate about cultural connections was renewed.)
- 3 proposals (Detailed proposals to reconstruct the boat were drawn up in 2004.)
- 4 launch (... an official launch of the project was held at an international seminar in France in 2007.)
- 5 exhibition (Meanwhile, the exhibition was being prepared ready for opening in July 2012 ...)
- 6 TRUE (The boat was not a wreck, but had been deliberately discarded, dismantled and broken. Perhaps it had been 'ritually killed' at the end of its life ...)
- 7 FALSE (With hindsight, it was significant that the boat was found and studied by mainstream archaeologists who naturally focused on its cultural context. At the time, ancient boats were often considered only from a narrower technological perspective, but news about the Dover boat reached a broad audience.)
- 8 FALSE (The possibility of returning to Dover to search for the boat's unexcavated northern end was explored, but practical and financial difficulties were insurmountable – and there was no guarantee that the timbers had survived the previous decade in the changed environment.)
- 9 NOT GIVEN (Archaeological evidence was beginning to suggest a Bronze-Age community straddling the Channel, brought together by the sea, rather than separated by it.) (Although the text implies that trade existed at the time across the Channel, there is nothing in the text to say what this particular boat was used for.)
- 10 six/6 metres/meters/m (At the base of a deep shaft six metres below the modern streets a wooden structure was revealed.)
- 11 (pads of) moss (The seams had been made watertight by pads of moss, fixed by wedges and yew stitches.)
- 12 (the) hull (shape) (In 2012, however, the hull shape was at the centre of the work, ...)
- 13 cost and time/cost time/time cost (both needed for a mark) (It was decided to make the replica half-scale for reasons of cost and time, ...)

Reading Passage 2

- 14 E (In total, there were responses from staff at 154 airports and 68% of these answered 'yes' to the question: Does your airport own and have meetings facilities available for hire?)
- 15 B (Some of the more obvious solutions to growing commercial revenues, such as extending the merchandising space or expanding the variety of shopping opportunities, have already been tried to their limit at many airports.)
- 16 G (Average revenue per airport was just \$12,959. Meeting facilities are effectively a non-aeronautical source of airport revenue. Only 1% of respondents generated more than 20% non-aeronautical revenue from their meetings facilities; none generated more than 40%.)
- 17 A (Meanwhile, the pressures to control the level of aeronautical revenues are as strong as ever due to the poor financial health of many airlines and the rapid rise of the low-cost carrier sector.)
- 18 C (Within this context, Jarach (2001) discusses how dedicated meetings facilities located within the terminal and managed directly by the airport operator may be regarded as an expansion

of the concept of airline lounges or as a way to reconvert abandoned or underused areas of terminal buildings.)

- 19 security procedures (... new security procedures that have had an impact on the dwell time of passengers.)
- 20 final destination (At this stage of facilities provision, the airport also has the possibility of taking on the role of the final destination rather than merely a facilitator of access.)
- 21 airlines (When an airport location can be promoted as a business venue, this may increase the overall appeal of the airport and help it become more competitive in both attracting and retaining airlines and their passengers.)
- 22 competitive advantage (... but clearly this will be dependent on the competitive advantage that the airport is able to achieve in comparison with other venues.)
- 23 economic downturn/climate (These are fairly high proportions considering the recent economic climate. Also: Moreover, the global economic downturn has caused a reduction in passenger numbers while those that are travelling generally have less money to spend.)
- 24 five years (In addition, 28% of respondents that did not have meeting facilities stated that they were likely to invest in them during the next five years.)
- 25 local (people) (Their findings show that meeting facilities provided by the majority of respondents tend to serve local versus non-local or foreign needs. 63% of respondents estimated that over 60% of users are from the local area.)
- 26 flights (16% of respondents estimated that none of the users of their meeting facilities use flights ...)

Reading Passage 3

- 27 C (Is Photography Art? This may seem a pointless question today ... But in the decades following the discovery of photography, this question reflected the search for ways to fit the mechanical medium into the traditional schemes of artistic expression.)
- 28 D (In both countries, public interest in this topic was a reflection of the belief that national stature and achievement in the arts were related.)
- 29 D (Many portrait painters ... who realized that photography represented the 'handwriting on the wall' became involved with daguerreotyping or paper photography in an effort to save their careers) (The phrase 'writing on the wall' or 'handwriting on the wall' means that there are clear signs that something will fail or no longer exist.)
- 30 A (These writers reflected the opposition of a section of the cultural elite in England and France to the 'cheapening of art' which the growing acceptance and purchase of camera pictures by the middle class represented ... This appeal to the middle class convinced the elite that photographs would foster a desire for realism instead of idealism ...)
- 31 E (From the maze of conflicting statements and heated articles on the subject ...)
- 32 G (The simplest, entertained by many painters and a section of the public, was that photographs should not be considered 'art' because they were made with a mechanical device and by physical and chemical phenomena instead of by human hand and spirit; to some, camera images seemed to have more in common with fabric produced by machinery in a mill than with handmade creations fired by inspiration.)

- 33 A (The second widely held view, ... was that photographs would be useful to art but should not be considered equal in creativeness to drawing and painting.)
- 34 C (Lastly, ... a fair number of individuals realized that camera images were or could be as significant as handmade works of art and that they might have a positive influence on the arts and on culture in general.)
- 35 B (... Lacan and Francis Wey. The latter, ... suggested that they would lead to greater naturalness in the graphic depiction of anatomy, clothing, likeness, expression, and landscape.)
- 36 E (... a more stringent viewpoint led critic Philip Gilbert Hamerton to dismiss camera images as 'narrow in range, emphatic in assertion, telling one truth for ten falsehoods'.)
- 37 A (Still other painters, the most prominent among them the French painter, Jean-Auguste-Dominique Ingres, began almost immediately to use photography to make a record of their own output ...)
- 38 D (Delacroix's enthusiasm for the medium can be sensed in a journal entry noting that if photographs were used as they should be, an artist might 'raise himself to heights that we do not yet know'.)
- 39 A (... Jean-Auguste-Dominique Ingres, began almost immediately to use photography to ... provide ... source material for poses and backgrounds ...)
- 40 C (Baudelaire regarded photography as 'a very humble servant of art and science'; a medium largely unable to transcend 'external reality'. For this critic, photography was linked with 'the great industrial madness' of the time ...)

Writing Task 1

Sample answer

The chart examines the levels of donation among people of different ages in Britain.

Overall, a greater percentage of British people gave money to charity in 1990 than in 2010. However, across the two years, the pattern differs before and after the age of 50.

In 1990, 42% of the 36–50 age-group made charitable donations, and this figure is the highest on the chart. The 18–25s contributed the least at only 17%. By 2010, these figures had fallen significantly to 35% and 7% respectively. The level of donations from the 26–35 age-group also experienced a decrease in 2010 from 31% to 24%.

While donations up to the age of 50 declined across the two years, they rose among the 51–65 age-group from 35% to nearly 40%, which was the highest percentage for 2010. The figure for the over 65s was lower than this, at 35%, but it was still a little higher than the 1990 figure of 32%.

(157 words)

Writing Task 2

Sample answer

For most people, when they get their first job they have little idea whether or not they will remain in the same organisation throughout their working life. If they decide to change, they need to consider how this will impact on their career overall.

People who stay with the same organisation have the advantage of thoroughly understanding how it works and

also becoming familiar with the staff and processes. If they work hard, their promotion prospects are good and there is likely to be greater job security, with the promise of a good pension when they retire. Employers value loyalty and may offer additional incentives to long-term employees, including bonuses and reward schemes.

However, one of the drawbacks of staying with the same organisation is that the person may get stuck doing the same job year after year. In some cases, this can lead to boredom and disillusionment. Moving from one organisation to another can be a strategic decision in order to have variety and acquire a range of skills and experience. A friend of my father started out as a sociology teacher, he then joined the Social Services and is currently managing a care home in Western Australia. This has made him incredibly knowledgeable in a range of related fields and, in my view, has provided him with a much more interesting working life.

Although there are benefits to working for one organisation, I feel that it is also valuable for an employee to be able to offer a wide range of experience having worked for different companies. As long as it is planned carefully, I feel that change is good and will ultimately benefit the employee and the employer. (281 words)

Practice Test 2

Listening Section 1

- | | |
|-----------------------------------|------------------|
| 1 3000/3,000/three thousand words | 6 post |
| 2 surprise/surprising ending | 7 famous authors |
| 3 16/sixteen | 8 online |
| 4 August | 9 public |
| 5 COMP4SS/comp4ss | 10 Spain |

Listening Section 2

- | | |
|--------------------------------------|-----------------------|
| 11 world of water/World of Water | 15 (a) birthday party |
| 12 (the) splash ride | 16 (the) government |
| 13 (at) noon/midday/12 o'clock/12 pm | 17 (the/a) quiz |
| 14 feed (the) sharks | 18 E |
| | 19 C |
| | 20 B |

Listening Section 3

- | | |
|------------------------------|-------------|
| 21&22 IN EITHER ORDER
D B | 26 seminars |
| 23 mathematics/math(s) | 27 A |
| 24 theory/theoretical | 28 B |
| 25 jet engines | 29 C |
| | 30 C |

Listening Section 4

- | | |
|------------------|-------------------------|
| 31 supportive | 36 tone |
| 32 pay attention | 37 (a) silence/silences |
| 33 next steps | 38 weak verbs |
| 34 consistent | 39 repeat it |
| 35 graphics | 40 predicting |

Reading Passage 1

- | | |
|--------------------------|--------------------|
| 1 (retro)nasal smell | 8 (air) molecules |
| 2 umami | 9 flavors/flavours |
| 3 toxins | 10 memories |
| 4 internal scents/smells | 11 prey |
| 5 disciplines | 12 chocolate |
| 6 spatial map | 13 appetites |
| 7 social life | |

Reading Passage 2

- | | | |
|---------|-------|------------------------|
| 14 v | 19 iv | 23 C |
| 15 ii | 20 C | 24 on(-)board computer |
| 16 viii | 21 B | 25 ultrasound signals |
| 17 vii | 22 A | 26 touch(-)screen |
| 18 i | | |

Reading Passage 3

- | | |
|-----------------------|---|
| 27 NOT GIVEN | 34 a/the door |
| 28 NO | 35 identification |
| 29 NO | 36 (the/some) valuables |
| 30 YES | 37&38 IN EITHER ORDER
A C |
| 31 NO | 39&40 IN EITHER ORDER
B E |
| 32 visual disturbance | |
| 33 (some) directions | |

Writing Task 1

Sample answer

The data provides information on average temperatures and annual hours of sunshine in London, New York and Sydney.

The temperature patterns for London and New York are similar, although New York has warmer summers and colder winters. In both cities, peaks occur in July/August, at 23° in London and 29° in New York. In contrast, Sydney's hottest weather is in December/January when temperatures average 25°. During this period, New York's temperatures dip to an average of around 5°, compared with 8° in London. On the other hand, Sydney's lowest average temperatures in July are just over 15°.

As far as hours of sunshine are concerned, New York and Sydney have similar averages of 2,535 and 2,473 hours respectively. London, however, has a much lower average of 1,180 hours.

Clearly, London is the coldest city and has the fewest hours of sunshine. New York has the hottest summers, but Sydney enjoys the warmest overall climate.

(156 words)

Writing Task 2

Sample answer

Over the past 50 years, people have become used to the idea that they will probably live longer than their grandparents did. However, a longer life is only desirable if you can look after yourself and be independent, otherwise there can be disadvantages for everyone.

If you walk into a hospital in my country, you are likely to see a lot more elderly people than you did in the past. In fact, this is causing significant problems as there is a shortage of beds. Medical treatment is keeping the elderly alive, but at what cost to others?

On top of this, one of the biggest medical problems these days is dementia. Even if old people are still fit, they may not be able to look after themselves. They may have to live with their children or be cared for in a home, which can be expensive. Elderly people do not like to be a burden, but their children can feel obliged to care for them.

Obviously, not all old people become ill. Those who remain healthy can enjoy a happy old age as long as they have saved enough money. People are much more active in their sixties and seventies than they used to be and this can only be a good thing. They have time to enjoy their retirement and do a range of activities that they could not do when they were at work. They can also help look after their grandchildren, which is a great benefit for working parents.

To sum up, I believe that we should aim to keep people as healthy as possible so that they can enjoy their old age without having to rely on others. A longer life expectancy is obviously advantageous, but no one wants to live to be 100 if they only cause problems for their family and society.

(308 words)

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Practice Test 3

Listening Section 1

- | | |
|-------------------------------|---------------------|
| 1 S-Y-M-O-N-D-S/S-y-m-o-n-d-s | 6 (go/do) jogging |
| 2 1996 | 7 bad ankle |
| 3 full(-)time | 8 fitness level |
| 4 swimming | 9 charity worker |
| 5 monthly | 10 (on) (the) radio |

Listening Section 2

- | | | |
|------|----------------|--------------------------|
| 11 C | 15 C | 19 lounge |
| 12 B | 16 E | 20 speeches/
speakers |
| 13 A | 17 A | |
| 14 B | 18 ring a bell | |

Listening Section 3

- | | |
|-----------------|-----------------------|
| 21 pine forests | 26 (the) introduction |
| 22 water | 27 (the) council |
| 23 print | 28 (some) data |
| 24 sort | 29 first draft |
| 25 remove ink | 30 (their/the) tutor |

Listening Section 4

- | | |
|--------------------|-------------------|
| 31 protection | 36 cap |
| 32 flexible | 37 oil |
| 33 elephants | 38 active |
| 34 100 000/100,000 | 39 skin |
| 35 products | 40 blue(-)berries |

Reading Passage 1

- | | |
|-------------|-----------------|
| 1 FALSE | 8 A |
| 2 FALSE | 9 E |
| 3 NOT GIVEN | 10 scouts |
| 4 TRUE | 11 waggle dance |
| 5 NOT GIVEN | 12 volume |
| 6 TRUE | 13 democratic |
| 7 C | |

Reading Passage 2

- | | |
|-------------------|------------------------------|
| 14 iv | 21 column(s) |
| 15 viii | 22 concrete |
| 16 ii | 23 structural revolution |
| 17 vi | 24 (non-pressurized) boilers |
| 18 iii | 25 power shortages |
| 19 factory | 26 climate control |
| 20 flooring/floor | |

Reading Passage 3

- | | |
|---------------------------------------|--------------------|
| 27 YES | 34 turn-taking |
| 28 YES | 35 interruptions |
| 29 NO | 36 belong |
| 30 NOT GIVEN | 37 distress levels |
| 31 NOT GIVEN | 38 rejection |
| 32 NO | 39 agreement |
| 33 (their) behavio(u)r/
activities | 40 content |

Writing Task 1

Sample answer

The diagrams show West Park School at three different stages in its development: 1950, 1980 and 2010.

In 1950, the school was built close to a main road and next to a number of houses. A large area behind the school was turned into a playground, while the area behind the houses was farmland.

By 1980, the houses had been demolished in order to make way for a small car park and an additional school building, which became the science block. In addition to the existing playground, the school also gained the farmland and converted it into a sports field.

In 2010, the school building remained unchanged but the car park was extended to cover the entire sports field. As a result of this, the original playground was divided into two so that it provided a smaller playground and a small sports field.

During this period, the school has increased in size and a car park has been created and enlarged. The combined recreational areas, however, first expanded and were then reduced in size.

(174 words)

Writing Task 2

Sample answer

Most people would agree that car ownership has increased in recent years and is causing a range of problems, particularly in built-up areas. I think there are a number of ways that governments can aim to deal with this.

Many big cities in the world have traffic problems but these problems vary. For example, it is reasonably easy to drive around my city after 10 am and before 5 pm. However, outside these hours, you have to allow double the usual time to reach your destination. In some other cities, traffic is congested at all times, and there is the continual sound of car horns as people try to get wherever they want to go.

One of the best approaches governments can take in busy cities is to encourage the use of public transport. This means the transport facilities have to be well run and people must be able to afford them. Buses, trams and trains are good ways of getting around, and if they are cheap and reliable, people will use them.

Another approach is to discourage people from actually entering the city by building car parks and shopping centres on the outskirts. Many cities around the world do this quite successfully and offer passengers bus transport into the centre, if they need it.

At peak travel periods, governments can also run campaigns to encourage people to be less dependent on their cars. Apparently, a lot of car trips involve very short journeys to, say, the supermarket or local school. These are often unnecessary, but we automatically get in our cars without thinking.

Clearly we all have a responsibility to look after our cities. Governments can do a lot to improve the situation and part of what they do should involve encouraging individuals to consider alternatives to driving.

(299 words)

Practice Test 4

Listening Section 1

- | | |
|---------------------|-----------------|
| 1 7.30/seven thirty | 6 55/fifty-five |
| 2 pencils | 7 beginners |
| 3 top | 8 Kahui |
| 4 August | 9 battery |
| 5 instructions | 10 show |

Listening Section 2

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

Listening Section 3

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

Listening Section 4

- | | |
|-------------|-------------|
| 31 food | 36 shark |
| 32 hero | 37 teeth |
| 33 feathers | 38 messages |
| 34 shells | 39 meeting |
| 35 diamond | 40 escape |

Reading Passage 1

- | | |
|-------------|-------------|
| 1 FALSE | 8 NOT GIVEN |
| 2 FALSE | 9 A |
| 3 TRUE | 10 B |
| 4 TRUE | 11 C |
| 5 NOT GIVEN | 12 C |
| 6 FALSE | 13 A |
| 7 NOT GIVEN | |

Reading Passage 2

- | | |
|----------------------------|------------------|
| 14 NOT GIVEN | 21 Communication |
| 15 YES | 22 C |
| 16 NO | 23 F |
| 17 NOT GIVEN | 24 H |
| 18 fertiliser / fertilizer | 25 A |
| 19 lasers | 26 D |
| 20 cereals | |

Reading Passage 3

- | | |
|------|---------------------------|
| 27 E | 33&34 IN EITHER ORDER C D |
| 28 D | 35&36 IN EITHER ORDER B C |
| 29 C | 37 generation |
| 30 E | 38 citizen |
| 31 A | 39 abstract |
| 32 B | 40 music |

Writing Task 1

Sample answer

This bar chart illustrates the performance of Southland's primary exports in 2000 and 2013. It also indicates future projections for 2025. According to the data, it seems likely that international tourism will become the dominant industry, although dairy exports will remain strong. In 2000, we can see that tourism was the greatest exports earner of the three industries, with revenue standing at just over £8 billion. This figure has increased slightly, so that now, in 2013, it has reached almost £9 billion. It is estimated that international tourism will continue to grow, so that by 2025, it will be earning around £10 billion for the country. In 2000, dairy exports were worth around £7 billion, but since then there has been a dramatic increase, and sales for this year are approximately £10 billion. Experts are predicting that exports in this area may fall slightly, so a figure of £9.5 billion is expected for 2025. Meat products are the third key industry in Southland, but sales have dropped since 2000 and now stand at £5.5 billion. It is expected that sales will continue to decrease in the future.

(187 words)

Writing Task 2

Sample answer

The growth of the fast food industry has, without doubt, impacted on the eating habits and the health of many societies around the world. Diabetes, high cholesterol, heart and respiratory problems are all on the rise due to fatty and sugar-rich food*. However, the question is whether higher tax would improve this situation or not.

From an economic point of view, higher tax might seem sensible. In countries such as the USA, Australia and Britain*, the healthcare system spends a large part of its budget on people with diet-related health problems. It could be argued that these people have caused their own illnesses because of their choice of food. In this case, why should they expect the state to pay for their treatment? The tax could help fund the healthcare system.

However, we also need to consider which socio-economic group consumes fast food as the main part of their diet. Statistics indicate* that lower income groups eat more of this food than wealthier people. One possible reason for this is that fast food is far cheaper than fresh produce. This is because many governments offer large subsidies to farmers who provide products for the fast food industry, such as corn, wheat and beef. Fruit and vegetables, on the other hand, are not subsidised. Research suggests* that many families simply cannot afford to buy healthy food or pay higher taxes on fast food. For them, fast food is not a choice but a necessity.

In conclusion, imposing a higher tax on fast food does not seem to be the answer. If the government chose to do this, it would only lead to greater poverty and families facing further hardship. (278 words)

Practice Test 5

Listening Section 1

- | | |
|---|----------------|
| 1 white | 6 airport |
| 2 office | 7 taxi |
| 3 camera | 8 Docherty |
| 4 umbrella | 9 River |
| 5 13th May/13 May/
thirteenth May/May 13/
May 13th/May thirteenth | 10 07979605437 |

Listening Section 2

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

Listening Section 3

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

Listening Section 4

- 31 migration
32 eyes
33 lizard
34 trade
35 survival
36 political
37-38 **IN EITHER ORDER** ships; horses
39-40 **IN EITHER ORDER** industry; tourism

Reading Passage 1

- 1 vi 2 x 3 ii 4 ix 5 iv 6 i 7 vii
8 North America 9 (super-hot) fires 10 (stored) carbon
11 winds 12 Drought 13 beetle

Reading Passage 2

- | | |
|--------------------------|--------------|
| 14 skin/skin samples | 21 blood |
| 15 noise/noise pollution | 22 NOT GIVEN |
| 16 (around) Tasmania | 23 TRUE |
| 17 sperm/sperm whale(s) | 24 NOT GIVEN |
| 18 sound waves | 25 TRUE |
| 19 nutrients | 26 FALSE |
| 20 microbubbles | |

Reading Passage 3

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

Writing Task 1

Sample answer

The two pie charts compare the percentages of online sales across different retail sectors in New Zealand in the years 2003 and 2013. For three of the sectors, it is evident that over this time frame there was significant change in their proportion of online transactions.

At 36% we can see that the travel sector accounted for the majority of online sales in 2003, but this percentage had dropped to 29% by 2013. Across the same ten-year period, as an increasing number of people chose to purchase films and music online, we can see that transactions went from just 21% to 33%, making it the retail sector with the highest overall share of the online market.

In 2003, the clothing industry boasted an impressive 24% of total online sales in New Zealand. However, by 2013, the figure had fallen considerably to 16%. Interestingly, online sales of books eventually overtook sales of clothes, although books still represented only 22% of the market.

(162 words)

Writing Task 2

Sample answer

In recent years, advances in technology have allowed governments, the police and privately owned companies to keep the public under constant surveillance. In many major cities and towns, security cameras are recording the movements of ordinary citizens. Whenever a cellphone is used, the call is logged, so the service provider knows exactly when and where the user made the call. Invisible satellites orbit the Earth, watching us whether we like it or not. Is this, however, a development we should welcome?

Certainly there are benefits. In areas where there is a high crime rate, the use of security cameras may act as a deterrent to criminals: if they can see a camera, they may think twice about breaking into a building or stealing a car. If a crime is carried out, then a camera may provide useful evidence. The same is true for a cellphone; the police sometimes rely on call logs to help them trace the whereabouts of suspects or victims.

On the other hand, there are a number of concerns. In countries where human rights are ignored, the use of security cameras or listening devices may be harmful to society. People should be able to hold meetings and express their opinions without their privacy being invaded. There is also a very different issue we should consider. Nowadays, many people upload personal information and photographs onto social networking sites; they often do not realise how easy it is for other people to view this information or for the site owners to use the data or photographs for their own financial gain.

It seems inevitable that there will be more and more ways to monitor society in the future. However, it is our responsibility to evaluate new technology and decide whether it will do more harm than good. Surely our freedom is more valuable than technological progress?

(307 words)

Practice Test 6

Listening Section 1

- | | |
|----------------|------------|
| 1 208 613 2978 | 6 fridge |
| 2 visiontech | 7 school |
| 3 doctor | 8 950/£950 |
| 4 garage | 9 quiet |
| 5 furniture | 10 friend |

Listening Section 2

- | | |
|-----------------------|------|
| 11 contact details | 16 C |
| 12 (an) emergency | 17 D |
| 13 radio | 18 F |
| 14 (spare/extra) keys | 19 G |
| 15 (window) locks | 20 E |

Listening Section 3

- | | |
|------|--------------------|
| 21 B | 26 C |
| 22 C | 27 (global) hunger |
| 23 B | 28 pollution |
| 24 A | 29 wood |
| 25 C | 30 grass(es) |

Listening Section 4

- | | |
|--------------|---------------------------|
| 31 marketing | 35&36 IN EITHER ORDER C E |
| 32 interests | 37&38 IN EITHER ORDER A D |
| 33 jobs | 39&40 IN EITHER ORDER A C |
| 34 health | |

Reading Passage 1

- | | |
|-----------|-----------------------------------|
| 1 vi | 8 economy |
| 2 vii | 9 guidelines |
| 3 i | 10 language |
| 4 iv | 11 equipment/resources |
| 5 viii | 12 Master's degree/Masters degree |
| 6 ii | 13 respect/status |
| 7 science | |

Reading Passage 2

- | | |
|------|---------------------------|
| 14 F | 19&20 A/C |
| 15 E | 21&22 IN EITHER ORDER A D |
| 16 A | 23 TRUE |
| 17 E | 24 NOT GIVEN |
| 18 B | 25 NOT GIVEN |
| | 26 FALSE |

Reading Passage 3

- | | | |
|------|------------------|------------------|
| 27 D | 32 C | 37 conversations |
| 28 B | 33 D | 38 Internet |
| 29 A | 34 A | 39 cities |
| 30 C | 35 workplace | 40 A |
| 31 B | 36 acquaintances | |

Writing Task 1

Sample answer

This graph illustrates how crime rates altered in Newport inner city during the period 2003–2012. We can see immediately that the greatest change occurred in the number of burglaries, while incidents of theft remained low but steady.

In 2003, we can see that burglary was the most common crime, with approximately 3,400 reported cases. The figure rose to around 3,700 in 2004, but then there was a downward trend until 2008. At this point the figure stood at just over 1,000 incidents. This rose slightly in 2009, then continued to fluctuate for the remaining period.

In 2003, the number of cars being stolen stood at around 2,800 and followed a similar trend to burglary until 2006. At this point the number rose, standing at around 2,200 in 2007. There was a marginal decrease in the following year, but from then on, the trend was generally upwards.

Finally, robbery has always been a fairly minor problem for Newport. The number of offences committed changed little over nine years. It is interesting to note that the figure of approximately 700 in 2003 is the same figure for 2012.

(187 words)

Writing Task 2

Sample answer

The pursuit of knowledge is a concept that is valued by most cultures. In the 21st century, we now have many more options regarding how and where to find that knowledge. If you are a French national, you can apply to do an economics degree in the USA, and likewise an American citizen can take a course in linguistics in France. Indeed, most universities across the world now have a good proportion of foreign students enrolled in their programmes.

Certainly, there are numerous advantages of studying in a different country. Many students choose to do this because they know that a particular university, for instance Stanford Business School, has an excellent reputation. Graduating from here, they believe, will increase their chances of securing a decent position in a company back home. Students studying abroad also have the opportunity to form friendships with people of various nationalities: in time, these may develop into useful professional networks. Furthermore, living far from family and friends can enable young people to become more independent and self-sufficient.

Unfortunately, the experience of studying abroad is not always a positive one. Research suggests that a small percentage of young people struggle to adapt to their new environment and suffer from severe culture shock. The situation can become worse if the student is not mature enough to cope by themselves. Different approaches to teaching and learning may also come as an unwelcome surprise to some students.

In essence, the key to a good experience at a foreign university is an open mind. If a student is presented with this opportunity, they should certainly seize it.

(267 words)

Practice Test 7

Listening Section 1

- | | |
|----------------------------|---|
| 1 unfriendly | 7 S-H-A-D-F-O-R-T-H/
S-h-a-d-f-o-r-t-h |
| 2 noisy | 8 towel |
| 3 23.50/twenty-three fifty | 9 breakfast |
| 4 insects | 10 kitchen |
| 5 bathrooms | |
| 6 party | |

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Listening Section 2

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

Listening Section 3

- | | | |
|------|---------------|------------|
| 21 A | 25 A | 29 cost(s) |
| 22 B | 26 A | 30 time |
| 23 A | 27 background | |
| 24 B | 28 theory | |

Listening Section 4

- | | |
|----------------|------------------|
| 31 religion(s) | 36 education |
| 32 nature | 37 king |
| 33 flight | 38 entertainment |
| 34 stars | 39 opera |
| 35 practical | 40 electricity |

Reading Passage 1

- | | |
|-------------|------|
| 1 TRUE | 8 D |
| 2 FALSE | 9 B |
| 3 NOT GIVEN | 10 G |
| 4 NOT GIVEN | 11 C |
| 5 TRUE | 12 E |
| 6 FALSE | 13 F |
| 7 TRUE | |

Reading Passage 2

- | | |
|----------------------|------|
| 14 (the) hairs | 21 B |
| 15 (electric) charge | 22 C |
| 16 pores | 23 E |
| 17 water | 24 I |
| 18 concave | 25 F |
| 19 E | 26 H |
| 20 D | |

Reading Passage 3

- | | |
|--------|--------------------------|
| 27 i | 33 F |
| 28 x | 34 E |
| 29 ii | 35 C |
| 30 vii | 36 D |
| 31 iii | 37&38 (in any order) B E |
| 32 v | 39&40 (in any order) A E |

General Training Reading Section 1

- | | |
|-----|--------------|
| 1 E | 8 B |
| 2 B | 9 TRUE |
| 3 A | 10 NOT GIVEN |
| 4 F | 11 NOT GIVEN |
| 5 C | 12 TRUE |
| 6 A | 13 FALSE |
| 7 C | 14 FALSE |

General Training Reading Section 2

- | | |
|----------------|-------------------|
| 15 volunteers | 22 range |
| 16 consultants | 23 selection |
| 17 decisions | 24 details |
| 18 efficiency | 25 evaluation |
| 19 confidence | 26 implementation |
| 20 involvement | 27 lessons |
| 21 aim | |

General Training Reading Section 3

- | | |
|------|-------------------------|
| 28 C | 35 Treasury |
| 29 A | 36 (commemorative) coin |
| 30 C | 37 (ornamental) stars |
| 31 C | 38 (word) Britain |
| 32 A | 39 (red) ink |
| 33 A | 40 colour/color |
| 34 B | |

Practice Test 8

Listening Section 1

- 1 (simple) documents
- 2 keyboard
- 3 flowers
- 4 tools
- 5 Saturday
- 6 Mairead
- 7 Bridge
- 8 (the) 14(th)/fourteen(th) (of) May/May (the) 14(th)/fourteen(th)/14.(0)5/(0)5.14
- 9 park
- 10 newspaper

Listening Section 2

- | | |
|------|-----------------|
| 11 C | 16 films/movies |
| 12 B | 17 reports |
| 13 A | 18 region |
| 14 H | 19 job |
| 15 G | 20 housing |

Listening Section 3

- | | |
|------|--------------------------|
| 21 E | 26 D |
| 22 I | 27 A |
| 23 C | 28 aims/objectives/goals |
| 24 G | 29 staff |
| 25 B | 30 feedback |

Listening Section 4

- | | |
|-----------|-----------------|
| 31 hook | 36 intelligence |
| 32 string | 37 tail(s) |
| 33 danger | 38 energy |
| 34 rubber | 39 chemical |
| 35 light | 40 diet |

Reading Passage 1

- | | |
|---------------------|--------------|
| 1 seafaring | 9 TRUE |
| 2 merchant | 10 FALSE |
| 3 temple | 11 TRUE |
| 4 craftsmen | 12 TRUE |
| 5 timber/wood/cedar | 13 NOT GIVEN |
| 6 partnership | |
| 7 ivory | |
| 8 commission | |

Reading Passage 2

- | | |
|----------|-------------------------|
| 14 iv | 21 TRUE |
| 15 ii | 22 NOT GIVEN |
| 16 vii | 23 TRUE |
| 17 i | 24 vertical integration |
| 18 v | 25 movie moguls |
| 19 vi | 26 divestiture |
| 20 FALSE | |

Reading Passage 3

- | | |
|------------------|-------------|
| 27 D | 34 food |
| 28 C | 35 predator |
| 29 E | 36 E |
| 30 B | 37 H |
| 31 environmental | 38 B |
| 32 light | 39 B |
| 33 multi tasking | 40 A |

Writing Task 1

Sample answer

The number of rentals and sales in various formats of films, between 2002 and 2011 in a particular store has changed a lot. Sometimes it has been very low and sometimes very high. The number of rental since 2002 has been decreasing every year. Comparing the number of rentals in 2002 with 2011, it's possible noticing that in 2002 it was about 180,000 rentals against approximately 55,000 in 2011. In regarding the number of VHS sales, comparing the period between 2002 and 2005, it has happened as well. In 2002 the number of VHS sales was about 85,000 sales, against 65,000 in 2003, 40,000 in 2004 and about 10,000 sales in 2005. After that time, this store stopped to sale VHS. By another side, the number of DVD sales grewed up between 2002 and 2007, from approximately 45,000 in 2002, more than 100,000 in 2003, to more than 200,000 in 2007. However, since 2008, it has been going down slightly. In 2011 this number was less than 180,000.

The number of Blu-Ray sales has started since 2007 and it has growing up slowly. In 2007 it was nowhere near as significant as DVD sales but I guess it will grow up drastically in a few years.

Actually the number of DVD sales is still very higher than another products in that place.

(222 words)

Writing Task 2

Sample answer

Nowadays we are living in a society based on consuming. As a result, some people have problems in dealing with this budget and they get into debt by buying things they don't need and can't afford.

This kind of behavior is encountered quite often in our present days, mainly because of the possibility of buying goods in leasing. Hence, people buy most of the goods using the credit card without having a clear idea on how much money they possess or they owe.

Also, another cause for this behavior could be psychological. The advertisement and the subliminal messages one encounters in a regular day in a big city has an enormous impact on one's brain. The main problem is the lack of awareness of the serious effects that advertisement can have on people.

In order to prevent people from adopting this dangerous behavior, measures should be taken so as to raise awareness among people. Also, one must learn how to manage his budget in order to get a balance between necessitating and pleasure. Keeping a record on income and monthly spendings would be very helpful and would give to the consumer an overall image on how his budget should be spent.

All summed up, the chances of becoming a victim of the consumer's society are high nowadays due to the surrounding temptations but this problem could be easily avoid by being aware of this dangers and having a rational attitude when dealing with money.

(244 words)

General Training Reading Section 1

- | | |
|-----|--------------|
| 1 F | 8 FALSE |
| 2 C | 9 TRUE |
| 3 B | 10 TRUE |
| 4 A | 11 TRUE |
| 5 C | 12 FALSE |
| 6 F | 13 TRUE |
| 7 E | 14 NOT GIVEN |

General Training Reading Section 2

- | | |
|------------------|-----------------------------|
| 15 duties | 22 15 (days)/fifteen (days) |
| 16 objective | 23 demolition |
| 17 negotiate | 24 5 years/five years |
| 18 relevant | 25 hazards |
| 19 connection | 26 practical |
| 20 modest | 27 tuition |
| 21 supervisor(s) | |

General Training Reading Section 3

- | | |
|---------|-----------------------|
| 28 viii | 35 horses (galloping) |
| 29 vi | 36 swords |
| 30 iii | 37 conductor |
| 31 vii | 38 machinery |
| 32 i | 39 miners |
| 33 x | 40 poverty |
| 34 iv | |