

BARRON'S

STUDENTS' #1 CHOICE

IELTS

**INTERNATIONAL ENGLISH
LANGUAGE TESTING SYSTEM**

Dr. Lin Lougheed, Ed.D.

**Covers All Four Modules for
Both the Academic and
General Training Exams**

Four Full-length Practice Exams

**All Questions Answered and
Explained**

**Plus Valuable Practice and
Review**



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BARRON'S

IELTS

(INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM)

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This One



XPCP-0C3-JFC8



4

LISTENING MODULE

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QUICK STUDY

Overview

There are four sections to the Listening module. There are 40 questions altogether. The audio will last approximately 30 minutes.

During the test, you will be given time to read the questions *before* you hear the audio. As you listen, you should write your answers in your test booklet. Do not wait until the end. The answers in the audio follow the order of the questions. If you hesitate and think about one question, you may miss the next question. The audio keeps going.

At the end of each section, you will be given 30 seconds to check your answers. You will have an additional 10 minutes to transfer your answers from your test booklet to the official answer sheet. You must transfer your answers. If you don't transfer your answers, your answers will not be counted. If you don't transfer your answers, you will not receive a listening score.

The Listening modules are the same for both the Academic and the General Training versions of the IELTS.

Listening Module

Sections	Topics	Speakers
1	General, everyday topics	Conversation between two people
2	General, everyday topics	One person
3	School or training-related topics	Conversation between two or more people
4	School or training-related topics	One person

Questions Types

There are a variety of question types on the IELTS Listening module. You will find examples of these types in this chapter.

Multiple-choice

Short answer

Sentence completion

Chart completion

Flowchart completion

Graphs

Tables

Making notes

Summarizing¹

Labeling² diagrams, plans, and maps

Classification

Matching

Selecting from a list

¹BRITISH: Summarising

²BRITISH: labelling

Listening Tips

These tips will help you improve your listening score.

1. Learn and understand the directions now. You will want to use your time during the test to study the questions, not the directions.
2. Study the different types of questions. Be prepared for what the question might ask you to do. Be prepared to complete a sentence, check¹ a box, or choose a letter.
3. You should take notes in your question booklet as you listen. You can circle possible answers and change your mind later when you transfer your answers to the answer sheet.
4. If you don't know an answer, you can guess. However, there is a penalty for wrong answers. Make sure you think you are right. If you guess wrong, you will lose a point.
5. Anytime you have a chance, study the next set of questions. Make assumptions about what you think you will hear.
6. When you make assumptions, ask yourself: *Who? What? When? Where? and How?*
7. The correct answer is often repeated, but the words will not be written exactly as they are heard. The test will use paraphrases and synonyms.
8. There is a lot of information given in the dialogues and lectures that is not tested. Try to listen only for answers to the questions.
9. Don't get stuck on a question. If you didn't hear the answer, go on.
10. The answers are given in order. For example, if you hear the answer to Question 10, but didn't hear the answer for Question 9, you missed Question 9. You will not hear the answer later. Guess the answer to Question 9 and move on.
11. Be sure to read the instructions you receive from the test center. Some supply pencils; some ask you to bring your own. If you are given an IELTS pencil at the start of the exam, you will probably not be allowed to bring your own pen or pencil into the examining room. You could bring a number 2 pencil, a soft lead pencil, to make sure you have something to write with. You may have to leave it outside the test center, but it's better to have a pencil than not.
12. When you write a word in a blank, you must spell the word correctly. It doesn't matter if you use British or American spelling. It must be spelled correctly. You will get a lower score if you did not spell correctly.

Completing the Blanks

Number of Words and Spelling

Many IELTS test-takers do not correctly complete the blanks. Some test-takers use more than the suggested number of words, or they do not spell the answer correctly.

If you make these mistakes, you will lose points. Be careful when you complete blanks. You may know the correct answer but if you don't spell it correctly or if you add additional words, you will get a lower score.

¹BRITISH: Tick a box

Number of Words

Complete the sentence below. Write **NO MORE THAN THREE WORDS** for each answer.

Incorrect: The scientists discovered a new cure/treatment.

Correct: The scientists discovered a cure.

The incorrect answer above counts as four words. Four words will count against you. You can use fewer than three words, but you cannot use more than three words. Do not use a slash.

Number of Words

Complete the sentence below. Write **NO MORE THAN THREE WORDS** for each answer.

Incorrect: The scientists discovered a new cancer treatment.

Correct: The scientists discovered a cancer treatment.

The incorrect answer above counts as four words. Four words will count against you. Use no more than three.

Spelling

Complete the sentence below. Write **NO MORE THAN THREE WORDS** for each answer.

Incorrect: The scientists discovered a cancer treatment.

Correct: The scientists discovered a cancer treatment.

You must spell the words correctly. A misspelled word will count against you. You can use British or American spelling, but you must spell the word correctly.

You can practice your spelling by taking dictation. Listen to the audio in this book. Write down everything you hear. Check your spelling in the audio script in the back of this book.

Questions 1–10

The following statements are not completed correctly. Write the correct answer. Write **NO MORE THAN THREE WORDS** for each answer.

1 The shelves were filled with with fruits and fresh vegetables.

The shelves were filled with fruits and vegetables.

In the incorrect sentence, *with* is repeated, *fruits* is misspelled, the adjective *fresh* is not necessary to the statement, and there are five words instead of three.

2 Cynthia lives near to the train station.

Cynthia lives near

3 If you return a library book late, you must pay a fine of 25 cents¹ a day.

If you return a library book late, you must

4 Their trip was spoiled because of they had very bad weather.

Their trip was spoiled because of

¹US Currency: 100 cents in one dollars.

- 5 The fountain is in the center of the *beautiful sunny roses garden*.
The fountain is in the center of the
- 6 Students *usually can to choose* the topic for their essay.
Students the topic for their essay.
- 7 *More or less ten thousand of* visitors come to the museum each year.
..... visitors come to the museum each year.
- 8 If you don't understand the assignment, you should *have to ask the professor* for help.
If you don't understand the assignment, you should for help.
- 9 Roberto was excited about *about taking a trip to Alaska*.
Roberto was excited about
- 10 Many northern song birds *spend the long witer* in Mexico.
Many northern song birds in Mexico.

Gender and Number

You must pay attention to the grammar of the sentence when completing a blank. You must also pay attention to the grammar of the sentence. The words you put in the blank must match the tense, gender, and number of the rest of the sentence. Don't use a singular verb when a plural verb is required. Don't use a singular noun when a plural noun is required. Don't use a masculine pronoun to refer to a feminine or neutral antecedent.

If you make these mistakes, you will lose points. Be careful when you complete blanks. You may know the correct answer but if you don't spell it correctly or add additional words, you will get a lower score.

Verb Agreement

Incorrect: The scientists at the research hospital is looking for a cure.

Correct: The scientists at the research hospital are looking for a cure.

The incorrect answer above uses a singular verb *is*. A plural verb *are* refers to the plural subject *scientists*. The singular noun *hospital* is the object of the preposition *at* not the subject of the sentence.

Singular/Plural Noun

Incorrect: They ordered five shirt.

Correct: They ordered five shirts.

The incorrect answer above uses a singular noun *shirt*. A plural noun *shirts* is needed because of the plural number *five*.

Pronoun Agreement

Incorrect: The patients have confidence in his doctors.

Correct: The patients have confidence in their doctors.

The incorrect answer above uses a singular pronoun *his*. A plural pronoun *their* refers to the plural subject *patients*.

Questions 1–10

The following statements are not completed correctly. Write the correct answer. Write **NO MORE THAN THREE WORDS** for each answer.

- 1 Unlike most other ducks, wood ducks *build thier nest* in trees.
Unlike most other ducks, wood ducks in trees.
- 2 The new compact laptop computer is very popular among *busines traveler*.
The new compact laptop computer is very popular among
- 3 Bananas grow in *in a tropicale climates*.
Bananas grow in
- 4 Fruit *cost moor* in the winter than in the summer.
Fruit in the winter than in the summer.
- 5 Mrs. Smith donated *his old close* to charity.
Mrs. Smith donated to charity.
- 6 Students in this class have to *must take two exam* this semester¹.
Students in this class have to this semester.
- 7 The college professor bought *new house*.
The college professor bought
- 8 Mr. and Mrs. Rodgers *took his vacations*² in August this year.
Mr. and Mrs. Rogers in August this year.
- 9 Every house *have a garden* in the back.
Every house in the back.
- 10 The female dragonfly *likes to lay their eggs* under water.
The female dragonfly under water.

¹BRITISH: term

²BRITISH: holiday

LISTENING SKILLS

Target 1—Making Assumptions

In order to understand a conversation, you should focus on two things: the speakers and the topic. To score well on the IELTS, you should determine what you know and what you need to know.

As you listen to a conversation, you must make some assumptions about the speakers.

Who are they?

What is their relationship?

Where are they?

What do they plan to do?

What did they do?

What are their feelings?

You must also make some assumptions about the topic.

What are they talking about?

What happened?

What might happen?

You want to know *who*, *what*, *when*, *where*, *why*, and *how*.

To help you make these assumptions, you should scan the questions in your Listening Test booklet quickly and ask yourself: *Who? What? When? Where? Why? and How?* By looking for the answers to these general questions, you will discover what you know and what you need to know.

You will have about 20 seconds to look over these questions. Use that time to make assumptions about the listening passage. Read the question first. Then read the exercise on "Assumptions" on the following page. Do the exercises. Finally, listen to the conversation and test your assumptions.

SECTION 1—Questions 1–10**Questions 1–5**

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

Woodside Apartments¹
Tenant Application Form

EXAMPLE

Type of apartment requested: One bedroom

Last name² 1 _____ First name James

Address 1705 2 _____ Street , Apt. 3 _____

Phone: Home 721 - 0584 Work: 4 _____

Date of birth 5 _____ 12, 1978³

Questions 6–8

Choose three letters, **A–G**.

What features will James get with his apartment?

- A study
- B balcony
- C garage parking space⁴
- D storage space
- E exercise club
- F fireplace
- G washing machine

Questions 9–10

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

- 9 The apartment will be ready next _____.
- 10 James will have to pay _____ of the first month's rent as a deposit.

¹BRITISH: flats

²BRITISH: surname

³BRITISH: day month year; AMERICAN: month day, year

⁴BRITISH: parking place

ASSUMPTIONS

Find the answers to: Who? What? When? Where? Why? and How?

- Who are the speakers?
- What are they talking about?
- When is something happening?
- Where is something happening?
- Why are they having a conversation?

We know this:

James wants to rent an apartment at the Woodside Apartments. He is a prospective tenant. The apartment is not ready yet. He will have to pay a deposit.

Answer these questions. Write **NO MORE THAN THREE WORDS** for each answer.

- Who: James
- What: renting an apartment
- When: Not ready
- Where: Woodside Apartments
- Why: Apartment deposit

Circle the clues in Questions 1–10 that help you make these assumptions.

James wants to rent a one-bedroom apartment at the Woodside Apartments.

- How do we know his first name is James?
- How do we know he wants to rent?
- How do we know he wants a one-bedroom apartment?
- How do we know the name of the building?

He is a prospective tenant.

How do we know he is a prospective tenant?

The apartment is not ready yet.

How do we know the apartment is not ready?

He will have to pay a deposit.

How do we know there is a deposit?

We don't know this:

Write the number in Questions 1–10 next to the question you have to answer.

- | | |
|---|----------------|
| What is James' last name? | Question _____ |
| What street does he live on? | Question _____ |
| What is his work telephone number? | Question _____ |
| What month was he born? | Question _____ |
| What features will he get with his apartment? | Question _____ |
| When will the apartment be ready? | Question _____ |
| How much is the deposit? | Question _____ |

Now listen to the conversation. Listen for the answers you don't know.



SECTION 2—Questions 11–20

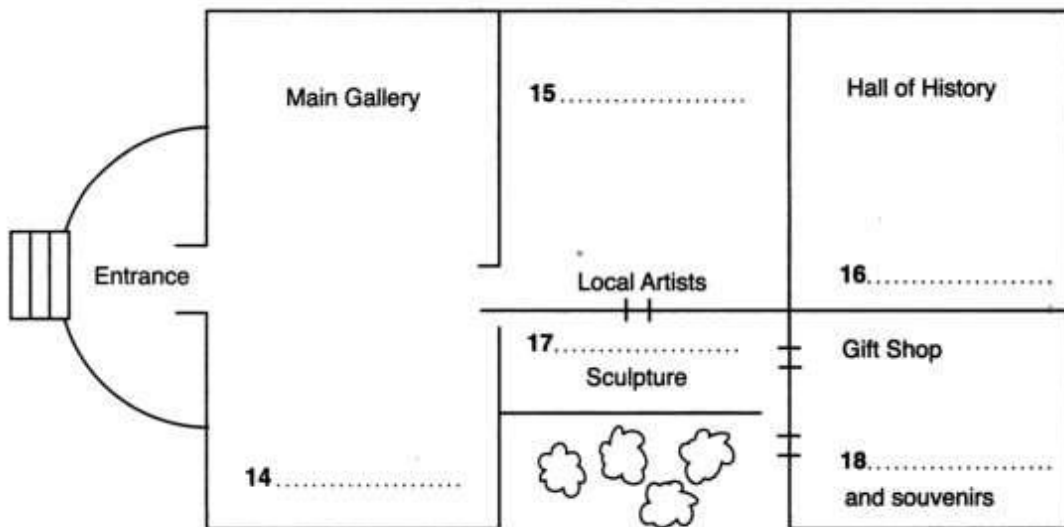
Questions 11–13

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

<p>Jamestown Museum of Art Information for Visitors</p> <p>Entrance Fees: Adults \$ 11 _____ Children \$ 12 _____ Entrance is free for senior citizens on 13 _____.</p> <p>Hours Tues–Thur 11:00 A.M.–5:00 P.M. Fri 11:00 A.M.–7:00 P.M. Sat–Sun 10:00 A.M.–6:00 P.M. Mondays and holidays closed</p>

Questions 14–18

Fill in the missing information on the map of the museum. Write **NO MORE THAN THREE WORDS** for each answer.



Questions 19–20

Complete the notice below. Write **NO MORE THAN THREE WORDS** for each answer.

<p>Notice to museum visitors.</p> <p>The following areas are restricted.</p> <p>Hall of History: Closed for 19 _____. Will reopen in April.</p> <p>20 _____: Museum staff offices. Employees only. All others must have an appointment.</p>

ASSUMPTIONS

Find the answers to: Who? What? When? Where? and Why?

- Who are the speakers?
- What are they talking about?
- When is something happening?
- Where is something happening?
- Why are they having a conversation?

We know this:

The Jamestown Museum of Art has varied hours of operation, but it is closed on Monday and holidays. There are four galleries. One gallery has local art. The other has sculpture. There is a gift shop. The Hall of History will reopen in April. The Museum staff offices are open only by appointment to non-staff members.

Answer these questions Write NO MORE THAN THREE WORDS for each answer.

- Who: _____
- What: _____
- When: _____
- Where: _____
- Why: _____

Circle the clues in Questions 11–20 that help you make these assumptions.

We do not know this:

Write the number in Questions 11–20 next to the question you have to answer.

- | | |
|---|----------------|
| What is the admission price for adults? | Question _____ |
| What is the admission price for children? | Question _____ |
| When is there no admission fee for senior citizens? | Question _____ |
| What kind of art is in the Hall of History? | Question _____ |
| In which gallery is local art located? | Question _____ |
| What kind of art is in the Main Gallery? | Question _____ |
| In which gallery is sculpture located? | Question _____ |
| What besides souvenirs is sold in the gift shop? | Question _____ |
| Why is the Hall of History closed? | Question _____ |
| Where are the staff offices located? | Question _____ |

Now listen to the conversation. Listen for the answers you don't know.

Target 2—Understanding Numbers

Many of the questions on the IELTS Listening Module ask you to remember, identify, and/or write numbers that you hear. This is an easy skill to practice, but a difficult one to perfect.

EXAMPLE

You will see: *Write the number you hear.*
What is the flight number?

You will hear: Flight 33 leaves from Gate 13 Concourse C3

Many numbers sound alike. Here are a few easily confused numbers.

3	13	30	33
4	14	40	44
6	16	60	66

Try to use the context to make a guess about what you are hearing. When you look over the questions to make assumptions about the topic, pay attention to those questions that ask for specific numbers. Listen carefully for those numbers.

Questions 1–5

Listen for the numbers and answer the questions. Write a number in the blank or choose the correct letter, **A**, **B**, or **C**.

1

Credit Card Charge Form	
Card Holder:	<u>Roger Wilcox</u>
Address:	<u>13 High Street</u>
Card Number :

- 2 How many seats are there in the new theater?
A 200
B 250
C 500

3

<u>Name</u>	<u>Phone</u>
Roberts, Sherry

- 4 How much will the woman pay for the hotel room?
A \$255
B \$265
C \$315

5

Lost Luggage Report
 Passenger name: Richard Lyons
 Flight number:

CD
TRACK
4**Questions 6–10**

Listen to these telephone numbers. Pay attention to the way three different speakers say the same number.

- 1 703–6588
- 2 744–1492
- 3 202–9983
- 4 671–4532
- 5 824–1561

Now write the numbers you hear.

- 6
- 7
- 8
- 9
- 10

Target 3—Understanding the Alphabet

Many of the questions on the IELTS Listening Module ask you to remember, identify, and/or write letters of the alphabet that you hear. This is a good skill to practice for the test and for real life.

CD
TRACK
5**EXAMPLE**

You will see: *Write the name you hear.*
 What is the person's name?

You will hear:
 Speaker 1: Is your name spelled¹ L - i - n or L - y - n - n?
 Speaker 2: Actually, it's Lynne with an e.

Questions 1–6

Circle the correct spelling of the name you hear.

- | | |
|---------------|------------|
| 1 Tomas | Thomas |
| 2 Maine | Main |
| 3 Patty | Patti |
| 4 Roberts | Robertson |
| 5 Springfield | Springvale |
| 6 Nixon | Dixson |

¹BRITISH: spelt



Questions 7–12

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

7

Order Form

Name A *Green*

Credit Card Number B

8

Telephone Directory

Barney's Discount Store 673-0982

A Theater B.....

9

Hotel Serenity

Albert Street (Private Bag 91031)
Auckland 1, New Zealand
Tel: (9) 309-6445

Reservations

Name: *Roberta* A

Room number *304*

Price B £.....

10

Royale Theater
Ticket Order Form

Name: *Peter Park*

Address: *75* A *Street*

City: *Riverdale*

Seat number: B

11

Professor: Dr.¹ A

Office hours: T, Th 3:00–5:00

Office number: B

12

Addresses

W

Name: *Wild Flower Society*

Address: A *State Street*

City: B

¹BAMSH: No period after Dr.

Target 4—Listening for Descriptions

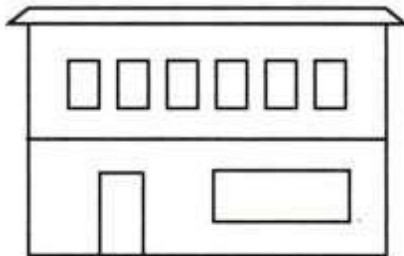
When you listen to a conversation or a lecture, you see in your mind what the speaker is discussing. If the speaker talks about a garden, you will see in your mind some plants, trees, and walkways. As the speaker continues and talks about a fountain in the garden, you will add a fountain in your mind's eye. You might think the fountain is made of cement, but the speaker describes one made of marble. You can change the image easily in your mind.

On the IELTS, you will have to listen to descriptions and match them to a drawing in your test booklet.

EXAMPLE

Look at the following houses. Write a short description of each.

A



B



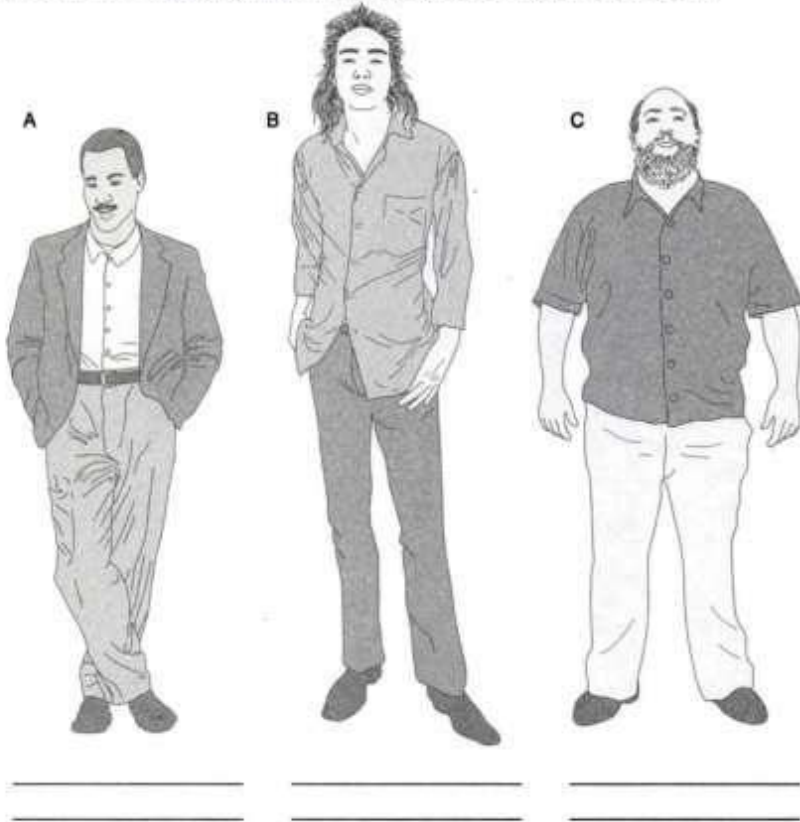
C



Now listen to the conversation. Where does the woman live? Choose the correct letter, **A**, **B**, or **C**.

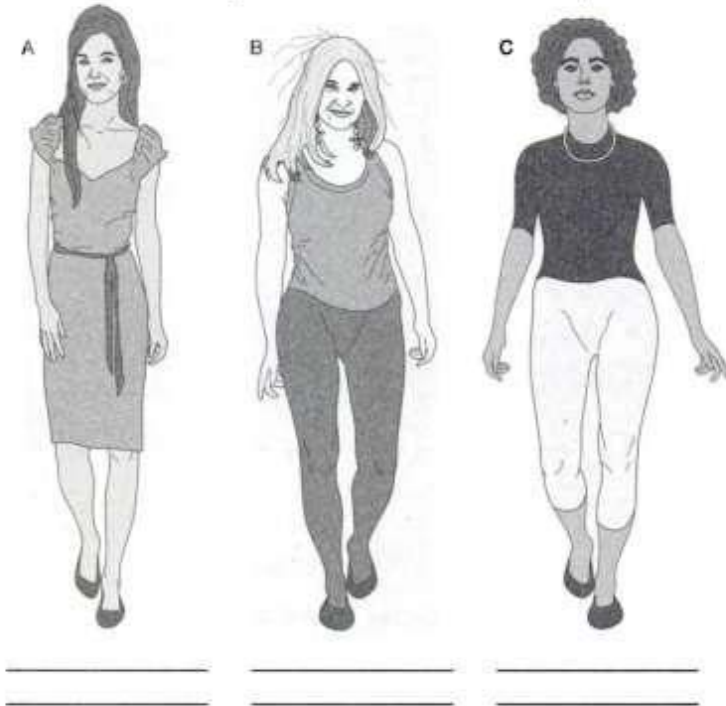
Questions 1-2

1 Look at the following men. Write a short description of each.



Now listen to the news bulletin. Choose the letter that matches the description **A**, **B**, or **C**.

2 Look at the following women. Write a short description of each.



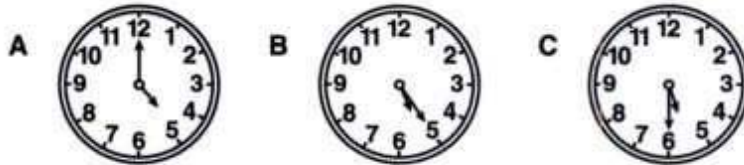
Now listen to the conversation. Choose the letter that matches the description **A**, **B**, or **C**.

Target 5—Listening for Time

Listening for time is a very important skill. You must know when something happened. You must listen for a date, a day, a month, a year, or a time.

EXAMPLE

You will see: Choose the correct letter, **A**, **B**, or **C**.



You will hear: The train was almost thirty minutes late. It didn't arrive until five o'clock.

Common Words and Phrases for Time

10:00 A.M. noon 5:00 P.M. Midnight	In January In February May 3 November 14	1912 1925 2005 2007	This week This month Next week Next month
At 4:00 Before 6:30 to 3:30 After 7:00 Half-past two Quarter-past three Quarter to four	March 5 of this year April 12 of next year	In the spring In the summer In the autumn ¹	On weekday mornings Any afternoon from 1:00
Sunday Monday Tuesday	On June 10th On August 3rd	Yesterday Tomorrow Day after tomorrow	

¹AMERICAN: Fall

TIME—QUESTIONS 1–6

Listen for the correct time.

Questions 1 and 2

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

- 1 What time does the class usually begin?
A 2:00
B 2:30
C 4:00

- 2 What time will the final exam begin?
A 1:45
B 3:15
C 4:05

Questions 3 and 4

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

- 3 What time will the next train leave for Chicago?



- 4 What time will it arrive in Chicago?



Questions 5 and 6

Complete the schedule with the correct times.

Cindy's Schedule

Monday	
9:00	Spanish class
11:30	haircut
5.....	lunch with Jeannine
1:30	job interview
6.....	exercise class



DATE—QUESTIONS 1–6

Most of the world writes the date as month/day/year (mm/dd/yy). Americans use both the "American" form and the International form: dd/mm/yy.

American: May 15, 2010 April 23rd, 2009
 International: 15 May 2010 23rd April 2009

Both forms are included in these exercises.

Listen for the correct date.

Questions 1 and 2

Complete these notes with the correct date and month.

Notes	
<i>City Museum of Art</i>	
<i>Opened: August 1</i>	<i>....., 1898</i>
<i>Opening celebration: 2</i>	<i>..... 1, 1898</i>

Questions 3 and 4

Complete the form with the correct month and date.

Insurance Application	
Applicant name: <i>Priscilla Katz</i>	Date of birth: 3 22
Spouse: <i>Georges Katz</i>	Date of birth: <i>July 4</i>

Questions 5 and 6

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

- 5 Which is the most popular time to visit Silver Lake?
 A August
 B September
 C October
- 6 What day will the man leave for Silver Lake?
 A 7 November
 B 11 November
 C 17 November

CD
TRACK
10**DAY—QUESTIONS 1–6***Listen for the correct day.**Questions 1 and 2**Complete the schedule with the correct days.*Class Schedule for Jim McDonald

English: 1 and Wednesday

History: 2

*Questions 3 and 4**Complete each sentence with the correct day.*

There are tennis lessons at the club every 3 and Saturday.

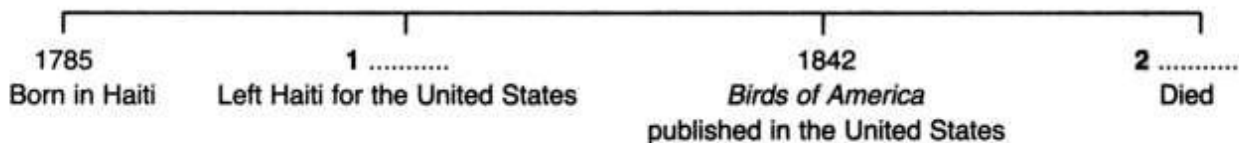
The steam room is closed every 4

*Questions 5 and 6**Choose the correct letter, A, B, or C.*

- 5 When is the final exam?
 A Thursday
 B Friday
 C Saturday
- 6 When is the essay due?
 A Monday
 B Tuesday
 C Wednesday

CD
TRACK
11**YEAR—QUESTIONS 1–6***Listen for the correct year.**Questions 1 and 2**Complete the time line with the correct year.*

Life of John James Audubon



Questions 3 and 4

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

- 3** When was Maria Mahoney born?
A 1808
B 1908
C 1928
- 4** When did she become governor?
A 1867
B 1957
C 1967

Questions 5 and 6

Complete the sentences with the correct years.

- 5** Library construction was begun in
- 6** The construction was finished in

SEASON—QUESTIONS 1–6

Listen for the correct season.

Questions 1 and 2

Complete the table with the correct seasons.

Season	Weather
1	cool, rainy
2	hot, dry

Questions 3 and 4

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

- 3** When did Josh begin his hiking trip?
A Late winter
B Early spring
C Late spring
- 4** When did he finish his trip?
A Late summer
B Late autumn¹
C Early winter

¹ AMERICAN: Fall or autumn

Questions 5 and 6

Complete the sentences with the correct years.

5 The busiest time of year at the language school is

6 The least busy time of year at the language school is

Target 6—Listening for Frequency

There are certain adverbs that tell you when something might happen. These two groups of adverbs will help you determine the time.



EXAMPLE

You will see: Choose the correct letter, **A**, **B**, or **C**.

Sam goes to the gym

(A) every day.

(B) often.

(C) occasionally.

You will hear: Sam works out at the gym several days a week.

Common Adverbs of Frequency	Common Adverbial Time Words or Phrases
always	every day daily
usually	twice a week
often	once a month
sometimes	on occasion
occasionally	every year, yearly
seldom	every other week
hardly ever	from time to time
rarely	once in a while
never	

Questions 1–6

Listen to the conversations. Put a check¹ (✓) by the frequency of the action.

	always	often	sometimes	seldom	never
1					
2					
3					
4					
5					
6					

¹BRITISH: tick

Questions 7–12

Listen to the conversations. Put a check (✓) by the frequency of the action.

CD TRACK 14

	daily	twice a week	once a month	every other week	from time to time
7					
8					
9					
10					
11					
12					

Target 7—Listening for Similar Meanings

CD TRACK 15

The words that you hear are not always the words that you see in your test booklet. You will have to listen for similar meanings. You could hear a synonym or you could hear a paraphrase.

EXAMPLE

You will see: Write the answer.

Who are the respondents?

You will hear: The survey participants who wrote answers to the questions are all college graduates.

Questions 1–6

Look at the underlined words or phrases in the questions below. Listen to the audio. Write the synonym or paraphrase that you hear.

- 1 How many people are in the group?
- 2 When is the work corrected?
- 3 How fast is the population increasing?
- 4 What happened to the plants in the region?
- 5 When will the apartment be ready?
- 6 What kind of work does the woman do?

Target 8—Listening for Emotions

Can you tell if someone is excited to do something or is not looking forward to something? While listening, try to determine a speaker's emotion? How is that emotion expressed?

CD
TRACK
16

EXAMPLE

You will see: Choose the correct letter, **A**, **B**, or **C**.

What is Mark's attitude toward the debate?

- A** He's nervous.
- B** He's looking forward to it.
- C** He's more excited than Jane.

You will hear: Jane: I can't wait to debate the team from Oxford.

Mark: I'm more apprehensive than excited. In fact, I'm not looking forward to it at all.

Common Words That Express Emotion

afraid	ecstatic	nervous
angry	embarrassed	pleased
annoyed	exhausted	proud
ashamed	frustrated	sad
bored	happy	shocked
confused	jealous	surprised
disappointed	mad	unhappy
disgusted	miserable	upset
		worried

Questions 1–6

Listen to the conversation and answer the questions about emotions.

- 1 How did local residents feel about the millionaire's donation?
 - A** angry
 - B** surprised
 - C** excited
- 2 How does the man feel about his science experiment?
 - A** frustrated
 - B** glad
 - C** eager
- 3 What confuses students?
 - A** foreign languages
 - B** language lab equipment
 - C** class assignments and tests

- 4 What is the man's attitude towards the contest?
 A He's upset.
 B He's disappointed.
 C He's indifferent.
- 5 How did people at the school feel about the mayor's visit?
 A They were surprised.
 B They were bored.
 C They were annoyed.
- 6 How does the woman feel about her research project?
 A nervous
 B bad
 C happy

Target 9—Listening for an Explanation

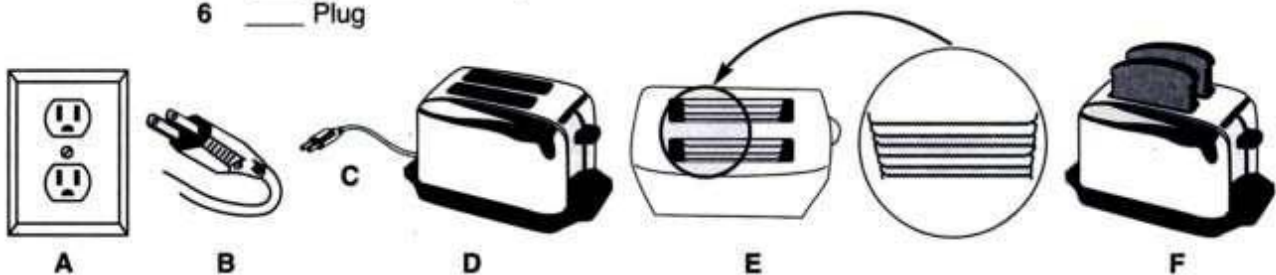
On the IELTS exam, a speaker may explain how something is done or made. You will have to listen and remember the steps of the process.

CD
TRACK
17

EXAMPLE

You will see: *Match the letter in the diagram with one of these labels.*

- 1 ___ Electrical socket¹
- 2 ___ Metal loops of wires
- 3 ___ Cord
- 4 ___ Appliance
- 5 ___ Your toast is ready to eat!
- 6 ___ Plug



You will see: *Complete these sentences describing the process to make toast. Write NO MORE THAN THREE WORDS for each answer.*

- 7 Electricity runs from _____.
- 8 Electricity runs down _____.
- 9 Electricity runs to _____.
- 10 Electricity is slowed by _____.
- 11 When resistance to metal is high, metal will get _____.

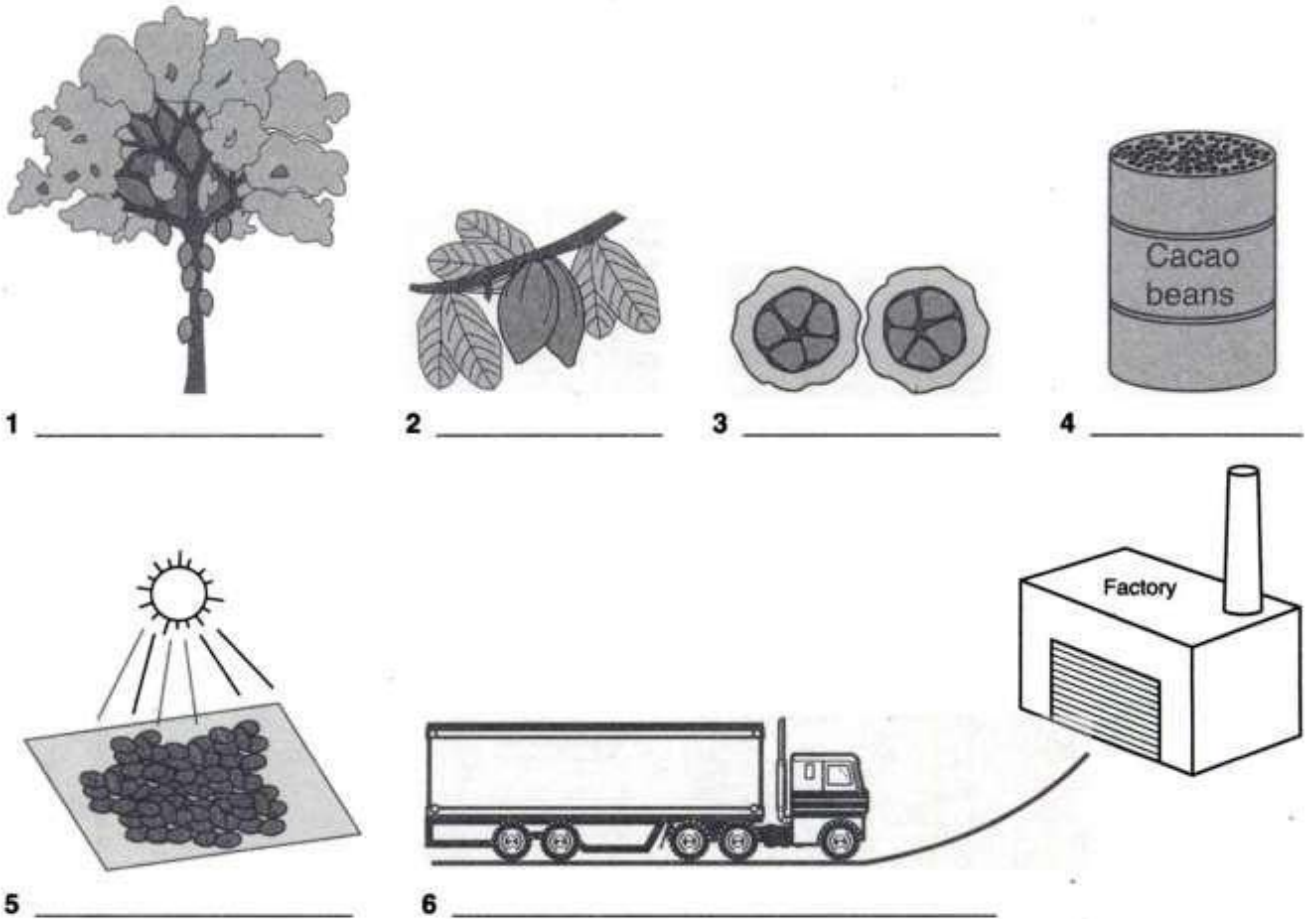
¹AMERICAN: outlet, also socket

- 12 The wires turn _____.
- 13 The bread _____.
- 14 You eat the _____.

You will hear: How does a toaster brown your toast every morning? Like all household appliances that heat up, a toaster works by converting electrical energy into heat energy. The electrical current runs from the electrical outlet in your kitchen wall, through the toaster plug, to the toaster cord. It travels down the cord to the appliance itself. Inside the toaster are wire loops. The wires are made of a special type of metal. Electricity passes slowly through this metal, creating friction. This friction causes the wires to heat up and glow orange. When the wires have sufficiently heated, your toast pops ready to eat.

Questions 1–12

Label the process diagram below based on what you hear.



Complete the sentences. Write NO MORE THAN THREE WORDS for each answer.

- 7 When the fruit is ripe, it
- 8 Then the seeds
- 9 The cocoa¹ beans are fermented in vats for
- 10 Then the beans in the sun.
- 11 The cocoa beans the factory.
- 12 At the factory, the cacao beans are turned into

¹Cacao refers to the tree. Cocoa is the drink. Cocoa is often used for both the tree and the beverage.

Target 10—Listening for Classifications

You will have to group similar objects or ideas on the IELTS Listening section. You will have to determine how to classify objects or ideas.

CD
TRACK
18

EXAMPLE

You will see: *When would these courses most likely be offered? Write them under the appropriate program¹ below.*

Project Management	Literature of the 21st Century
History of Africa	Labor ² Negotiations
The Art of Negotiating	International Relations
Creativity in the Workplace	Introduction to Philosophy

Course Offerings

1 Program	2
Introduction to Art	Organizational ³ Behavior
Basic Chemistry	Commercial Law
Beginning Spanish	Compensation and Benefits
.....
.....
.....
.....

You will hear: The school offers two types of courses. One during the day is designed for students who are pursuing their academic degree full time. The night courses are designed for students who work during the day and are taking specific courses for an advanced business certificate.

These words and phrases are often used when classifying something.

Classification Words and Phrases

Can be divided into Can be categorized ⁴ as Can fit into this category	Types Kinds Ways
---	------------------------

¹BRITISH: programme

²BRITISH: labour

³BRITISH: organisational

⁴BRITISH: categorised

Questions 1–5

Complete the classifications below based on what you hear.

1 Which of the following are offered to first class passengers only? Choose three letters, **A–E**.

- A pillows and blankets
- B snacks
- C full meals
- D magazines
- E free movies

2 Complete the chart. Write **ONE WORD** for each answer.

Royal Theater	Deluxe Theater
War films	B films
A films	Classic films

3 Complete the chart. Write **ONE WORD** for each answer.

	A	B
Time to fly	Day	Night
Wing position	Folded back	Horizontal
Antennae	Thin	Feathery

4 Check the things that the woman has already done to get ready for the party.

To Do List	
A	Clean house ___
B	Cook ___
C	Go shopping ___
D	Plan decorations ___
E	Mail invitations ___

5 Complete the chart. Write **NO MORE THAN THREE WORDS** for each answer.

Tree Type	Description
A	Beautiful flowers, interesting leaves
B	Tall, broad leaves
C	Cones, needles

Target 11—Listening for Comparisons and Contrasts

Speakers often compare or contrast objects or ideas to help describe something. On the IELTS Listening section, you will have to determine what is being compared and what is being contrasted.

CD
TRACK
19

EXAMPLE

You will see: Put a check (✓) to show if these items are alike or different.

	Same	Different
A Nationality		
B Sex		
C Age		
D Given name		
E Present occupation		
F Future occupation		
G Sports		
H Love of dancing		

You will hear:

Speaker 1: I've been corresponding by letter with a French student.

Speaker 2: In English? You don't speak French, do you?

Speaker 1: No, unfortunately, but she writes English well. We have a lot in common.

Speaker 2: Like what, your age?

Speaker 1: Well, I'm actually about two years older than she is. But we do have the same first name.

Speaker 2: And you're both students.

Speaker 1: Yes, and we both are studying to be doctors, although she wants to be a pediatrician¹, and I want to be a neurosurgeon.

Speaker 2: It seems the only similarities are your sex and your given name.

Speaker 1: Well, we both like to swim. She likes to dance, too, but you know how little I like dancing.

These words and phrases are often used with comparison and contrast.

Comparison		Contrast	
almost the same as	in common	although	more than
also	just as	but	nevertheless
as	like, alike	differ from	on the other hand
at the same time as	neither/nor	different from	otherwise
correspondingly	resemble	even though	still
either/or	similar to	however	unlike
in a like manner	similarly	in contrast to	while
in the same way	than	instead	yet
		less than	

¹BRITISH: paediatrician

Questions 1–4

Complete the chart below based on what you hear.
Put a check (✓) to show if these items are alike or different.

1 Jobs

	Alike	Different
A Salary		
B Schedule		
C Responsibilities		
D Location		
E Transportation		

2 Libraries

	Alike	Different
A Location		
B Size		
C Parking facilities		
D Number of books		
E Services		

3 Club Memberships

	Alike	Different
A Cost		
B Use of club facilities		
C Access to fitness classes		
D Locker room privileges		
E Individual fitness plan		

4 Frogs and Toads

	Alike	Different
A Place for babies to live		
B Place for adults to live		
C Type of skin		
D Shape		
E Way to make sounds		

Target 12—Listening for Negative Meaning

On the IELTS, you may have to determine whether a statement is positive or negative. Listen to the statement carefully to determine whether the sense of the statement is positive or negative.

CD
TRACK
20

EXAMPLE

You will see: Choose the correct letter, **A**, **B**, or **C**.

What does the woman say about the book?

- A** She couldn't read it.
- B** She was able to read it.
- C** She enjoyed reading it.

You will hear: It was a very dense book, but it wasn't impossible to read.

A negative prefix can contradict the word it joins. This usually results in a negative meaning. For example, *unfriendly* contradicts *friendly* and has the negative meaning *not friendly*. But when a negative meaning is added to a negative word, the resulting meaning can be positive. For example, *unselfish* contradicts *selfish* and has the positive meaning *not selfish*.

You can also put a negative word before a verb or clause to change the meaning of the sentence.

These are common negative markers.

Before verbs/clauses	Before nouns/phrases	Negative prefixes	Positive meanings from negative prefixes
not isn't/can't/won't/shouldn't/ couldn't/hasn't/mustn't	no nowhere nothing	un im il in non	undone unlimited impossible unparalleled illegal invaluable indefinite nonrestrictive nonsense nonviolent
rarely/only rarely hardly scarcely seldom never barely not since not until and neither	at no time not at this time in no case by no means		

Questions 1–6

Put a check (✓) next to the correct paraphrase of each sentence.

- 1 I can't wait to start the class.
 A I'm looking forward to the class.
 B I'm not looking forward to the class.
- 2 The teacher is not only my favorite¹ teacher, she's also my neighbor².
 A I like my teacher a lot.
 B I don't like my teacher very much.
- 3 I can't say that it was a particularly comfortable hotel.
 A The hotel was comfortable.
 B The hotel wasn't comfortable.
- 4 We'll never find a book as interesting as this.
 A The book is very interesting.
 B The book isn't very interesting.
- 5 That was not an illegal action.
 A The action was legal.
 B The action wasn't legal.
- 6 We could scarcely understand him.
 A It was easy to understand him.
 B It wasn't easy to understand him.

Questions 7–12

Listen to the conversation. Choose the correct letter, **A**, **B**, or **C**.

- 7 What describes the weather in the region?
A rainy
B dry
C cloudy
- 8 When taking the exam, the students can
A take as much time as they need.
B use a dictionary.
C bring several things into the testing room.
- 9 When will the car be fixed?
A today
B before the end of the week
C on the weekend³

¹BRITISH: favourite

²BRITISH: neighbour

³BRITISH: at the weekend

- 10 What is the woman's opinion of the restaurant?
 A The food is good.
 B The service is bad.
 C The wait is too long.
- 11 Which type of flower is not common in the area?
 A violets
 B roses
 C irises
- 12 What homework does the man have to do this week?
 A write papers and read books
 B write papers only
 C study for exams

Target 13—Listening for Chronology

Listening for the order that events occur is an important skill. You will need to listen to what happened first, second, and so on.

CD
TRACK
21

EXAMPLE

You will see: *Complete the Class Assignment Sheet, putting the assignments in the correct order. Write NO MORE THAN THREE WORDS for each answer.*

Class Assignment Sheet	
A. 1
B. 2
C.	Papers submitted
D.	Student Presentations
E. 3

You will hear: Before you do your research, we'll have an orientation session in the library so you can become familiar with the various sources of information available there. Each student will give a presentation on his or her research topic after all the papers have been submitted. All of this will have to be completed prior to the date of the final exam.

Common Words and Phrases That Indicate Chronological Order

<p>before after while during between _____ and _____ in (year) on (day) at (time) since _____ later earlier formerly every (number) (years, months, days) at the turn of the century (decade) in the first half of the century in the 20s, 1980s, . . .</p>	<p>at birth, in childhood, in infancy, as an adult, in adulthood, in old age simultaneously, at the same time as former, latter previous previously prior to first, second, third, etc. in the first place, second place to begin with next, then, subsequently in the next place at last in conclusion finally</p>
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Questions 1–5

Listen to the audio and put these actions in the correct chronological order. Write **1** for the first action, **2** for the second, and so forth.

- 1**
- _____ Fill in application
 - _____ Submit application
 - _____ Get references
 - _____ Pay a deposit
 - _____ Receive notification of apartment
 - _____ Sign lease

- 2**
- _____ Leopold Mozart published a book.
 - _____ Wolfgang Mozart began to compose music.
 - _____ Leopold began taking Wolfgang on tours of Europe.
 - _____ Wolfgang Mozart settled in Vienna.
 - _____ Wolfgang's mother died.

- 3**
- _____ Left home
 - _____ Had picnic
 - _____ Made sandwiches
 - _____ Went swimming
 - _____ Checked into motel

- 4**
- _____ Find partner
 - _____ Choose topic
 - _____ Get professor's approval
 - _____ Design research
 - _____ Start research

- 5**
- _____ Walk through rose garden
 - _____ Show tickets
 - _____ View pond area
 - _____ Visit greenhouse
 - _____ Photograph butterfly garden



5

READING MODULE

- **QUICK STUDY**
 - Overview
 - Question Types
 - Reading Tips
- **READING SKILLS**
 - Target 1—Using the First Paragraph to Make Predictions
 - Target 2—Using the Topic Sentence to Make Predictions
 - Target 3—Looking for Specific Details
 - Target 4—Analyzing the Questions and Answers
 - Target 5—Identifying the Tasks

QUICK STUDY

Overview

The Reading module lasts 60 minutes. The reading passages and the questions will be given to you on a Question Paper. You can write on the Question Paper, but you can't take it from the room.

You will write your answers on the Answer Sheet. Unlike the Listening module, you will have no time to transfer your answers. You will have only 60 minutes to read the passages, answer the questions, and mark your answers.

The Reading modules on the Academic and the General Training versions of the IELTS are different.

Reading Module: Academic Reading

Time	Tasks	Topics	Sources
60 minutes	Read three passages and answer 40 questions	General interest topics written for a general audience	Journals, magazines, books, newspapers

Reading Module: General Training Reading

Time	Tasks	Topics	Sources
60 minutes	Read three passages and answer 40 questions	Basic social English Training topics General interest	Notices, flyers, timetables, documents, newspaper articles, instructions, manuals

Question Types

There are many types of questions used in the Reading module. You should be familiar with these types.

- | | |
|--|---|
| <ul style="list-style-type: none"> Multiple-choice questions Short-answer questions Completing sentences Completing notes, summary, tables, flowcharts Labeling a diagram Choosing headings for paragraphs or sections of a text | <ul style="list-style-type: none"> Locating information Identifying points of view Identifying writer's claims Classifying information Matching lists or phrases |
|--|---|

You will have a chance to practice the tasks of these different question types in Target 5.

Reading Tips

BEFORE YOU TAKE THE TEST

1. Read as much as you can in English.
2. Keep a notebook of the words you learn.
3. Try to write these words in a sentence. Try to put these sentences into a paragraph.
4. Learn words in context—not from a word list.
5. Know the types of questions found on the IELTS test.
6. Know the type of information sought on the IELTS test.
7. Know how to make predictions.
8. Know how to skim and scan, to look quickly for information.

DURING THE TEST

1. Read the title and any headings first. Make predictions about the topic.
2. Look over the questions quickly. Make predictions about content and organization.
3. Read the passage at a normal speed. Don't get stuck on parts you don't understand.
4. When you answer the questions, don't spend too much time on the ones you don't feel sure about. Make a guess and go on.
5. After you have answered all the questions, you can go back and check the ones you aren't sure about.
6. Don't spend more than 20 minutes on each passage.

READING SKILLS

In order to understand a reading passage, you need to understand the context of a passage. You need to have a clue about the topic. When you pick up a paper to read, you scan the headlines and choose an article that interests you. The clues in the newspaper (headlines, graphics, photos) catch your eye and give you a context.

A passage on the IELTS is given to you; you did not choose to read it. There are few clues. You do not know what it is about. It may or may not interest you. Yet in order to understand it, you need some clues to help you understand the passage. Without the clues, you will not understand it very well. To score well on the IELTS, you should determine what you know and what you need to know.

When you look at a passage, you must make some predictions about the passage.

What is the passage about?

What is the main idea?

Who are the characters?

When are things taking place?

Where is it happening?

Why is it important?

You want to know *who, what, when, where, and why.*

In this section you will learn how the following can give you the answers to: *Who? What? When? Where?* and *Why?*

- Using the first paragraph
- Using the topic sentences
- Using specific details
- Using the questions and answers

Target 1—Using the First Paragraph to Make Predictions

The first paragraphs of a passage can help you make predictions about the context of a passage.

The first paragraph often contains

- the topic sentence (a summary of the main idea of the passage)
- a definition of the topic
- the author's opinion
- clues to the organization of the passage

If you understand the first paragraph, you will understand the topic, the author's opinion (if any), and where to look for information within the passage.

Read this first paragraph of a passage on the illness, obsessive-compulsive disorder.

Obsessive-compulsive disorder (OCD) is clinically diagnosed as an anxiety disorder. This disorder affects up to 4 percent of adults and children. People who suffer from this debilitating disorder have distressing and obsessive thoughts, which usually cause them to perform repetitive behaviors¹ such as counting silently or washing their hands. Though OCD sufferers understand that their obsessions are unrealistic, they find it stressful to put these intrusive thoughts out of their minds. Those who suffer from obsessive-compulsive disorder develop strict behavioral¹ patterns that become extremely time-consuming and begin to interfere with daily routines. Many people with OCD delay seeking treatment because they are ashamed of their own thoughts and behavior.

Topic Sentence

Obsessive-compulsive disorder (OCD) is clinically diagnosed as an anxiety disorder.

Definition of Topic

People who suffer from this debilitating disorder have distressing and obsessive thoughts, which usually cause them to perform repetitive behaviors.

Author's Opinion

None given.

¹BRITISH: Behaviour/behavioural

Organizational Clues

The author may discuss

- Obsessive behavior,
- Stress of sufferers, and/or
- Treatment

PRACTICE 1

Read these introductory paragraphs to other passages. Make predictions about the topics using these first paragraphs.

- 1 The spread of wildfire is a natural phenomenon that occurs throughout the world and is especially common in forested areas of North America, Australia, and Europe. Locations that receive plenty of rainfall but also experience periods of intense heat or drought are particularly susceptible to wildfires. As plant matter dries out, it becomes brittle and highly flammable. In this way, many wildfires are seasonal, ignited by natural causes, most specifically lightning. However, human carelessness and vandalism also account for thousands of wildfires around the globe each year. To gain a clear understanding of how wildfires spread, it is necessary to analyze what it takes to both create and control these fires.

- 2 The term "bird brain" has long been a common means of expressing doubts about a person's intelligence. In reality, birds may actually be a great deal more intelligent than humans have given them credit for. For a long time, scientists considered birds to be of lesser intelligence because the cerebral cortex, the part of the brain that humans and other animals use for intelligence, is relatively small in size. Now scientists understand that birds actually use a different part of their brain, the hyperstriatum, for intelligence. Observations of different species of birds, both in the wild and in captivity, have shown a great deal of evidence of high levels of avian intelligence.

- 3 In 1834, a little girl was born in New Bedford, Massachusetts. She would grow up to become one of the richest women in the world. Her name was Hetty Green, but she was known to many as the Witch of Wall Street.

Target 2—Using the Topic Sentence to Make Predictions

Every paragraph has a key sentence called a topic sentence. This topic sentence explains what a paragraph is about. It is the general idea of a paragraph. If you understand the general idea, you can look for the specific details which support the idea.

Read the second paragraph of the passage on OCD. The first sentence happens to be the topic sentence.

OCD sufferers experience worries that are both unreasonable and excessive and that act as a constant source of internal stress. Fear of dirt and contamination are very common obsessive thoughts. The obsession with orderliness and symmetry is also common. In other cases, persistent thoughts are centered on doubts, such as whether or not a door is locked or a stove is turned off. Impulses, such as the urge to swear in public or to pull a fire alarm, are other types of OCD symptoms. In order to be diagnosed with OCD, a sufferer must exhibit obsessions and/or compulsions that take up a considerable amount of time (at least one hour per day).

Topic Sentence

OCD sufferers experience worries that are both unreasonable and excessive and that act as a constant source of internal stress.

Questions to Ask Yourself

What are unreasonable worries?

What are excessive worries?

PRACTICE 2

Read these paragraphs. Underline the topic sentence. Ask one or two questions about the topic sentence.

- 1 To combat excessive thoughts and impulses, most OCD sufferers perform certain repetitive rituals that they believe will relieve their anxiety. These compulsions can be either mental or behavioral in nature. Common rituals include excessive checking, washing, counting, and praying. Over time, OCD sufferers attach strict rules to their compulsions. For example, a woman who is obsessed with cleanliness might wash her hands three times before having a meal in order to get the thought of the dirty dishes or silverware out of her mind. However, in many cases, the compulsions aren't related to the obsession at all. A man obsessed with the image of dead animals might count silently up to 500 or touch a specific chair over and over in order to block the images. Holding onto objects that would normally be discarded, such as newspapers and empty containers, is another common compulsion.
- 2 OCD symptoms generally begin between the age of 10 and 24 and continue indefinitely until a person seeks treatment. A child's upbringing does not seem to be part of the cause of the disorder, though stress can make the symptoms stronger. The underlying causes of OCD have been researched greatly and point to a number of different genetic factors. While studies show that OCD and its related anxiety disorders are often passed down through families, the specific symptoms for each family member are rarely the same. For example, a mother who is obsessed with order may have a son who can't stop thinking about a single word or number.
- 3 Research on OCD sufferers has found certain physiological trends. In particular, many studies show an overactivity of blood circulation in certain areas of the brain. As a result of this increase in blood flow, the serotonergic system, which regulates emotions, is unable to function effectively. Studies have also shown that OCD sufferers have less serotonin than the average person. This type of abnormality is also observed in Tourette syndrome and Attention Deficit Hyperactive Disorder. People who developed tics as children are found to be more susceptible to OCD as well. Many reports of OCD point to infections that can trigger the disorder, namely streptococcal infections. It is believed that a case of childhood strep throat can elicit a response from the immune system that produces certain neuropsychiatric disorders, such as OCD.

Target 3—Looking for Specific Details

When you read, you first want to know the general idea. Next you read for specific ideas. The author supplies specific details to support his or her ideas. Knowing where to look for these supporting statements will help you answer questions on the IELTS.

When you identified the topic sentences in Practice 2, you found the general idea of the paragraph. When you asked your questions about the topic sentence, you expected the specific details would be the answers.

Read the second paragraph of a passage. The specific details follow the topic sentence.

OCD sufferers experience worries that are both unreasonable and excessive and that act as a constant source of internal stress. Fear of dirt and contamination are very common obsessive thoughts. The obsession with orderliness and symmetry is also common. In other cases, persistent thoughts are centered on doubts, such as whether or not a door is locked or a stove is turned off. Impulses, such as the urge to swear in public or to pull a fire alarm, are other types of OCD symptoms. In order to be diagnosed with OCD, a sufferer must exhibit obsessions and/or compulsions that take up a considerable amount of time (at least one hour per day).

Topic Sentence

OCD sufferers experience worries that are both unreasonable and excessive and that act as a constant source of internal stress.

Questions to Ask Yourself

What are unreasonable worries?

What are excessive worries?

Supporting Details

Fear of dirt and contamination

The obsession with orderliness and symmetry

Persistent doubts

Impulses

PRACTICE 3

Read the three paragraphs from Practice 2 again. Pay attention to the topic sentence. Underline the details that support the topic sentence.

Target 4—Analyzing the Questions and Answers

You made predictions about the content based on the first paragraph, the topic sentences, and the specific details. Now let's look at how the questions or statements in your Reading test booklet can help you narrow these predictions and choose the correct answer.

To help you answer the questions in your Reading test booklet, take a few seconds to look over the questions or statements. Sometimes the questions are before the passage; sometimes they come after the passage. Ask yourself: *Who? What? When? Where? and Why?* By looking for the answers to these general

questions, you will discover what you know and what you need to know. When you read the passage, you can test the predictions you made.

As you look at the question or statement and answer options, look for the key words. Key words may give you a clue to the context. They may help you predict what the passage is about.

Look at these typical IELTS comprehension questions.

Questions 1–8

Complete the summary of the reading passage below.

Choose your answers from the box below and write them in boxes 1–8 on your answer sheet. There are more words than spaces so you will not use them all.

People who suffer from obsessive-compulsive disorder have
 1 (thoughts), (doubts), and (fears) that they cannot
 2 OCD sufferers (develop) certain ways of (acting)
 in order to 3 their fears. For example, being afraid of
 dirt is a (common) 4, which may lead to
 (excessive) hand washing. Or, an OCD sufferer who worries about a
 locked door may engage in excessive 5 Some OCD
 sufferers (keep things) that other people would 6
 Research shows that OCD may be a disorder that is
 7, though (members) of the same (family) don't
 always show the same symptoms. It is also possible that certain
 (infections) may 8 the disorder.

checking
doctor
upbringing
inherited
reduce
cause
treatment
throw away
unreasonable
obsession
control
compulsive
diagnosis
counting

First identify the key words. (These are circled above to help you.) Then look for these words in the passage. You will know where to look because you have made predictions using topic sentences and specific details.

Notice the words close to the circled words in the passage. Do they help you complete the summary above?

PRACTICE 4

Identify the key words in these questions and circle them in the questions and in the reading passage on the next page. Notice the words close to the circled words in the passage. Do they help you complete the questions below?

Questions 9–16

Do the following statements agree with the information in the reading passage?

In boxes 9–16 write

- TRUE** if the statement is true according to the passage
FALSE if the statement contradicts the passage
NOT GIVEN if there is no information about this in the passage

- 9 OCD often results from the way a child is raised.
- 10 Stress can have an effect on OCD.
- 11 OCD sufferers are deficient in serotonin.
- 12 Obsessive-compulsive disorder usually begins after the age of 17.
- 13 Many OCD patients prefer psychotherapy to medication.
- 14 OCD is very difficult to treat.
- 15 Many OCD sufferers keep their problem a secret.
- 16 Antibiotics can be used to treat OCD.

You should spend 20 minutes on Questions 9–16, which are based on the reading passage below.

Obsessive-compulsive Disorder

Obsessive-compulsive disorder (OCD) is clinically diagnosed as an anxiety disorder and affects up to 4 percent of adults and children. People who suffer from this debilitating disorder have distressing and obsessive thoughts, which usually cause them to perform repetitive behaviors such as counting silently or washing their hands. Though OCD sufferers understand that their obsessions are unrealistic, they find it stressful to put these intrusive thoughts out of their minds. Those who suffer from obsessive-compulsive disorder develop strict behavioral patterns that become extremely time-consuming and begin to interfere with daily routines. Many people with OCD delay seeking treatment because they are ashamed of their own thoughts and behavior.

OCD sufferers experience worries that are both unreasonable and excessive and that act as a constant source of internal stress. Fear of dirt and contamination are very common obsessive thoughts. The obsession with orderliness and symmetry is also common. In other cases, persistent thoughts are centered on doubts, such as whether or not a door is locked or a stove is turned off. Impulses, such as the urge to swear in public or to pull a fire alarm, are other types of OCD symptoms. In order to be diagnosed with OCD, a sufferer must exhibit obsessions and/or compulsions that take up a considerable amount of time (at least one hour per day).

To combat excessive thoughts and impulses, most OCD sufferers perform certain repetitive rituals that they believe will relieve their anxiety. These compulsions can be either mental or behavioral in nature. Common rituals include excessive checking, washing, counting, and praying. Over time, OCD sufferers attach strict rules to their compulsions. For example, a woman who is obsessed with cleanliness might wash her hands three times before having a meal in order to get the thought of the dirty dishes or silverware out of her mind. However, in many cases, the compulsions aren't related to the obsession at all. A man obsessed with the image of dead animals might count silently up to 500 or touch a specific chair over and over in order to

block the images. Holding onto objects that would normally be discarded, such as newspapers and empty containers, is another common compulsion.

OCD symptoms generally begin between the age of 10 and 24 and continue indefinitely until a person seeks treatment. A child's upbringing does not seem to be part of the cause of the disorder, though stress can make the symptoms stronger. The underlying causes of OCD have been researched greatly and point to a number of different genetic factors. While studies show that OCD and its related anxiety disorders are often passed down through families, the specific symptoms for each family member are rarely the same. For example, a mother who is obsessed with order may have a son who can't stop thinking about a single word or number.

Research on OCD sufferers has found certain physiological trends. In particular, many studies show an overactivity of blood circulation in certain areas of the brain. As a result of this increase in blood flow, the serotonergic system, which regulates emotions, is unable to function effectively. Studies have also shown that OCD sufferers have less serotonin than the average person. This type of abnormality is also observed in Tourette syndrome and Attention Deficit Hyperactive Disorder. People who developed tics as children are found to be more susceptible to OCD as well. Many reports of OCD point to infections that can trigger the disorder, namely streptococcal infections. It is believed that a case of childhood strep throat can elicit a response from the immune system that produces certain neuropsychiatric disorders, such as OCD.

Because OCD sufferers tend to be so secretive about their symptoms, they often put off treatment for many years. The average OCD sufferer waits about 17 years before receiving medical attention. As with many anxiety disorders, early diagnosis and proper medication can lessen many of the symptoms and allow people to live fairly normal lives. Most treatment plans for OCD involve a combination of medication and psychotherapy. Both cognitive and behavioral therapies are used to teach patients about their disorder and work through the anxiety. Serotonin reuptake inhibitors are prescribed to increase the brain's concentration of serotonin. This medication successfully reduces the symptoms in many OCD sufferers in a short amount of time. For cases when OCD is linked to streptococcal infection, antibiotic therapy is sometimes all that is needed.

Target 5—Identifying the Tasks

There are many types of questions on the IELTS Reading Test. It is important to know what the question is asking you to do.

Question types:

- Multiple-choice questions
- Short-answer questions
- Completing sentences
- Completing notes, summary, tables, flowcharts
- Labeling a diagram
- Choosing headings for paragraphs or sections of a text
- Choosing three or four answers from a list
- Yes, No, True, False, or Not Given questions
- Classifying information
- Matching lists or phrases

The questions for the practice reading passages on the next page are labeled. Be familiar with the question types so you can quickly complete the task and answer the question correctly.

PRACTICE 5

READING PASSAGE 1

Read the passage and answer the questions. Use your predicting skills. Note the type of questions.

Zulu Beadwork

The South African province of KwaZulu-Natal, more commonly referred to as the Zulu Kingdom, is named after the Zulu people who have inhabited the area since the late 1400s. KwaZulu translates to mean "Place of Heaven." "Natal" was the name the Portuguese explorers gave this region when they arrived in 1497. At that time, only a few Zulu clans occupied the area. By the late 1700s, the AmaZulu clan, meaning "People of Heaven," constituted a significant nation. Today the Zulu clan represents the largest ethnic group in South Africa, with at least 11 million people in the kingdom. The Zulu people are known around the world for their elaborate glass beadwork, which they wear not only in their traditional costumes but as part of their everyday apparel. It is possible to learn much about the culture of the Zulu clan through their beadwork.

The glass bead trade in the province of KwaZulu-Natal is believed to be a fairly recent industry. In 1824, an Englishman named Henry Francis Fynn brought glass beads to the region to sell to the African people. Though the British are not considered the first to introduce glass beads, they were a main source through which the Zulu people could access the merchandise they needed. Glass beads had already been manufactured by the Egyptians centuries earlier around the same time when glass was discovered. Some research points to the idea that Egyptians tried to fool South Africans with glass by passing it off as jewels similar in value to gold or ivory. Phoenician mariners brought cargoes of these beads to Africa along with other wares. Before the Europeans arrived, many Arab traders brought glass beads down to the southern countries via camelback. During colonization¹, the Europeans facilitated and monopolized² the glass bead market, and the Zulu nation became even more closely tied to this art form.

The Zulu people were not fooled into believing that glass beads were precious stones but, rather, used the beads to establish certain codes and rituals in their society. In the African tradition, kings were known to wear beaded regalia so heavy that they required the help of attendants to get out of their thrones. Zulu beadwork is involved in every realm of society, from religion and politics to family and marriage. Among the Zulu women, the craft of beadwork is used as an educational tool as well as a source of recreation and fashion. Personal adornment items include jewelry, skirts, neckbands, and aprons. Besides clothing and accessories, there are many other beaded objects in the Zulu culture, such as bead-covered gourds, which are carried around by women who are having fertility problems. Most importantly, however, Zulu beadwork is a source of communication. In the Zulu tradition, beads are a part of the language with certain words and symbols that can be easily read. A finished product is considered by many artists and collectors to be extremely poetic.

The code behind Zulu beadwork is relatively basic and extremely resistant to change. A simple triangle is the geometric shape used in almost all beaded items. A triangle with the apex pointing downward signifies an unmarried man, while one with the tip pointing upward is worn

¹BRITISH: colonisation

²BRITISH: monopolised

by an unmarried woman. Married women wear items with two triangles that form a diamond shape, and married men signify their marital status with two triangles that form an hourglass shape. Colors are also significant, though slightly more complicated since each color can have a negative and a positive meaning. Educated by their older sisters, young Zulu girls quickly learn how to send the appropriate messages to a courting male. Similarly, males learn how to interpret the messages and how to wear certain beads that express their interest in marriage.

The codes of the beads are so strong that cultural analysts fear that the beadwork tradition could prevent the Zulu people from progressing technologically and economically. Socio-economic data shows that the more a culture resists change the more risk there is in a value system falling apart. Though traditional beadwork still holds a serious place in Zulu culture, the decorative art form is often modified for tourists, with popular items such as the beaded fertility doll.

MATCHING

Questions 1–3

Match each definition in List A with the term it defines in List B.

Write the correct letter **A–E** in boxes 1–3 on your answer sheet. There are more terms than definitions, so you will not use them all.

List A	Definitions
1	It means <i>Place of Heaven</i> .
2	It is the Portuguese name for southern Africa.
3	It means <i>People of Heaven</i> .

List B	Terms
A	Phoenician
B	Natal
C	AmaZulu
D	Explorer
E	KwaZulu

SHORT-ANSWER QUESTIONS

Questions 4–6

Answer the questions below.

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

Write your answers in boxes 4–6 on your answer sheet.

- 4 Which country does the Zulu clan reside in?
- 5 When did the Portuguese arrive in KwaZulu-Natal?
- 6 How many members of the Zulu kingdom are there?

TRUE-FALSE-NOT GIVEN QUESTIONS

Questions 7–11

Do the following statements agree with the information given in the passage? In boxes 7–11 on your answer sheet, write

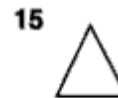
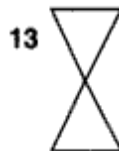
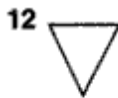
- TRUE** if the statement is true according to the passage
- FALSE** if the statement contradicts the passage
- NOT GIVEN** if there is no information about this in the passage

- 7 The British were the first people to sell glass beads in Africa.
- 8 Henry Frances Flynn made a lot of money selling glass beads to the Zulu people.
- 9 The Zulu people believed that glass beads were precious stones.
- 10 The Zulu people use glass beads in many aspects of their daily lives.
- 11 Zulu women believe that bead-covered gourds can help them have babies.

LABELING A DIAGRAM

Label the diagram below. Choose one or two words from the reading passage for each answer. Write your answers in boxes 12–15 on your answer sheet.

Zulu Beadwork Code



READING PASSAGE 2

Read the passage and answer the questions. Use your predicting skills. Note the type of questions.

CHOOSING HEADINGS

Questions 1–5

The following reading passage has five sections A–E.

Choose the correct heading for each section from the list of headings on the next page.

Write the correct number i–viii in boxes 1–5 on your answer sheet. There are more headings than sections, so you will not use them all.

- 1 Section A
- 2 Section B
- 3 Section C
- 4 Section D
- 5 Section E

List of Headings

- | | |
|------|--|
| i | Colorblindness ¹ in different countries |
| ii | Diagnosing colorblindness |
| iii | What is colorblindness? |
| iv | Curing colorblindness |
| v | Unsolved myths |
| vi | Animals and colorblindness |
| vii | Developing the ability to see color |
| viii | Colorblindness and the sexes |

Colorblindness

A

Myths related to the causes and symptoms of "colorblindness" abound throughout the world. The term itself is misleading, since it is extremely rare for anyone to have a complete lack of color perception. By looking into the myths related to color blindness, one can learn many facts about the structure and genetics of the human eye. It is a myth that colorblind people see the world as if it were a black and white movie. There are very few cases of complete colorblindness. Those who have a complete lack of color perception are referred to as monochromatics, and usually have a serious problem with their overall vision as well as an inability to see colors. The fact is that in most cases of colorblindness, there are only certain shades that a person cannot distinguish between. These people are said to be dichromatic. They may not be able to tell the difference between red and green, or orange and yellow. A person with normal color vision has what is called trichromatic vision. The difference between the three levels of color perception have to do with the cones in the human eye. A normal human eye has three cones located inside the retina: the red cone, the green cone, and the yellow cone. Each cone contains a specific pigment whose function is to absorb the light of these colors and the combinations of them. People with trichromatic vision have all three cones in working order. When one of the three cones does not function properly, dichromatic vision occurs.

B

Some people believe that only men can be colorblind. This is also a myth, though it is not completely untrue. In an average population, 8% of males exhibit some form of colorblindness, while only 0.5% of women do. While there may be some truth to the idea that more men have trouble matching their clothing than women, the reason that color vision deficiency is predominant in males has nothing to do with fashion. The fact is that the gene for color blindness is located on the X chromosome, which men only have one of. Females have two X chromosomes, and if one carries the defective gene, the other one naturally compensates. Therefore, the only way for a female to inherit colorblindness is for both of her X chromosomes to carry the defective gene. This is why the incidence of color deficiency is sometimes more prevalent in extremely small societies that have a limited gene pool.

C

It is true that all babies are born colorblind. A baby's cones do not begin to differentiate between many different colors until he is approximately four months old. This is why many of the modern toys for very young babies consist of black and white patterns or primary colors, rather than traditional soft pastels. However, some current research points to the importance of developing an infant's color visual system. In 2004, Japanese researcher Yoichi Sugita of the Neuroscience Research Institute performed an experiment that would suggest that color vision deficiency isn't entirely genetic. In his experiment, he subjected a group of baby monkeys to monochromatic lighting for one year. He later compared their vision to normal monkey who had experienced the colorful world outdoors. It was found that the test monkeys were unable to perform the color-matching tasks that the normal monkeys could. Nevertheless, most cases of colorblindness are attributed to genetic factors that are present at birth.

¹BRITISH: colour, colourblindness, colourful

D

Part of the reason there are so many inconsistencies related to colorblindness, or "color vision deficiency" as it is called in the medical world, is that it is difficult to know exactly which colors each human can see. Children are taught from a very young age that an apple is red. Naming colors allows children to associate a certain shade with a certain name, regardless of a color vision deficiency. Someone who never takes a color test can go through life thinking that what they see as red is called *green*. Children are generally tested for colorblindness at about four years of age. The Ishihara Test is the most common, though it is highly criticized¹ because it requires that children have the ability to recognize² numerals. In the Ishihara Test, a number made up of colored dots is hidden inside a series of dots of a different shade. Those with normal vision can distinguish the number from the background, while those with color vision deficiency will only see the dots.

E

While many of the myths related to colorblindness have been busted by modern science, there are still a few remaining beliefs that require more research in order to be labeled as folklore. For example, there is a longstanding belief that colorblindness can aid military soldiers because it gives them the ability to see through camouflage. Another belief is that everyone becomes colorblind in an emergency situation. The basis of this idea is that a catastrophic event can overwhelm the brain, causing it to utilize³ only those receptors needed to perform vital tasks. In general, identifying color is not considered an essential task in a life or death situation.

MULTIPLE-CHOICE QUESTIONS*Questions 6–8*

Choose the correct letter, **A**, **B**, **C**, or **D**. Write your answers in boxes 6–8 on your Answer Sheet.

- 6 People who see color normally are called
- A monochromatic.
 - B dichromatic.
 - C trichromatic.
 - D colorblind.
- 7 Children usually begin to see a variety of colors by the age of
- A one month.
 - B four months.
 - C one year.
 - D four years.
- 8 Children who take the Ishihara Test must be able to
- A distinguish letters.
 - B write their names.
 - C read numbers.
 - D name colors.

¹BRITISH: criticised

²BRITISH: recognise

³BRITISH: utilise

COMPLETING A SUMMARY*Questions 9–12*

Complete the summary using words from the box below.

Write your answers in boxes 9–12 on your Answer Sheet. There are more answers than spaces, so you will not use them all.

It is a common **9** that only men suffer from colorblindness. On average **10** than ten percent of men have this problem. Women have two **11** For this reason it is **12** for a woman to suffer from colorblindness.

myth	a little less
X chromosomes	defective genes
fact	slightly more
exactly	less likely
more probable	

READING PASSAGE 3

Read the passage and answer the questions. Use your predicting skills. Note the type of question.

Antarctic Penguins

Though penguins are assumed to be native to the South Pole, only four of the seventeen species have evolved the survival adaptations necessary to live and breed in the Antarctic year round. The physical features of the Adelie, Chinstrap, Gentoo, and Emperor penguins equip them to withstand the harshest living conditions in the world. Besides these four species, there are a number of others, including the yellow feathered Macaroni penguin and the King penguin that visit the Antarctic regularly but migrate to warmer waters to breed. Penguins that live in Antarctica year round have a thermoregulation system and a survival sense that allows them to live comfortably both on the ice and in the water.

In the dark days of winter, when the Antarctic sees virtually no sunlight, the penguins that remain on the ice sheet sleep most of the day. To retain heat, penguins huddle in communities of up to 6,000 of their own species. When it's time to create a nest, most penguins build up a pile of rocks on top of the ice to place their eggs. The Emperor penguin, however, doesn't bother with a nest at all. The female Emperor lays just one egg and gives it to the male to protect while she goes off for weeks to feed. The male balances the egg on top of his feet, covering it with a small fold of skin called a brood patch. In the huddle, the male penguins rotate regularly so that none of the penguins have to stay on the outside of the circle exposed to the wind and cold for long periods of time. When it's time to take a turn on the outer edge of the pack, the penguins tuck their feathers in and shiver. The movement provides enough warmth until they can head back into the inner core and rest in the warmth. In order to reduce the cold of the ice, penguins often put their weight on their heels and tails. Antarctic penguins also have complex nasal passages that prevent 80 percent of their heat from leaving the body. When the sun is out, the black dorsal plumage attracts its rays and penguins can stay warm enough to waddle or slide about alone.

Antarctic penguins spend about 75 percent of their lives in the water. A number of survival adaptations allow them to swim through water as cold as -2 degrees Celsius. In order to stay warm in these temperatures, penguins have to keep moving. Though penguins don't fly in the air, they are often said to fly through water. Instead of stopping each time they come up for air, they use a technique called "porpoising," in which they leap up for a quick breath while swiftly moving forward. Unlike most birds that have hollow bones for flight, penguins have evolved hard solid bones that keep them low in the water. Antarctic penguins also have unique feathers that work similarly to a waterproof diving suit. Tufts of down trap a layer of air within the feathers, preventing the water from penetrating the penguin's skin. The pressure of a deep dive releases this air, and a penguin has to rearrange the feathers through a process called "preening." Penguins also have an amazing circulatory system, which in extremely cold waters diverts blood from the flippers and legs to the heart.

While the harsh climate of the Antarctic doesn't threaten the survival of Antarctic penguins, overheating can be a concern, and therefore, global warming is a threat to them. Temperate species have certain physical features such as fewer feathers and less blubber to keep them cool on a hot day. African penguins have bald patches on their legs and face where excess heat can be released. The blood vessels in the penguin's skin dilate when the body begins to overheat, and the heat rises to the surface of the body. Penguins who are built for cold winters of the Antarctic have other survival techniques for a warm day, such as moving to shaded areas, or holding their fins out away from their bodies.

CLASSIFYING INFORMATION

Questions 1–5

Classify the following facts as applying to

- A** Antarctic penguins
- B** Temperate-area penguins

Write the appropriate letter, **A** or **B**, in boxes 1–5 on your answer sheet.

- 1 stand in large groups to keep warm
- 2 spend about three quarters of its time in the water
- 3 have feathers that keep cold water away from its skin
- 4 have areas of skin without feathers
- 5 have less blubber

COMPLETING SENTENCES

Questions 6–9

Complete each of the following sentences with information from the reading passage. Write your answers in boxes 6–9 on your Answer Sheet. Write **NO MORE THAN THREE WORDS** for each answer.

- 6 Most penguins use to build their nests.
- 7 While the male emperor penguin takes care of the egg, the female goes away to
- 8 A is a piece of skin that the male emperor penguin uses to protect the egg.
- 9 Penguins protect their feet from the cold of the ice by standing on their

CHOOSING ANSWERS FROM A LIST

Questions 10–13

The article mentions many facts about penguins.

Which four of the following features are things that enable them to survive in very cold water?

Write the appropriate letters **A–H** in boxes 10–13 on your Answer Sheet.

- A They move through the water very quickly.
- B They hold their flippers away from their bodies.
- C They choose shady areas.
- D When necessary, their blood moves away from the flippers and toward the heart.
- E They breathe while still moving.
- F The blood vessels in their skin dilate.
- G They waddle and slide.
- H Their feathers hold in a layer of air near the skin.



6

WRITING MODULE

- **QUICK STUDY**

- Overview
- Question Types
- Writing Tips

- **WRITING SKILLS**

- Target 1—Writing for a Specific Audience
- Target 2—Completing the Task
- Target 3—Determining the Task
- Target 4—Developing a Thesis Statement
- Target 5—Organizing Your Writing
- Target 6—Writing a Paragraph
- Target 7—Writing the Introduction
- Target 8—Writing with Variety

QUICK STUDY

Overview

There are two writing tasks in both the Academic and General Training Writing modules.

Academic Writing Module

	Time	Number of Words	Task
Task 1	20	150	Describe a chart or graph.
Task 2	40	250	Give an opinion on a subject. or Propose a solution to a problem.

General Training Writing Module

	Time	Number of Words	Task
Task 1	20	150	Write a letter asking for assistance with a problem.
Task 2	40	250	Give an opinion on a subject. or Propose a solution to a problem.

Question Types

You should be familiar with the variety of tasks on the IELTS Academic Writing Module and on the General Training Writing module.

Academic Writing Module

Describe a chart
Give an opinion
Propose a solution to a problem

General Training Writing Module

Write a letter asking for assistance

The following activities will help you become familiar with these question types.

Writing Tips

1. Make sure you organize¹ your writing *before* you begin. Use the back of your answer sheet to create a concept map.
2. The examiners judge your writing on its clarity. Make sure you have supported your ideas with specific details.
3. You can write more than 150 words for Task 1 or more than the 250 words for Task 2, but you can't write less. You will lose points if you have less than the assigned number of words in your essay.
4. In the introductory paragraph, paraphrase your ideas. Do not use the exact words in the introduction that you use in the body of the essay. This gives your writing more variety and more interest.
5. You must answer the question completely. Do not leave any part out or you will lose points.
6. Organize your time carefully. Leave time for planning, writing, and revising.

WRITING SKILLS

Target 1—Writing for a Specific Audience

You write for someone to read what you write. But who is this someone? Your classmate in the seat next to you at school? Your aunt who lives in another city? Strangers in a distant place?

Before you write, you should ask yourself some questions:

- Who am I writing to?
- What will he or she find interesting about my subject?
- What does he or she already know about my subject?
- How can I explain my subject effectively to him or her?

An IELTS examiner will read your writing. Who is this examiner?

Write the letter that you think matches the IELTS examiner.

YES (Y)	NO (N)	POSSIBLE (P)
		A high school student
		An experienced teacher
		A native speaker of English
		A kindly grandmother
		A strict grammarian
		A famous author
		A fair grader

¹BRITISH: organise

There are all types of examiners. It is safe to say they are not in high school. But they could be any of the other types. Whoever they are, they have been very well trained to read your writing and to grade you fairly.

The instructions for the writing tasks sometimes ask you to write to a specific person. The examiner will read your writing as if she or he were that person. Here are some of the types:

- a university lecturer
- an educated reader
- your teacher
- an airline employee
- a librarian
- a supermarket manager
- a landlord or landlady
- a bank manager

You should imagine a reader and write to that person. Imagine what they already know about your subject and what they would like to know. Then tell them in a very interesting way.

Target 2—Completing the Task

It is very important that you do the task completely. For each task, you will be given a limited amount of time and a minimum number of words. Do not spend more than the given time, and do not write fewer than the minimum number of words. You can write more words, but be careful that you work within the time limit.

These are the instruction lines for each task.

Task 1

- You should spend about 20 minutes on this task.
- You should write at least 150 words.

Task 2

- You should spend about 40 minutes on this task.
- You should write at least 250 words.

PRACTICE

Complete this table.

	Time	Words
Task 1		
Task 2		

Target 3—Determining the Task

ACADEMIC WRITING

There are two principle tasks in the Academic Writing module. In Task 1 you will be asked to describe something and in Task 2 you will be asked to make an argument and support your opinion.

Look at the following examples.

Task 1—Describe Something

Example

You should spend about 20 minutes on this task.

The chart below shows the results of a survey that sampled a cross section of travelers at a major metropolitan airport about the purpose of their trip. The survey was carried out during four different months in 2002.

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

Write at least 150 words.

Purpose of Travel

	March 2002	June 2002	September 2002	December 2002
Business	73%	29%	53%	34%
Holiday	18%	54%	31%	35%
Visit family	6%	13%	11%	26%
Other	3%	4%	5%	5%

Task 2—Support Your Opinion

Example

You should spend about 40 minutes on this task.

Write about the following topic:

Most schools offer some type of physical education program to their students. Why is physical education important? Should physical education classes be required or optional?

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

Write at least 250 words.

GENERAL TRAINING WRITING

There are two tasks in the General Training Writing module. In Task 1 you will be asked to write to someone, explain a problem, and ask for the solution; in Task 2 you will be asked to give and support your opinion.

Task 1—Write to Someone, Explain a Problem, and Ask for the Solution

Example

You should spend about 20 minutes on this task.

Write about the following topic:

You and a friend had dinner at an expensive restaurant last night. The waiter was incompetent, and the food was not good. Write a letter to the restaurant manager, and describe what happened. Ask for your money back.

Write at least 150 words.

Task 2—Support Your Opinion

Example

You should spend about 40 minutes on this task.

Write about the following topic:

More and more people are relying on the Internet as their major source of news and information.

What advantages does the Internet have for the average person? What disadvantages could it have now or in the future?

Give reasons for your answer. Write at least 250 words.

Target 4—Developing a Thesis Statement

Before you begin writing, you must think about your thesis statement. A thesis statement is your main idea. It will set the stage for the rest of your writing. You have a thesis statement both for descriptions and for opinions.

GIVE A DESCRIPTION

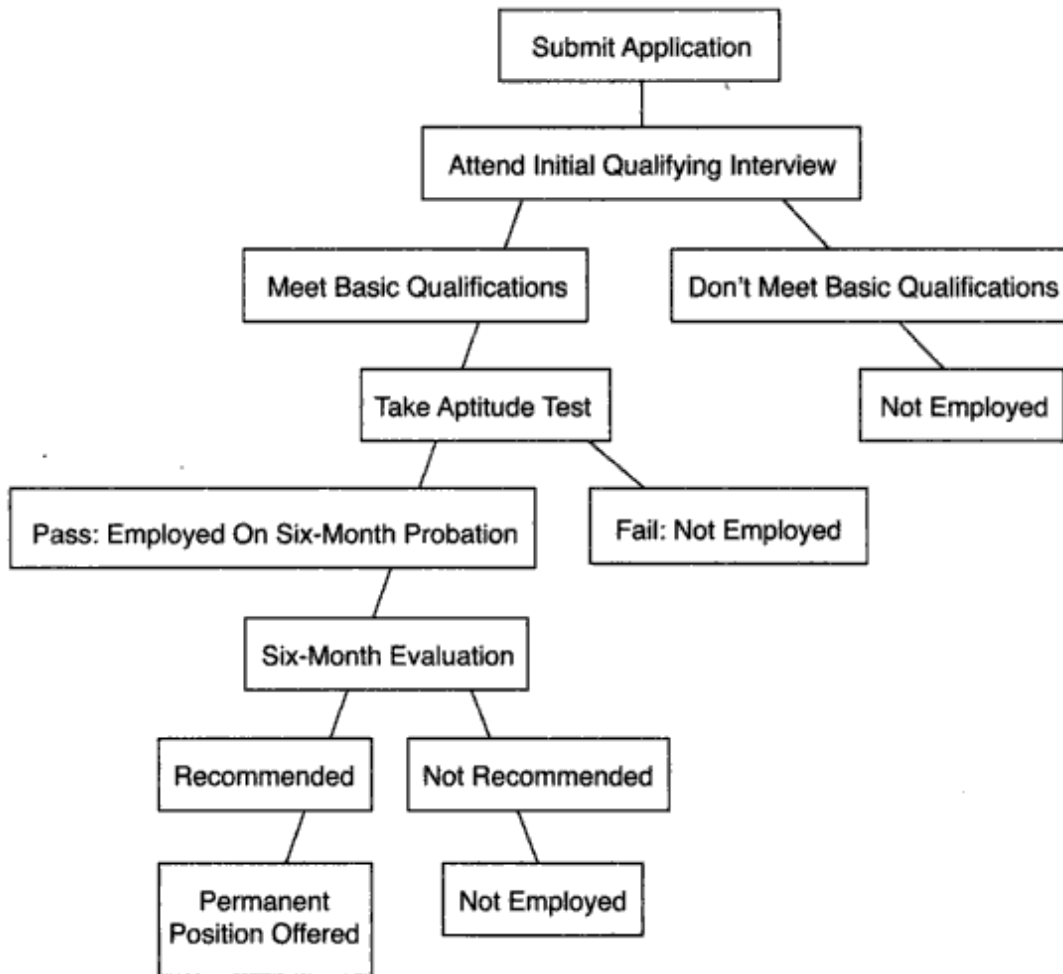
Example

Write about the following topic:

The diagram on the next page shows the steps in the hiring process at a large corporation.

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

Acme Corporation: Recruitment Process



Possible Thesis Statements

1. There are several steps one must go through before being employed by the Acme Corporation.
2. Getting a job at the Acme Corporation is not a simple process.
3. The Acme Corporation wants to make sure that all potential employees are well-qualified before being offered a permanent position at the company.

SUPPORT YOUR OPINION

Example

Write about the following topic:

More and more fathers are taking a break from their careers so that they can stay home and take care of their children while their wives work. This is better for the family than having both parents work full-time. To what extent do you agree or disagree.

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

Possible Thesis Statements

1. Changing customs have made it possible for men to take on roles in the family that once were considered to be only for women.
2. Many modern couples are beginning to recognize¹ that it is better to have a parent at home to take care of the children, rather than relying on a full-time baby sitter or pre-school.
3. Changing views of women in the professions have made it possible for many women to earn a salary that is high enough to support a family.

PRACTICE

First, identify the task. Then, choose the thesis statement or statements that are appropriate to the topic. There can be more than one thesis statement.

Topic 1

Many people think that there is too much violence on television and that there should be laws to control the amount and type of violence shown on television programs. Are laws controlling the content of television programs necessary? How much control should there be?

Task

- (A) Give a description.
- (B) Support your opinion.
- (C) Explain a problem and ask for a solution.

Thesis Statement

- (A) There are many types of programs on television, and each person is free to choose which programs he or she wants to watch.
- (B) I enjoy watching police and detective programs on television.
- (C) We can learn a lot from television, but it's not a good idea to spend more than an hour a day watching it.

Topic 2

More and more families have computers in their homes. What advantages and disadvantages do home computers have for children? Should parents restrict the amount of time their children spend using the computer?

Task

- (A) Give a description.
- (B) Support your opinion.
- (C) Explain a problem and ask for a solution.

Thesis Statement

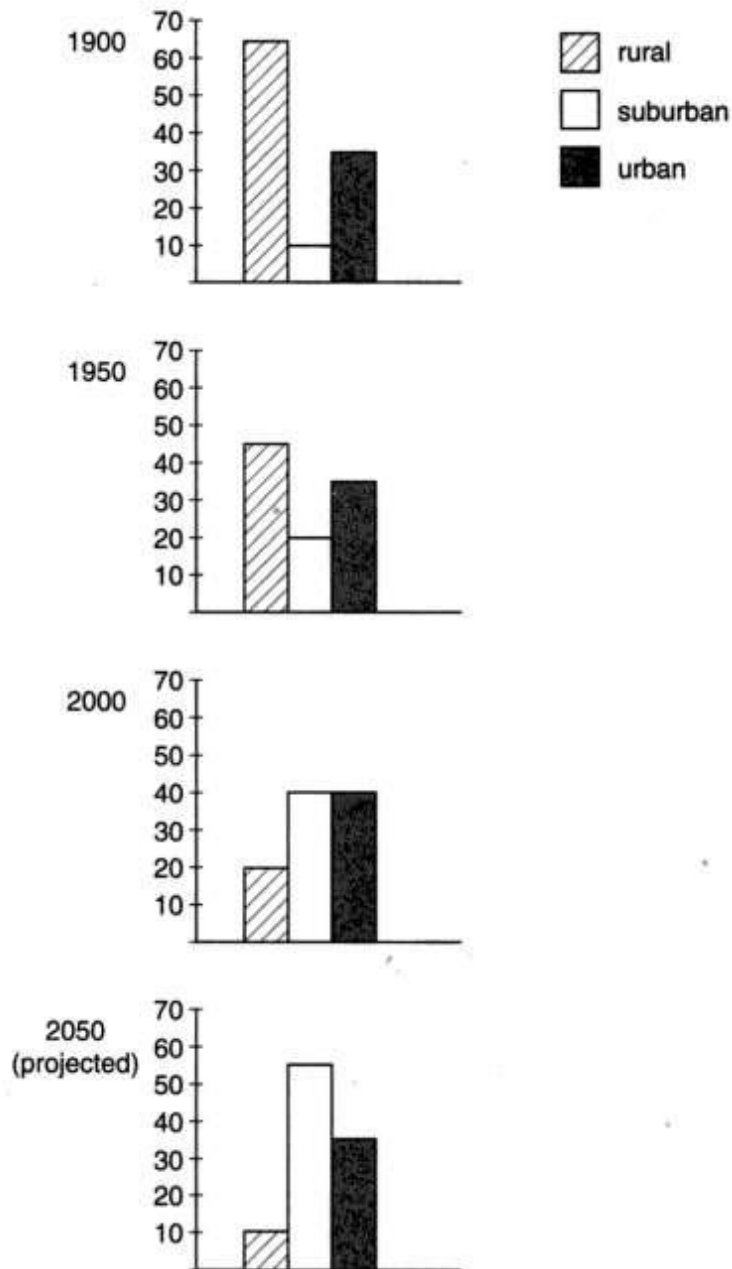
- (A) Computers have become very inexpensive in recent years.
- (B) Computers can contribute a lot to a child's education, but they can be overused.
- (C) Computers today can do much more than the computers of just a few years ago.

¹BRITISH: recognise

Topic 3

The graphs below show the figures for population distribution in the northwest for 1900–2050.

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



Task

- (A) Give a description.
- (B) Support your opinion.
- (C) Explain a problem, and ask for a solution.

Thesis Statement

- (A) Although the cost of living is high in urban areas, cities also have many advantages.
- (B) Some people like to live in rural areas because they offer a peaceful and pleasant way of life.
- (C) Over the past century, the population in the Northwest has been shifting from largely rural to mostly sub-urban and urban.

Topic 4

You borrowed a friend's gold watch to wear to a party. Unfortunately, the watch fell off your wrist, and you lost it.

Write a letter to your friend. Explain what has happened and what you want to do about it.

Task

- (A) Give a description.
- (B) Support your opinion.
- (C) Explain a problem, and ask for a solution.

Thesis Statement

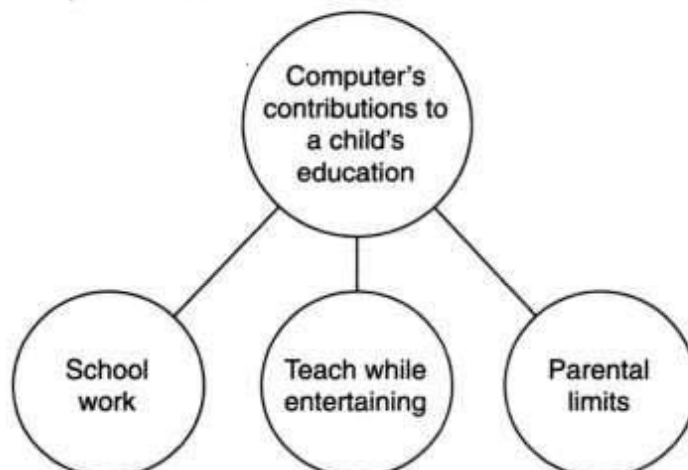
- (A) There are several places where you can buy a good watch at a low price.
- (B) I greatly appreciate the loan of your watch the other night.
- (C) An unfortunate thing happened last night while I was wearing your beautiful gold watch.

Target 5—Organizing Your Writing

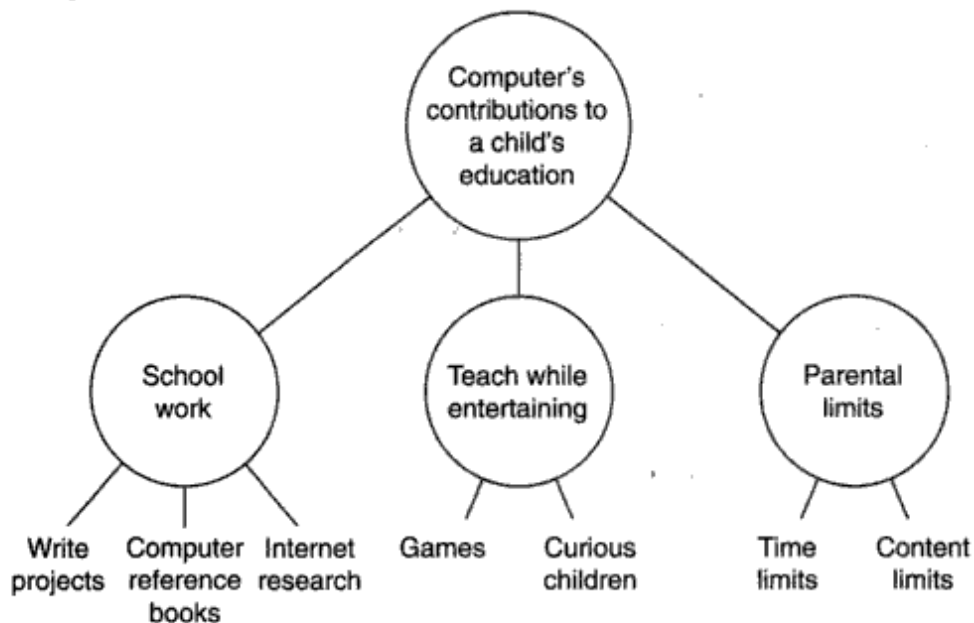
Your writing needs a main idea. Your thesis statement is your main idea. Now you have to support your main idea with general ideas. You should have two or three general ideas for each topic.

You can use concept maps to help you organize your ideas. Follow these steps to help you organize your writing.

1. **Read the topic.** More and more families have computers in their homes. What advantages and disadvantages do home computers have for children? Should parents restrict the amount of time their children spend using the computer?
2. **Determine the task.** Support an opinion.
3. **Write a thesis statement.** Computers contribute a lot to a child's education.
4. **Add general ideas.**



5. Add supporting details.



Compare this passage with the concept map above.

Home computers offer many advantages to the average family. One of the most important of these is the contribution computers can make to a child's education. With parental guidance, children can learn a lot by using a computer.

A computer is a useful tool for school work. Computers make it very easy to keep notes and write up school projects. Reference books on computer CDs make it convenient for children to research their school projects. In addition, the Internet makes research on any subject possible from the comfort of one's own home. Children can do all this work independently, without asking their parents to take them to the library or buy expensive reference books for them.

Computers keep children entertained in an educational way. There are many computer games that both attract children and teach them something. The Internet offers the curious child a way to find information about anything that he is interested in. A child can stay gainfully occupied for hours at a time with a computer.

Parents don't need to limit their children's computer time, although they should pay close attention to what a child does with a computer. Using a computer is not a passive activity like watching television is. The more time a child spends on a computer, the more he can learn. However, parents should control which web sites their children visit and which computer games they play. Then the computer is a safe learning tool for children.

Computers contribute a lot to a child's education. Every family should have one.

PRACTICE 1

This exercise will help you learn the steps to organize your writing. Look at the concept map. Read the essay. Complete the missing parts of the map.

1. **Read the topic.**

Many people think that there is too much violence on television and that there should be laws to control the amount and type of violence shown on television programs. Are laws controlling the content of television programs necessary? How much control should there be?

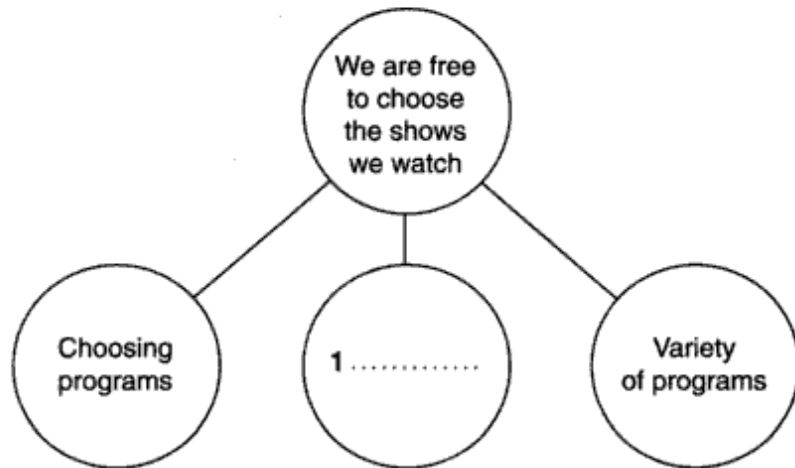
2. **Determine the task.**

Support an opinion

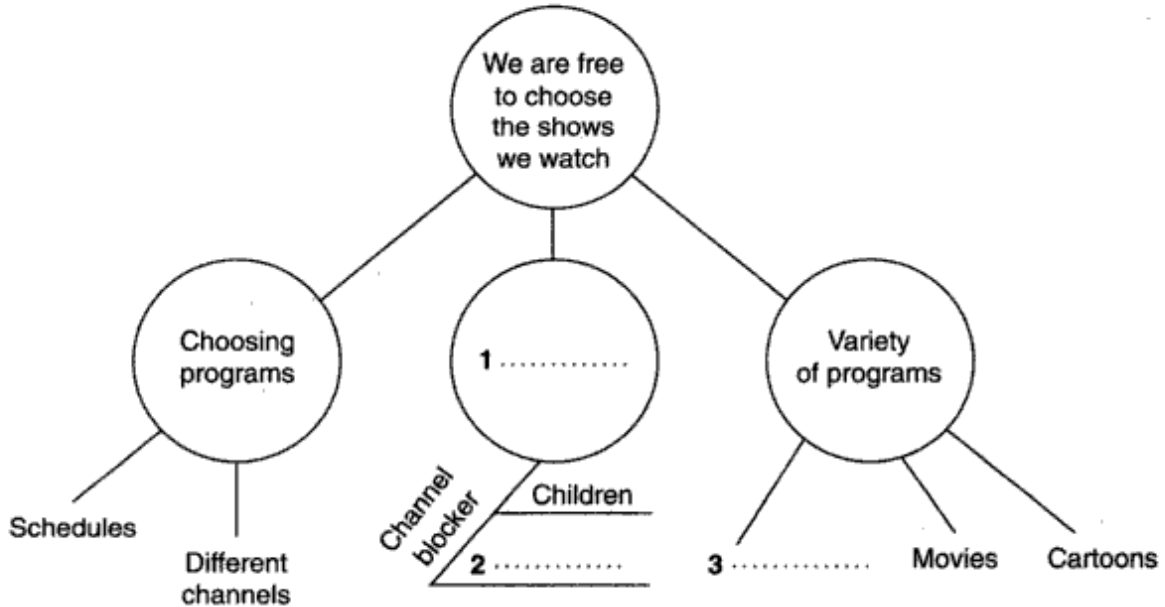
3. **Write a thesis statement.**

We are free to choose the shows we watch.

4. **Add general ideas.**



5. **Add supporting details.**



While it is true that there is violence on television, each individual has his or her own idea about how much is too much. Fortunately, we are all free to choose which TV programs we want to watch. Laws are not necessary to help us decide.

It isn't difficult to find out which programs are on TV at any given time. Most newspapers publish a schedule of TV programs everyday. Also, anyone who watches TV regularly knows which programs she likes and which she doesn't like. She knows what kinds of programs each different channel tends to have. It's easy for everyone to avoid violent programs if they want to.

Modern technology has given us a tool for controlling the TV programs we see. Most TVs can be programmed to block certain channels. Parents use this technology to protect their children from seeing shows¹ that are too violent. Adults can also use this technology to avoid seeing programs that they don't want to see.

The best thing about TV is that there is a variety of programs. There are news programs for serious people. There are films and cartoons for people who want to be entertained. The variety of TV programs needs to be protected, even if that means allowing some of them to show violence.

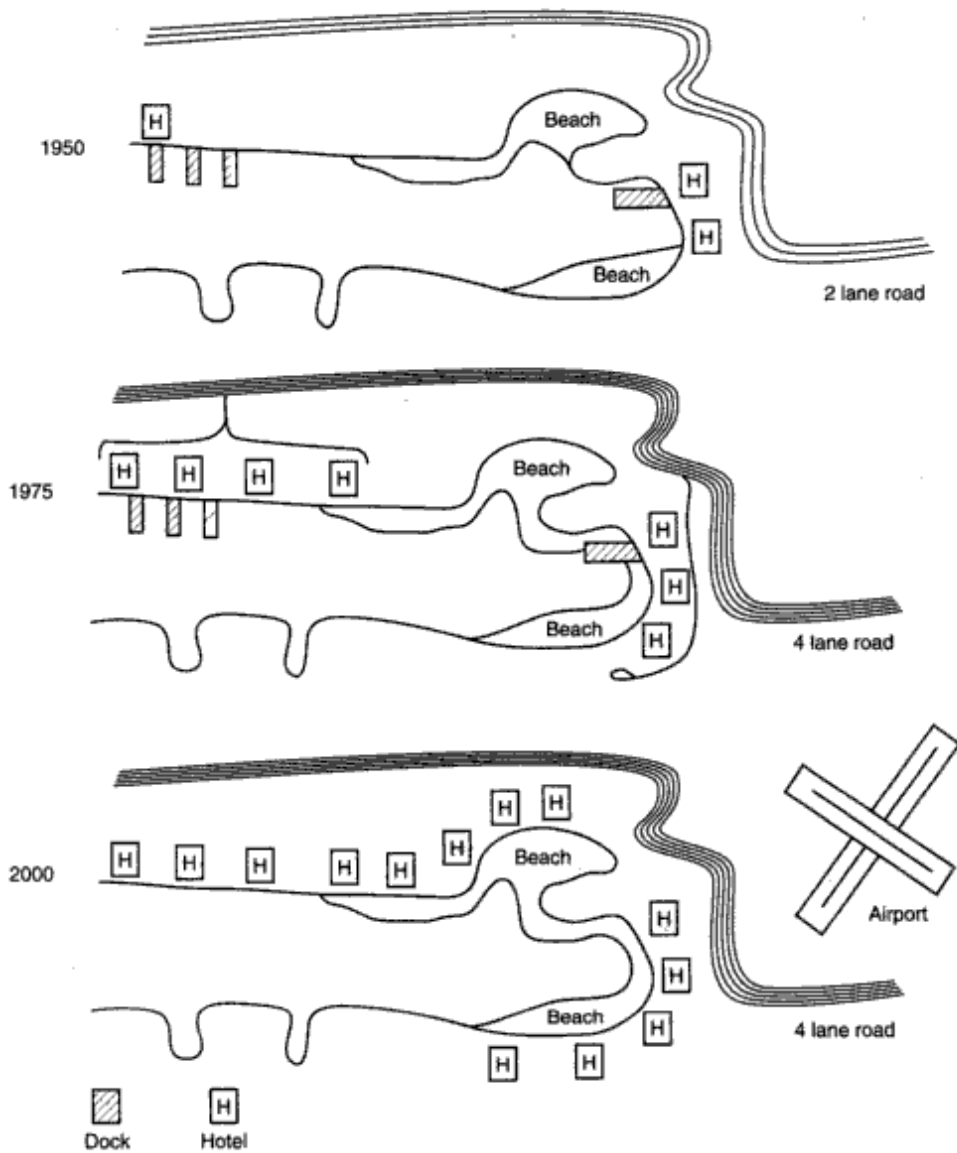
We each have our own ideas about what is too violent and what isn't. It would be difficult to make laws about violence on TV that would satisfy everybody. It is better to let each individual make his or her own choice about what to watch.

PRACTICE 2

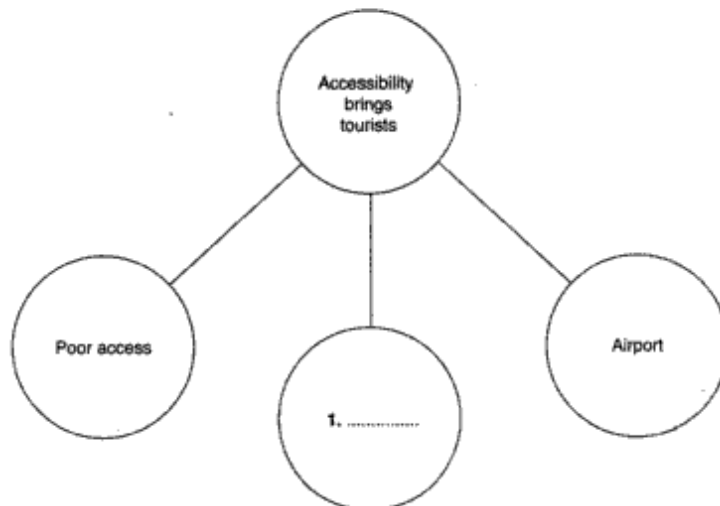
This exercise will help you learn the steps to organize your writing. Look at the concept map. Read the essay. Complete the missing parts of the map.

1. **Read the topic.** ***The 3 maps on the next page show Palm Grove is a coastal town about 450 kilometers from the nearest city. It has recently become a major resort.***
Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

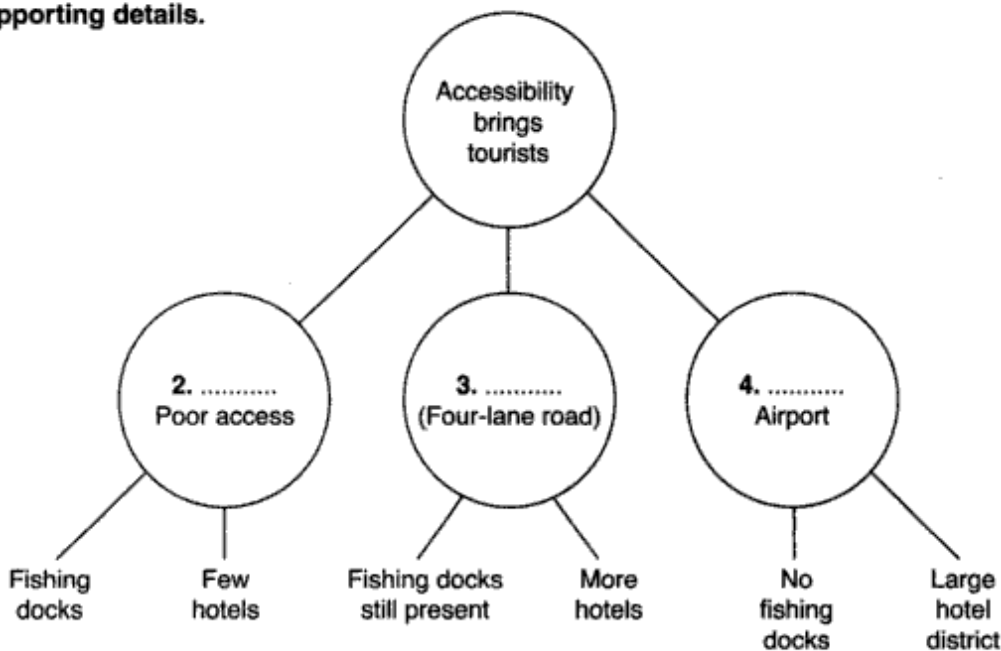
¹BRITISH: programmes



2. **Determine the task.** Describe something.
3. **Write a thesis statement.** Palm Grove became a resort when accessibility from the outside improved.
4. **Add general ideas.**



5. Add supporting details.



The three maps representing changes in Palm Grove between 1950 and 2000 show that the town became a resort as accessibility from the outside improved.

In 1950, Palm Grove was a small fishing village with few hotels. It lies 450 kilometers from the nearest city. Since the only access to the village in 1950 was by a two-lane road¹, most tourists probably didn't want to make the long trip to get there.

By 1975, a new four-lane highway had brought changes to Palm Grove. It was still a fishing village, but it appears that the new road made it easier for tourists to get there. Several new hotels had been built for them along the beach.

By 2000, an airport had been built just outside Palm Grove. This apparently changed the town into a resort. The hotel district was greatly expanded and the fishing docks removed. Probably most local residents now work in the tourist industry.

PRACTICE 3

Identify the tasks for the following topics. Create a concept map for each. On a separate piece of paper, write an essay or letter using the concept map as a guide. Compare your essays or letters with those in the Answer Key.

Topic 1

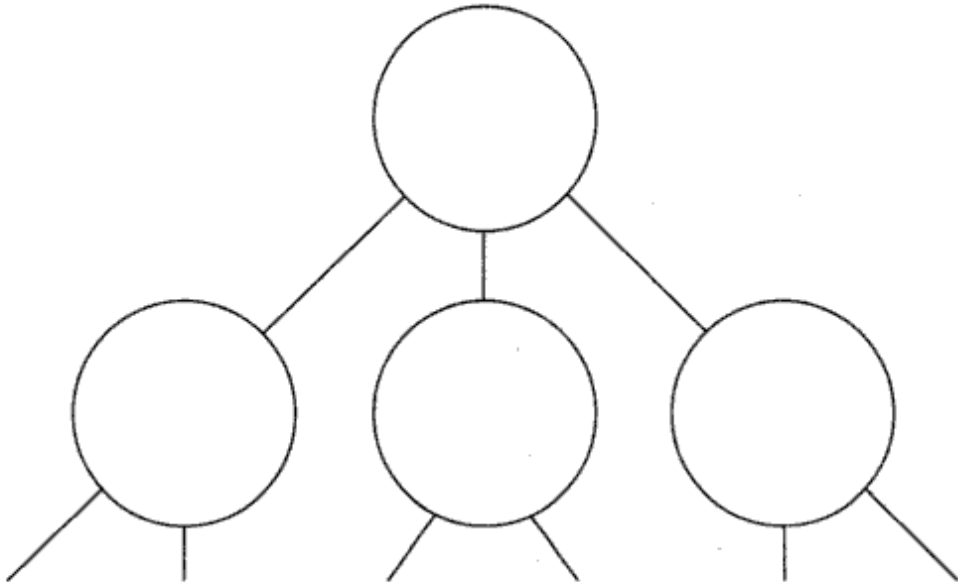
Most schools offer some type of physical education program to their students. Why is physical education important? Should physical education classes be required or optional?

Task: _____

¹BRITISH: Single carriageway or two-way traffic. In America a four-lane highway (road) is in England, a dual carriageway.

Thesis Statement: _____

Concept Map:



Topic 2

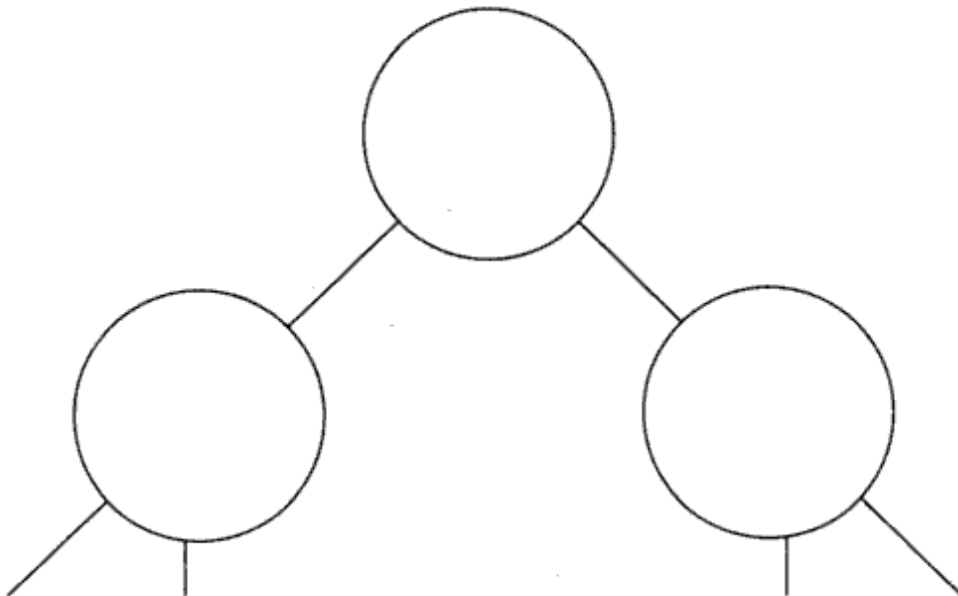
You have had a credit card with the same company for several years, and you always pay your bill on time. Your most recent bill included a \$35 charge for late payment because, according to the company, you didn't pay the previous month. You know that you paid on time.

Write a letter to the credit card company. Explain what has happened, and say what you would like them to do about it.

Task: _____

Thesis Statement: _____

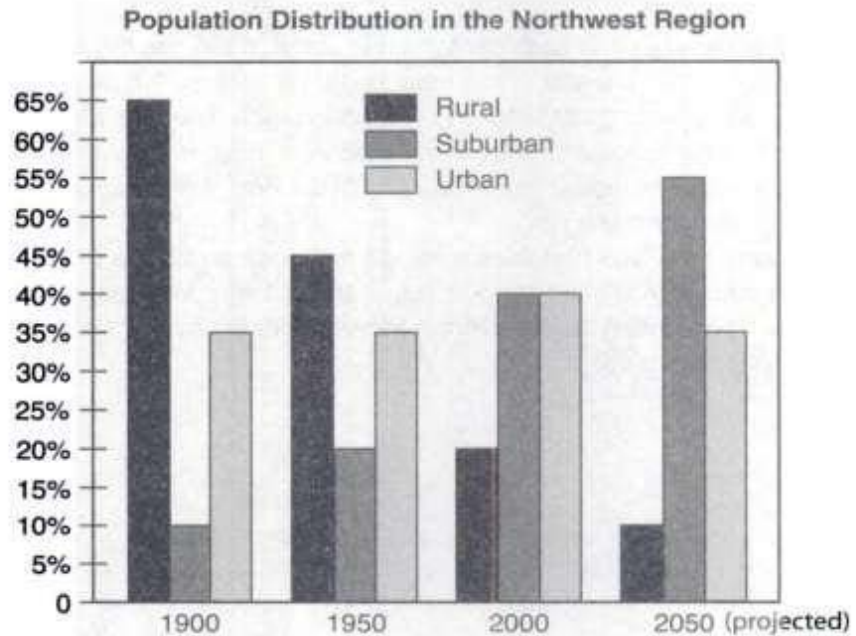
Concept Map:



Topic 3

The graph below shows the figures for population distribution in the Northwest Region for 1900–2050.

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



Task:

Thesis Statement:

Concept Map: (Use a separate sheet of paper for your concept map.)

Target 6—Writing a Paragraph

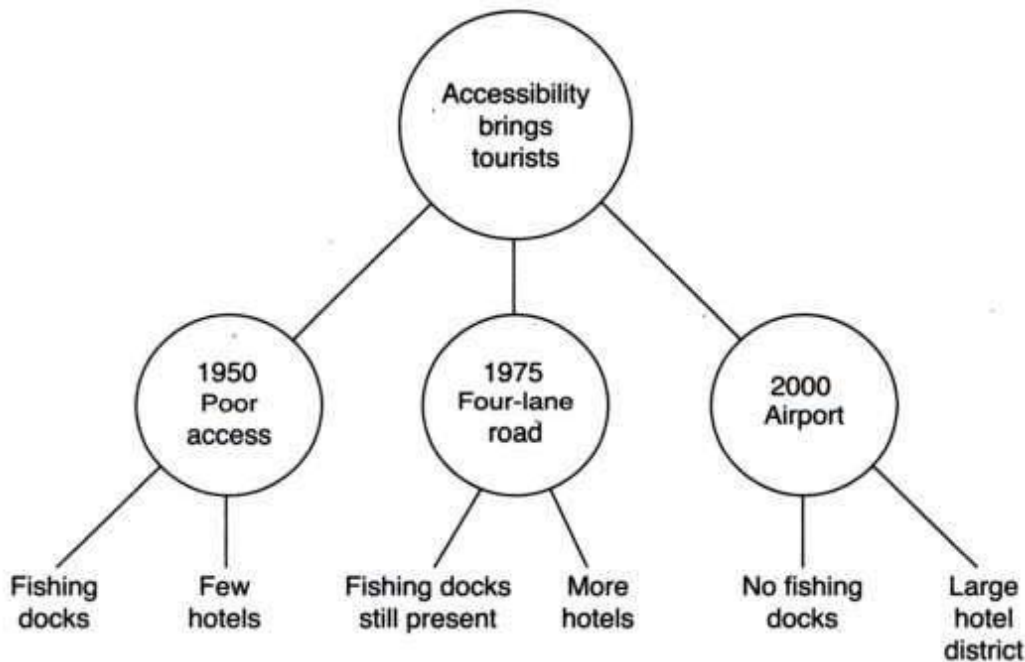
In the last section, you learned to write your thesis statement. The thesis statement is what your essay or letter is about. An essay is made up of paragraphs. Each paragraph has a topic sentence and supporting details.

A topic sentence tells what each paragraph is about. A topic sentence can come at the start of a paragraph, in the middle, or at the end. It can introduce a paragraph or it can summarize a paragraph.

When you made your concept map, you wrote two or three general ideas in words or phrases. Turn those general ideas into a sentence and you have a topic sentence for a paragraph. It is important to write a good topic sentence. It helps the reader follow your line of thinking. It makes your intentions clear. A topic sentence gives your essay or letter clarity.

In your concept map, you had lines coming from the general idea (the topic sentence). These lines are your supporting details. You must support your general ideas with specific details. This too helps a reader understand your intentions. A topic sentence with supporting details gives your essay or letter clarity.

Look at this concept map.



Read the paragraph for the general idea "four-lane road."

By 1975, a new four-lane highway had brought changes to Palm Grove. It was still a fishing village, but it appears that the new road made it easier for tourists to get there. Several new hotels had been built for them along the beach.

Topic Sentence By 1975, a new four-lane highway had brought changes to Palm Grove.

Supporting Details It was easier for tourists to get there.
Several new hotels had been built.

Look at these examples.

Example 1

A computer is a useful tool for school work. Computers make it very easy to keep notes and write up school projects. Reference books on computer CDs make it convenient for children to research their school projects. In addition, the Internet makes research on any subject possible from the comfort of one's own home. Children can do all this work independently, without asking their parents to take them to the library or buy expensive reference books for them.

Topic Sentence A computer is a useful tool for school work.

Supporting Details Computers make it very easy to keep notes and write up school projects.

Reference books on computer CDs make it convenient for children to research their school projects.

In addition, the Internet makes research on any subject possible from the comfort of one's own home.

Example 2

It isn't difficult to find out which programs are on TV at any given time. Most newspapers publish a schedule of TV programs every day. Also, anyone who watches TV regularly knows which programs she likes and which she doesn't like. She knows what kinds of programs each different channel tends to have. It's easy for everyone to avoid violent programs if they want to.

Topic Sentence It isn't difficult to find out which programs are on TV at any given time.

Supporting Details Most newspapers publish a schedule of TV programs every day.

Also, anyone who watches TV regularly knows which programs she likes and which she doesn't like.

She knows what kinds of programs each different channel tends to have.

PRACTICE

Read the following paragraphs. Write the topic sentence and the supporting details.

1. Modern technology has given us a tool for controlling the TV programs we see. Most TVs can be programmed to block certain channels. Parents use this technology to protect their children from seeing shows that are too violent. Adults can also use this technology to avoid seeing programs that they don't want to see.

Topic Sentence: 1.1 _____

Supporting Details: 1.2 _____

 1.3 _____

 1.4 _____

2. The best thing about TV is that there is a variety of programs. There are news programs for serious people. There are films and cartoons for people who want to be entertained. The variety of TV programs needs to be protected, even if that means allowing some of them to show violence.

Topic Sentence: 2.1 _____
 Supporting Details: 2.2 _____
 2.3 _____
 2.4 _____

3. Physical education classes teach children important skills that they need in life. They teach children how to work together on a team. They teach children how to set a goal and work to achieve it. They teach children about the importance of looking after their health.

Topic Sentence: 3.1 _____
 Supporting Details: 3.2 _____
 3.3 _____
 3.4 _____

Target 7—Writing the Introduction

Once you have developed your concept map, you know what you are going to say and how you are going to write it. You are now ready to write the introduction to your essay or letter.

Some writers wait until they have written the body of the essay before they write the introduction. You don't have that much time. You must be organized from the beginning. The introduction will be easy to write once you have your general ideas and your topic sentences in mind.

Look at these three topic sentences from the topic on computers of the future:

Topic sentences: A computer is a useful tool for school work.
 Computers keep children entertained in an educational way.
 Parents don't need to limit their children's computer time, although they should pay close attention to what a child does with a computer.

Now let's combine these topic sentences into one paragraph, the introduction. This will tell the reader what we are going to talk about in this essay.

Introduction Home computers offer many advantages for the average family. One of the most important of these is the contribution computers can make to a child's education. With parental guidance, children can learn a lot by using a computer.

Look at the original topic.

Topic: More and more families have computers in their homes. What advantages and disadvantages do home computers have for children? Should parents restrict the amount of time their children spend using the computer?

Notice how in the introduction we show that we will discuss every aspect of the question.

Topic Question	Introduction
More and more families have computers in their homes.	Home computers offer many advantages for the average family.
What advantages and disadvantages do home computers have for children?	One of the most important of these is the contribution computers can make to a child's education.
Should parents restrict the amount of time their children spend using the computer?	With parental guidance, children can learn a lot by using a computer.

The introduction guides the reader. It shows how you plan to develop the topic. It must show that you plan to write about each part of the topic.

Read the following topics and compare the introductions.

Topic 1

Write about the following topic:

Art museums should support themselves mainly by charging admission and by receiving donations from private individuals who are interested in art. That is, museums should receive most of their support from the people who are interested in using them, and not from public funds.

To what extent do you agree or disagree with this statement?

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

Introduction A

Art museums are public places and should be funded by the government.

Introduction B

I don't agree that art museums should be funded by private instead of public money. It is difficult to raise enough private money to run a museum well. In addition, charging high entrance fees will keep many people away from museums. Most important, art is a valuable part of culture and should receive support from society as a whole through government funding.

With Introduction A, the reader knows what the writer believes, but not why. Introduction B gives detailed reasons to support his or her opinion. Note that both Introduction A and B directly address the question "To what extent do you agree or disagree with this statement."

Topic 2

Write about the following topic:

Most schools offer some type of physical education program to their students. Why is physical education important? Should physical education classes be required or optional?

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

Introduction A

Children can learn a lot of important things in physical education classes.

Introduction B

Physical education is an important part of every child's education. In physical education classes, children learn how to stay healthy. They also learn valuable social skills. Because physical education classes offer so much, they should be required for all children throughout their school years.

The author of Introduction A does not address all parts of the topic. The author of Introduction B guides the reader into the essay. We know what his or her opinion is and how the essay will develop.

PRACTICE

Read these topics. Determine the task. Write your thesis statement. Do a concept map. Write your topic sentences. (You can have between two and four topic sentences.) Then write the introduction to your essay. Be sure you answer all parts of the topic.

Topic 1

Some people believe that the best way to learn anything is "learning by doing." Others would rather learn through books and from teachers. Think of learning a language. Which way do you think is a better way to learn a language?

Task: _____

Thesis Statement: _____

Concept Map: Use a separate sheet of paper to draw a web concept map, if you need more space.

Topic Sentences: 1.1 _____
1.2 _____
1.3 _____
1.4 _____

Introduction:

Topic 2

In many parts of the world and throughout history, governments have moved their capitals. Why would they do this? What are the potential problems and benefits? Would you vote for moving your capital?

Task:

Thesis Statement:

Concept Map:

Use a separate sheet of paper to draw a web concept map, if you need more space.

Topic Sentences:

2.1

2.2

2.3

2.4

Introduction:

Target 8—Writing with Variety

You can know about and read the topic, determine the task, map out your organization, create topic sentences, and write an introduction. You've done the hard part. Writing the body of the essay is easy.

However, you need to show you have command of a variety of styles of written English and can choose the appropriate one for the task. You need to show that you can write cohesively and accurately.

In this section, we will examine different approaches for these tasks.

Task	Approach
Describe something	Chronological order Spatial order Classification Definition
Support an opinion	Comparison and contrast Cause and effect Prediction

DESCRIBE SOMETHING

Chronological Order

Chronological order organizes your writing around the sequence of time. You write about what happens first, then what happens second, what happens after that, and what finally happens.

Useful words for time

after at (<i>time</i>) at birth, in childhood, in infancy, as an adult, in adulthood, in old age at last at the turn of the century (decade) before between ____ and ____ during earlier every (<i>number</i>) (<i>years, months, days</i>) finally first, second, third, etc. former, latter formerly in (<i>year</i>)	in conclusion in the 20s, 1980s in the first half of the century in the first place, second place in the next place later next, then, subsequently on (<i>day</i>) previous previously prior to simultaneously, at the same time as since ____ to begin with while
---	--

PRACTICE 1

Combine the pairs of sentences using after, while, or before. There may be more than one way to combine these sentences. You may have to change pronouns and verb tenses.

1. The audience left the concert hall. The orchestra played the last note.
2. Look at the menu. Order your meal.
3. The lights went out. We lit a candle.
4. We were waiting for you in the coffee shop. You were waiting for us at the bookstore.
5. They filled the car with gas¹. The car ran out of gas.

PRACTICE 2

Put these sentences into chronological order.

1. ___ In the future, the town hopes to build an art museum next to the old factory.
2. ___ Once the factory opened, river traffic increased bringing raw materials to the factories and taking munitions downstream to the major river port at the mouth of the river.
3. ___ In the early 1900s, Winston on Hudson was just a small town on the Hudson River.
4. ___ Soon Winston on Hudson became a tourist destination.
5. ___ Today, the town's munitions factory has been turned into artist studios.
6. ___ Nothing happened in the town until after the start of the First World War when a munitions factory opened.
7. ___ Within ten years, cargo boats were followed by passenger boats bringing weekend sightseers.

PRACTICE 3

Write the sentences in Practice 2 as a paragraph. Circle the words that show chronological order.

¹BRITISH: petrol, filled up with petrol.

PRACTICE 4

Write several paragraphs about your life describing the important dates and times of events in your life.

Spatial Order

Spatial order organizes your writing around the position of things. You write about where things are in relation to one another.

Useful Words for Spatial Relations

across across from where in which, to which, from which under over inside beside on top of along through as far as north, south, east, west northern, southern, eastern, western to the left/on the left-hand side to the right/on the right-hand side to the north in back/in the back of the _____ / behind the in front/in front of the _____ in the middle	adjacent midpoint halfway interior diagonal edge limit parallel, parallel to perpendicular to opposite overlapping exterior intersection rectangle square circle vertical horizontal
---	---

PRACTICE 5

Look at this diagram of the first floor of a suburban house. Complete the blanks with these prepositions of place:

around
behind
beside
between

east
in front of
left
next to

north
right
south
west



1. The entry hallway is _____ the living room and the study.
2. The dining room is _____ the kitchen.
3. The garage is to the _____ of the house.
4. The pool house is _____ the garden.
5. The living room sofa is _____ the TV.
6. The garden is on the _____ side of the house.
7. The living room windows are on the _____ and _____ walls.
8. The swimming pool is _____ the house.
9. The family room is _____ the kitchen.
10. There are trees _____ the swimming pool.

Classification

Classification organizes your writing around the grouping or classification of things. You write about how things are similar to one another.

Useful Words for Classification

aspects attributes bases basic kinds of categories characteristics classes classifications classify contradictory contrasting dissimilar distinguishable divide divided into __ classes factors falls into fundamental	important insignificant kinds of main kinds of methods minor mutually exclusive opposing opposite origins parts primary, secondary qualities significant similar sources types of unimportant
---	--

PRACTICE 6

Classify the lists below. Divide each list into two categories. Name each category.

Word List	_____	_____
table		
boy		
frog		
car		
chair		
butterfly		
pencil		
teacher		

Word List	_____	_____
doctor		
nurse		
contractor		
hospital		
building plans		
plumber		
patient		
architect		

PRACTICE 7

There are both positive and negative values. What some people see as positive values others see as negative. Match these values with the example sentences. Then, classify these values as either positive or negative. Finally, write a paragraph about either a positive or negative value using the phrases as examples.

Positive Values	Negative Values

- | | | |
|-------------------|-------------------|-------------------|
| A anger | E greed | I kindness |
| B charity | F hope | J laziness |
| C envy | G humility | K patience |
| D gluttony | H justice | L pride |

- 1 _____ I am proud that I am richer than my friends.
- 2 _____ I am kind to everyone, even those who hate me.
- 3 _____ I wish I had a house as big as a palace.
- 4 _____ I eat even though I am not hungry.
- 5 _____ I do not have to be the first in every line¹.
- 6 _____ It makes me mad when I don't win.

¹BRITISH: queue

- 7 _____ I will never have enough money.
- 8 _____ I never brag about myself.
- 9 _____ Tomorrow is another day.
- 10 _____ It's too hot to work.
- 11 _____ I always look on both sides of an argument.
- 12 _____ I give 10 percent of my income to the poor.

DEFINITION

You can write a simple definition of an object like a mobile phone in one sentence. To define a more abstract term like *virtue*, you may need several sentences, perhaps several paragraphs.

Useful Words for Definition

aspect category characteristic clarification clarify class condition define definition	explain explanation form in other words kind method paraphrase type
--	--

PRACTICE 8

Concrete objects like a computer can be defined in one sentence. Abstract objects like humility may take several sentences. Classify these words.

Words	Concrete	Abstract
printer		
success		
loyalty		
sidewalk		
freedom		
love		
black		
swimming		

PRACTICE 9

Write a definition for each concrete term and each abstract term. Try to be very specific in each. When defining abstract terms, it is helpful to use concrete terms as examples.

EXAMPLES

A printer is a computer peripheral (either laser or ink jet) that enables you to have a paper record of the data in your computer.

Success to me is defined as my own 30-seat jet plane and a ten-bedroom yacht.

SUPPORT AN OPINION

Comparison and Contrast

You can define an object or describe a person by comparing or contrasting the object with something else. You can define a pear by comparing it with a peach or contrasting it with a banana. This is a very useful way to organize your material.

Useful Words for Comparison and Contrast

Comparison	Contrast
almost the same as common with correspond to in the same way just as like, alike resemblance resemble similar to similarly to be parallel to	different from differ from even so however in contrast to in opposition to less than more than otherwise slower than, etc. still

PRACTICE 10

Read these questions. Write CON if it's a question asking for contrast. Write COMP if it's a question asking for comparison.

1. ____ How is greed different from envy?
2. ____ How does a mobile¹ phone differ from a landline phone?
3. ____ How are dogs and cats alike?
4. ____ In what ways are trains and planes different?
5. ____ What are the similarities between a chair and a stool?
6. ____ Can you list three ways a restaurant and a cafeteria are alike?
7. ____ What are the differences between classical music and hip hop?
8. ____ How are Japan and Madagascar the same?

¹AMERICAN: cell or mobile

PRACTICE 11

Complete the blanks with words that show comparison or contrast. Use the words in the list below. Some words may be used more than once. Don't forget to add capitals where necessary.

A

Landline phones and cell phones are devices used for communicating with people in other places. The biggest _____ (1) _____ between a landline phone and a mobile phone is that a landline phone stays in one place _____ (2) _____ a mobile phone can go everywhere. A landline phone always stays in your home or office. A mobile phone, _____ (3) _____, can go wherever you go. There is a disadvantage to this. You always know where your landline phone is—on your desk, on the kitchen wall, by the bed, or wherever you keep it. _____ (4) _____ a landline phone, a mobile phone is easily misplaced¹.

in contrast to
while
difference
however

B

A restaurant is a place where you order food and it is brought to your table. A cafeteria is _____ (5) _____ a restaurant, except that in a cafeteria you serve yourself. There are several ways in which a restaurant and a cafeteria are _____ (6) _____. In _____ (7) _____ places you can eat a good meal without cooking it yourself. In a restaurant you select your meal from a menu. In a cafeteria you can also choose your meal from among several different possibilities, _____ (8) _____ in a restaurant. Finally, in _____ (9) _____ a restaurant and a cafeteria, you have to pay for what you eat.

both
alike
similar to
just as

PRACTICE 12

When you write a compare/contrast paragraph, you begin by defining one item and then comparing or contrasting it with the other item.

Read the example below, then write a passage comparing dogs and cats.

EXAMPLE

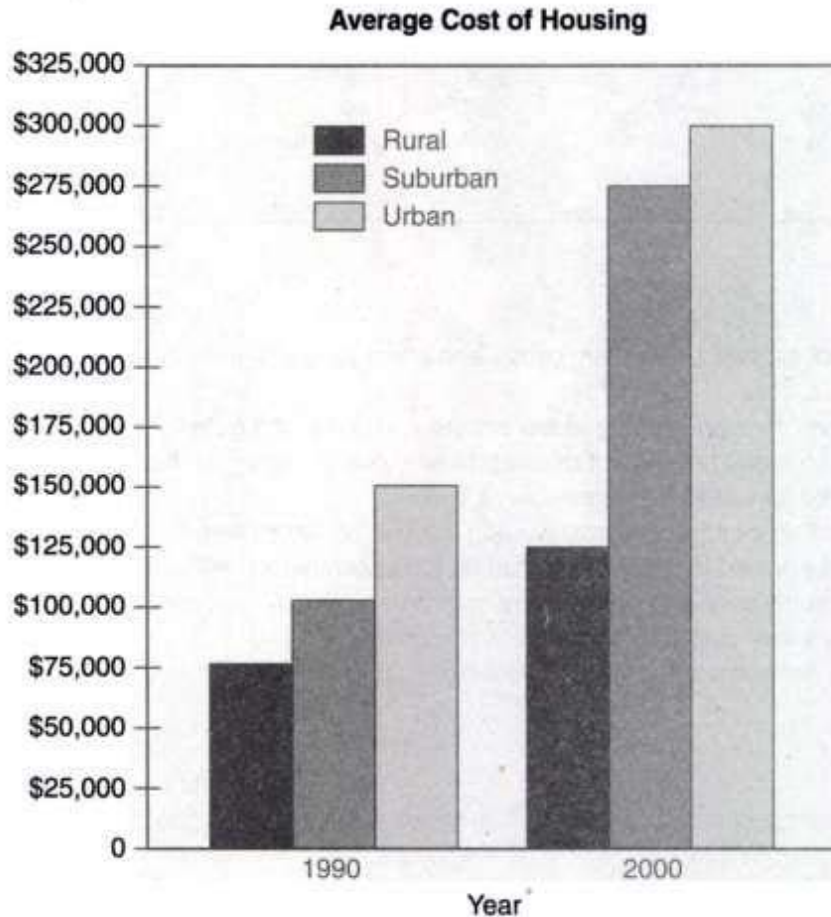
A greedy person is someone who wants more of what he or she already has. An envious person is someone who wants what someone else has. For example, I may envy your car, but a greedy person will want a bigger car than you have plus a big garage to put the car in.

¹BRITISH: mis-placed

PRACTICE 13

Look at the graph and table below. Describe them by comparing and contrasting the information.

- The graph below shows the average cost of housing in three different areas.



- The table below shows information about three different types of restaurants.

	Sit-Down Restaurant	Cafeteria	Fast Food Restaurant
Average cost of lunch	\$10.00	\$7.00	\$4.50
Average time spent eating lunch	45 min.	30 min.	20 min.
Average cost of dinner	\$17.00	\$9.50	\$5.00
Average time spent eating dinner	60 min.	45 min.	20 min.

Cause and Effect

A cause and effect relationship is a very useful organizational style. Something happens because something else happened. I turned on the air conditioner and the room became cooler.

Cause and effect is similar to chronological order. First something happens followed by something else. But in cause and effect, there is a definite relationship between the two.

Useful Words for Cause and Effect

<p>accordingly as a result because because of consequently due to for this reason</p>	<p>have an effect on hence owing to reason for since so therefore thus</p>
---	--

PRACTICE 14

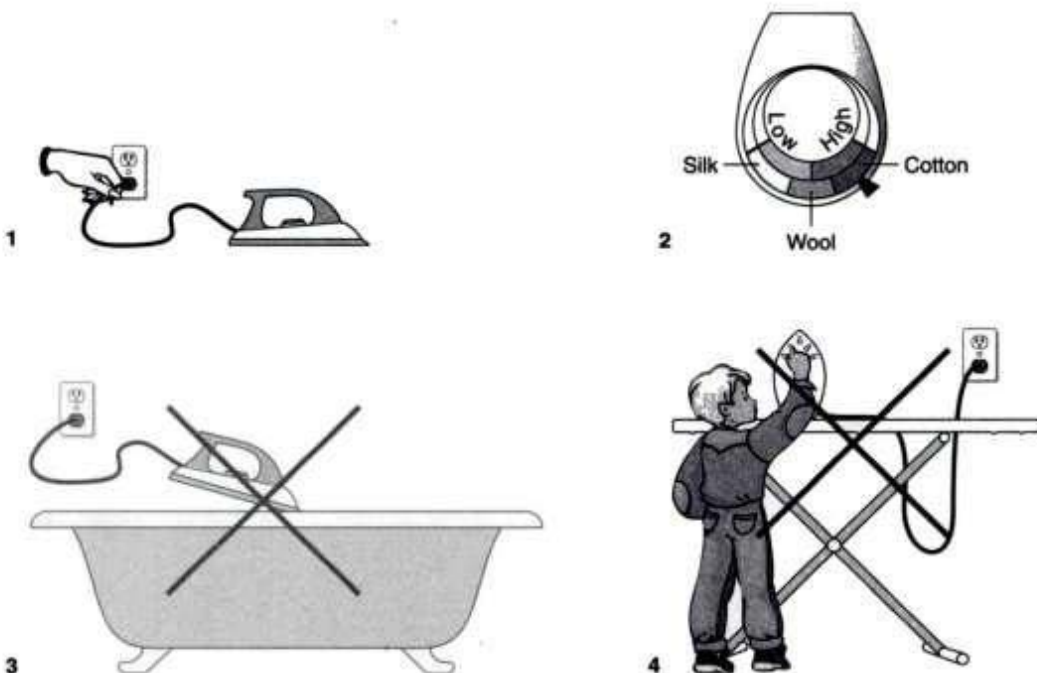
Read these sentences. Write if they are cause and effect (C/E) or simply chronological order (CO).

1. ____ I passed through security at the airport. I waited at the gate for my flight.
2. ____ I ate too many helpings of dessert. Now I have a stomachache.
3. ____ It rained all week. The streets were flooded.
4. ____ My mother's birthday is next week. I will buy her a present.
5. ____ James finished high school last June. In September he will start college.
6. ____ I put on my coat and scarf. I went outside.
7. ____ It was a very cold day. I put on a warm coat.
8. ____ Sarah got home after midnight last night. She's very tired today.

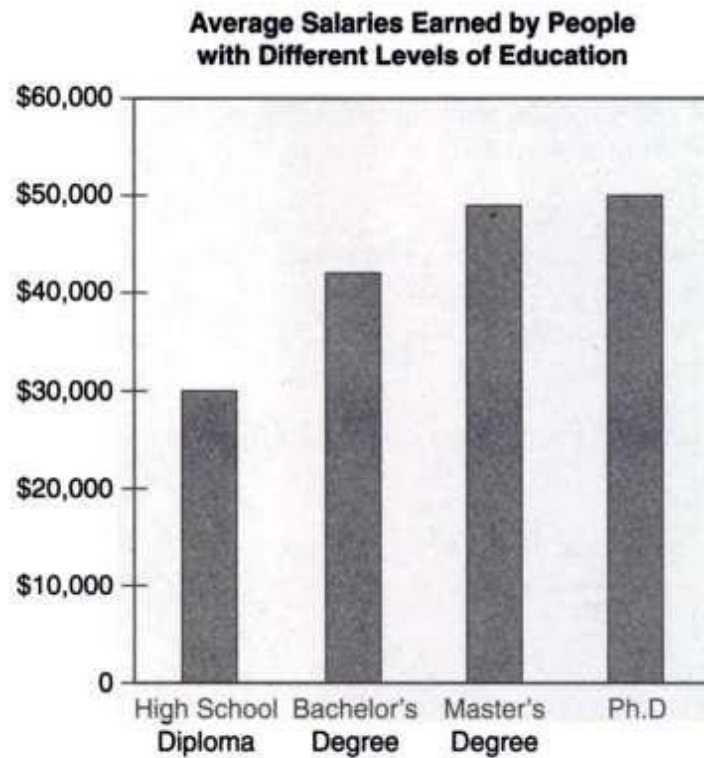
PRACTICE 15

Look at these graphics. Write a paragraph using cause and effect to organize your writing.

1. The instructions below come in a box with a new iron.



2. The graph below shows the average salaries earned by people with different levels of education.



Prediction

A prediction is your guess about what will happen in the future. You base this prediction on the facts you know. A prediction is similar to an inference. It is an educated guess that you deduced from the evidence.

Useful Words for Prediction

forecast foresee future in the future infer likely make a prediction about most likely plan plan to	predict predictable presume probable result projection the end result the future implications of the most likely outcome the next step
--	--

PRACTICE 16

Complete these sentences with the appropriate predictions.

Statements

1. If governments do not do something about global warming, _____
2. The cost of gasoline¹ is rising very quickly. In the future, _____

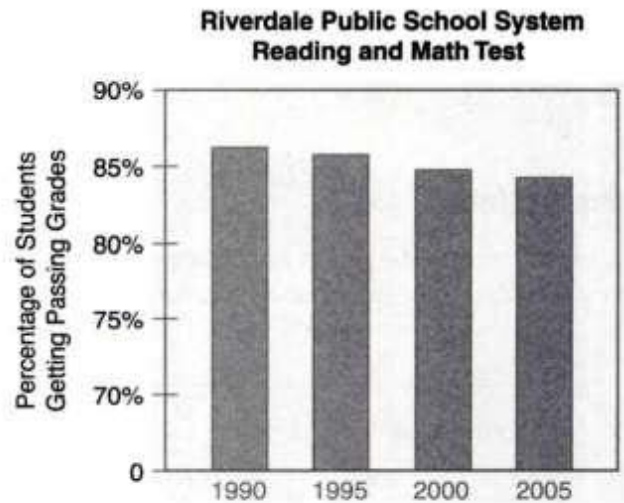
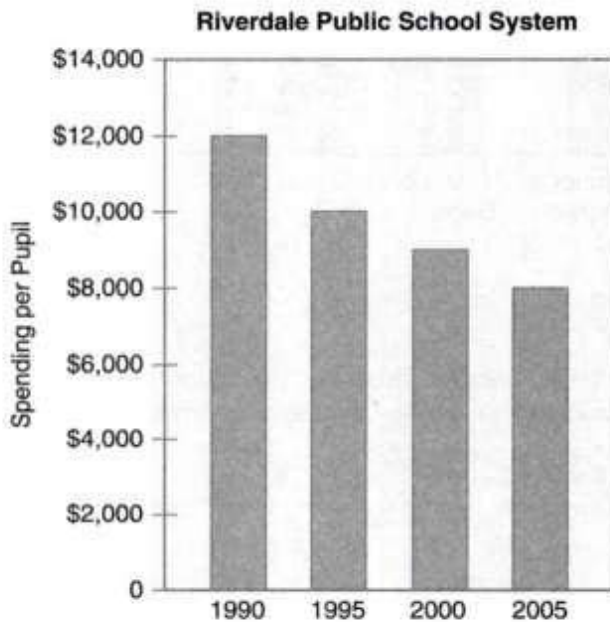
Predictions

- A. The ice shelves are likely to melt and the sea level will probably rise.
- B. People may start using public transportation more often.

PRACTICE 17

Look at the following charts and graphs. Describe the data and then make predictions about what will happen next.

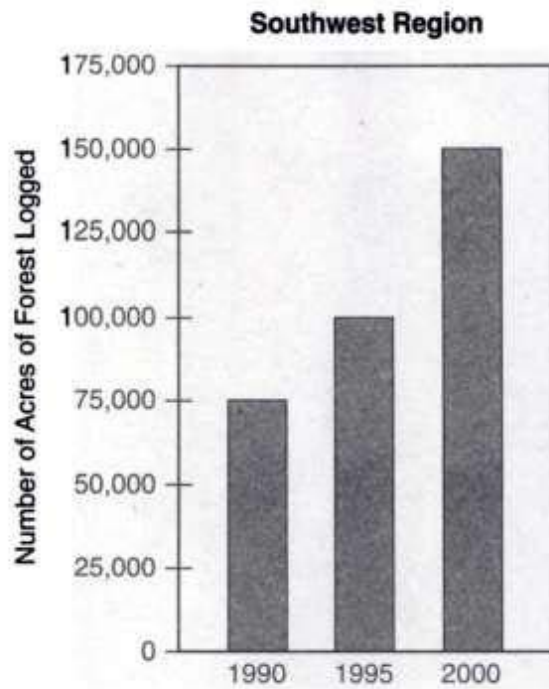
1.



By 2010, the schools will likely _____

By 2010, the pupils will probably _____

2.



Number of Forest-Dwelling Species in the Southwest

<i>Animals</i>	<i>1998</i>	<i>2002</i>
Mammals	3	2
Birds	7	5
Amphibians	5	3

By 2005, the number of acres of forest logged will likely _____.

By 2007, the number of forest-dwelling species will likely _____.



7

SPEAKING MODULE

- **QUICK STUDY**

- Overview
- Question Types
- Speaking Tips

- **SPEAKING SKILLS**

- Target 1—Describing Yourself
- Target 2—Describing Your Family
- Target 3—Describing Your Home or Hometown
- Target 4—Describing Your Occupation or School
- Target 5—Describing Your Hobbies or General Interests
- Target 6—Discussing a Topic
- Target 7—Responding to Follow-up Questions
- Target 8—Discussing an Issue in Depth

QUICK STUDY

Overview

There are three parts to the Speaking module, which lasts between 11 and 14 minutes. You will be alone in a room with one examiner who will ask you questions and ask you to talk on certain topics. The interview will be recorded. You will be able to make notes in Part 2 only.

The Speaking modules are the same for both the Academic and the General Training versions of the IELTS. Topics include discussions about you, your family, etc.

Speaking Module

Parts	Time	Tasks
Part 1	4–5 minutes	Introductions Identify self Answer questions
Part 2	3–4 minutes: 1 minute preparation, 1–2 minute speaking, 1 minute follow-up questions	Talk on a topic given on a task card
Part 3	4–5 minutes	Discuss with examiner the issues related to the topic in Part 2

Question Types

There are a variety of questions and prompts the examiner will use to get you to talk during the IELTS Speaking module. You should be familiar with these types.

- Part 1 *Wh-* questions
Yes/No questions
- Part 2 Describe and explain
Wh- questions
Yes/No questions
- Part 3 *Wh-* questions
Yes/No questions

The following activities will help you become familiar with these question types.

Part 1

PRACTICE A

Write the answers to the examiner's questions for Part 1.

1. What is your name?

2. How do you spell it?

3. Do you have your proof of identification? May I see it?

4. Let's talk about where you live. Can you describe your neighborhood?

5. What is an advantage of living there?

6. What is a disadvantage of living there?

7. Let's talk about jobs. What kind of job do you have?

8. What is the best thing about your job?

9. Let's talk about free time. What is one activity you enjoy doing in your free time?

10. How did you become interested in this activity?

PRACTICE B

Pretend you are taking the Speaking module. The examiner asked you the questions in Practice A. Now give your answers aloud to the examiner's questions for Part 1.

Part 2

PRACTICE C

Make notes to answer the questions on the Task Card for Part 2. Try to do this in one minute.

Task card

Describe a place that you like to go.

You should say:

where the place is
how you get there
what it looks like

and explain why you like this place.

Notes:

Place _____

Location _____

Transportation _____

Appearance _____

Why I like it _____

PRACTICE D

Pretend you are taking the Speaking module. The examiner gave you the Task Card in Practice C. Now give your answers out loud to the examiner's questions for Part 2.

PRACTICE E

Write the answers to the examiner's follow-up questions for Part 2.

1. Do you go on your own to this place?

2. Are there similar places you like to go?

PRACTICE F

Pretend you are taking the Speaking module. The examiner asked you the questions in Practice E. Now give your answers out loud to the examiner's questions for Part 2 follow-up.

Part 3

PRACTICE G

Write the answers to the examiner's questions for Part 3. Note that these questions are related to the theme of Part 2.

- Let's consider why people need to vary their surroundings.
 - What kinds of vacations¹ do most people take?
 - Are these different places than people used to go in the past?

- Finally, let's talk about leisure time.
 - Why is leisure time important?

Speaking Tips

TIPS TO HELP YOU WHILE TAKING THE TEST

- Focus on the task.** Think what the examiner is asking you. Respond precisely to the question or topic.
- Speak clearly.** Sit up straight. Talk directly to the examiner. Do not be afraid to make eye contact.
- Speak loudly.** Make sure you are heard, but do not yell.
- Bring a watch.** You will have one minute to prepare your answer for Part 2. Glance at your watch to make sure you have enough time to complete your task.
- Laugh.** Do this before you meet the examiner. Before the speaking test begins, tell yourself a joke or think of something funny. Start to laugh. Laugh harder. Laugh louder. Laughter will make you feel better and more relaxed. It will also push air into your lungs and help you speak better. People around you may think you're crazy², but you're there to do well on the IELTS, not to impress people with your sanity.
- Smile.** Smile at the examiner. This will put both of you at ease and make you both more comfortable.

TIPS TO HELP YOU STUDY FOR THE SPEAKING TEST

- Talk to yourself.** When you walk down the street, pay attention to the things around you. What do the buildings look like? Is there a lot of traffic? How is the weather? Is this a typical day and scene in your city? In your mind, describe the scene to someone in English. Imagine a person who has never visited your city, and describe the scene to that person.

You can do the same thing at school, at work, or anywhere you go. Imagine describing the scene to a person from another country. Explain the customs of people in your country: how they dress, act, and talk in the different situations that you describe.

¹BRITISH: holidays

²BRITISH: mad

2. **Make up stories.** Use your imagination. Look around you on the street, on the bus, on the elevator, wherever you are. Who are those people? Where are they going and why? What are they carrying? What will they do with what they are carrying? Imagine yourself in the story. What would you say to these people?
Ask yourself questions about everything and everyone you see. How did it get here? Why is it here? What will happen to it next?
3. **Make your daily plans.** Do you talk to yourself about your plans for the day when you get up in the morning? Do this in English. If you have to decide what clothes to wear, what to have for breakfast, if you will walk or take the bus, think about these decisions in English. If you make a shopping list or a reading list or a list of chores, you can do this in English too.
4. **Think about your job.** Imagine you are at a job interview. Talk about your educational and work background. What kind of training and experience do you have? What can you do well? How do you see your future? In your mind, try to sell yourself to a future employer by talking about your strengths and good qualities.
5. **Explain your interests.** Choose a hobby or free time interest that you have. Imagine that you are teaching another person how to do it. Explain everything step by step. Describe any equipment or tools that are needed. Then pick another hobby and do it again.
6. **Read books, watch movies and TV.** Think about a book, film, or TV show that you really enjoy. In your mind, tell another person what it is about and why you like it. Think about a book, film, or TV show that you dislike. Explain why you don't like it.
7. **Read about the news.** When you read the newspaper or watch the news on TV, think about it in English. How could you explain it to another person in English? How could you explain your own opinions or feelings about particular news events?

What the Examiner Measures

FLUENCY AND COHERENCE

When you answer the examiner's questions or talk about a topic, your speech must be fluent and cohesive. This means the words you use must fit the situation, and these words must come quickly. You must address the topic fully, and your ideas must be tied together.

It is important to speak for a least one full minute during Part 2. You can speak longer if you can. There is no penalty for speaking over one minute. The examiner will tell you to stop.

ACCURACY

Accuracy is very important. An examiner will listen to your vocabulary, your grammar, and your pronunciation. She or he will want to make sure that you have a large enough vocabulary to express yourself easily and be understood completely.

The examiner will want to make sure that the grammar you use is varied and appropriate to what you want to say.

The examiner will, of course, be paying close attention to your pronunciation. Your speech must be comprehensible. You can have an accent, but the words must be intelligible.

SPEAKING SKILLS

Target 1—Describing Yourself

There are three ways you can talk about yourself—factual, physical, and emotional. Look at these model introductions.

Factual—My name is Jose Maria Menendez. My first name is spelled J-O-S-E and my last name ends in "Z" not "S". People often have trouble when spelling my name. My identity number is C-9870-667.

Physical—I am almost 6 feet tall. My hair color is brown, the same color as my eyes.

Emotional—I'm a serious student, but I like to laugh, too. I spend a lot of time studying, but on weekends, I like to go to out with my friends.

TEST TIP

When you say a string of numbers, use the single digit number. For example, for C-9870-667, don't say: C-ninety-eight seventy sixty-six seven. You'll be less likely to make a mistake by keeping it simple: C nine eight seven zero six six seven.

Useful Words

Factual	Physical	Emotional
first name	tall	serious
last name	feet/meters	lucky
surname	inches/centimeters	cheerful
ends with	curly	nervous
begins with	straight	calm
	brown/blue/green/red	excited
		worried
		confident

PRACTICE 1

Complete this form about yourself. This will help you organize your personal information.

Personal Information Form	
<u>Factual</u>	
First Name	_____
Middle Name	_____
Last Name ¹	_____
Age	_____
Nationality	_____
Native Language	_____
Occupation	_____
<u>Physical</u>	
Height	_____
Weight	_____
Eye Color	_____
Hair:	
Color	_____ (check one) long__ short__ medium length __
	(check one) straight __ curly __ wavy __
Other characteristics (glasses? beard? etc.)	_____
<u>Emotional</u>	
(circle all that apply)	
optimistic	pessimistic
easygoing	serious
fun loving	studious
nervous	calm
shy	confident
outgoing	friendly
hardworking	talkative
quiet	cheerful

PRACTICE 2

Write three sentences about yourself. Use the examples as models. Then without looking at the form or sentences, describe yourself out loud. Record your description and listen to it. Record yourself speaking about the topic in different ways. Vary the vocabulary that you use and the order that you present the information. You only get one chance during the exam. This is your time to practice.

Factual

1. _____
2. _____
3. _____

¹BRITISH: surname

Physical

1. _____
2. _____
3. _____

Emotional

1. _____
2. _____
3. _____

Target 2—Describing Your Family

When talking about your family, it is simpler to talk about them factually.

EXAMPLE 1

I have a very small family. There is only my mother, father, and me. I'm an only child.

EXAMPLE 2

I have a very large family. I have three brothers and two sisters. I am the youngest. One of my brothers still lives with my parents; my other siblings have all married and moved to their own homes.

EXAMPLE 3

My father died when I was ten. I was brought up by my mother and grandparents. My mother and two sisters and I still live with my grandfather.

TEST TIP

You don't have to tell the examiner everything. She or he is not judging you. Just provide some basic information. If you don't want to talk about your family, talk about someone else's family.

Useful Words

parents	married	live with
relations	single	die/passed away
youngest/oldest	divorced	moved out
middle child	widowed	raised by
only child		

PRACTICE 1

Complete this form about your family. This will help you organize your personal information.

Family Information Form

	Relationship to You	Name	Age	Marital Status	Occupation	Other Information
Parents	mother					
	father					
Siblings						
Other Relatives						

PRACTICE 2

Write three sentences about your family. Use the above as a model. Then without looking at the form or sentences, describe your family out loud. Record your description and listen to it. Record it over and over until you are satisfied with your presentation.

1. _____
2. _____
3. _____

Target 3—Describing Your Home or Hometown

You may be asked to talk about your home or your neighborhood. You can talk generally about either one, or you can talk more personally. Try to have a lot of specific details prepared. This will help your answers be more cohesive and fluent.

TEST TIP

If you don't understand the task, ask for clarification. This will give you time to think a bit.

These phrases will be helpful:

Do you mean the house I live in or my hometown?

Would you like me to describe the house generally or in great detail?

Home: General Description

We live in a flat¹ in the old section of the city. It was once a large home that was converted to several flats. Now, five families live in this home. We have two bedrooms: one for me and one for my parents. There is a large living room and a kitchen with a small balcony overlooking the street. The streets are very narrow, and there are no trees.

Neighborhood: General Description

I was born in Beijing. Even though it is a very large city and the capital, we live in a part that is like a small village. We know everyone here. On the corner of my street, there is a small grocery store. Across from that, there is a dry cleaner. Next to the dry cleaner is a big clothing store. On the corner opposite the grocery store, there is a bus stop so we can easily go anywhere in the city.

Home: Personal Description

My home is a small house in a new development. It was built by my father. The house has three bedrooms: a large one for my parents and two smaller bedrooms for my brother and me. In my bedroom, I have a bed, a desk, and a chair. I also have a lot of books in bookshelves along two walls. I have a window in my room that looks out over our garden. It's a small garden, but we can grow all our own vegetables.

Neighborhood: Personal Description

My mother and father live in my hometown, Burdur. In fact, my entire family—aunts, uncles, grandparents, everyone—lives in Burdur. We've lived there for over six generations. We know everyone in the area so when we sit outside, it is like being in our living room with our very large family. We live across the street from a park. My family spends a lot of time sitting in this park talking to neighbors and relatives.

¹AMERICAN: apartment

Useful Words

Type	Relation	Description
balcony	across from	large/small
one-bedroom	along	spacious
kitchen	behind	airy
section/area	beside	narrow
grocery store	corner	old/new
park	end	lots
post office	facing	a lot of
department store	in back/front/middle of	big
taxi stand/rank	left-hand/right-hand side	
clothing store	near	
dry cleaner	next to	
park	overlooking	

PRACTICE 1

Complete these forms about your home and neighborhood. This will help you organize your personal information.

Home Information Form	
Size	_____
Age	_____
Number of bedrooms	_____
Other rooms	_____
Garden/yard	_____
Special features	_____
My Bedroom:	
Size	_____
Furniture	_____
Colors	_____
Art	_____
Other	_____

Neighborhood ¹ Information Form	
Name	_____
Style of houses	_____
Shops/businesses	_____
Schools	_____
Religious buildings	_____
Other buildings	_____
Transportation	_____
Parks/gardens	_____
Special characteristics	_____

¹BRITISH: neighbourhood

PRACTICE 2

Write four sentences about your home. Use the above as models. Then without looking at the form or sentences, describe your home and hometown out loud. Record your description and listen to it. Record it over and over until you are satisfied with your presentation.

Home: General Description

1. _____
2. _____
3. _____
4. _____

Neighborhood: General Description

1. _____
2. _____
3. _____
4. _____

Home: Specific Description

1. _____
2. _____
3. _____
4. _____

Neighborhood: Specific Description

1. _____
2. _____
3. _____
4. _____

Target 4—Describing Your Occupation or School

You may be asked to discuss how you spend your day. Do you work or do you study? Be prepared with specific details about your occupation or your school life.

Occupation

I'm an engineer. I've worked for the same company for three years. My specific job is working with the senior engineer and helping her prepare presentations for contractors and their clients. I'd like to get an advanced¹ degree. That's why I'm applying to study at an engineering school in Australia.

School

I'm a third-year student at National University. I'm studying psychology. I'm in class most of the day, and when I'm not in class I have to spend a lot of time working on my assignments. My goal is to become a research psychologist, so I'll have to get a doctorate degree. I have a lot of years of studying ahead of me.

Useful Words

boss	duties	qualified
co-workers	assignments	goal
clients	position	advanced degree
classmates	schedule	master's degree
instructors	salary	doctorate degree

PRACTICE 1

Complete this form about your occupation or studies. This will help you organize your personal information.

Job Information Form	
Company name	_____
Job title	_____
Length of time at this job	_____
Duties	_____
Training required for this job	_____
Skills required for this job	_____
Things I like about this job	_____
Things I don't like about this job	_____
Future career goals	_____

¹BRITISH: higher degree

Education Information Form

Name of college/university _____
 Major/subject¹ _____
 Classes I am taking now _____
 Hours per week in class _____
 Years to complete degree/certificate _____
 Educational goals _____
 Future career goals _____

PRACTICE 2

Write four sentences about your occupation or your studies. Use the above as models. Then without looking at the form or sentences, describe your job or school out loud. Record your discussion and listen to it. Record it over and over until you are satisfied with your presentation.

My occupation _____ or My studies _____

1. _____
2. _____
3. _____
4. _____

Target 5—Describing Your Hobbies or General Interests

The examiner may ask you how you spend your free time. Do you like to read, go to the cinema, play sports? Do you have any hobbies like collecting stamps, bird watching, photography?

Hobby (EXAMPLE 1)

I enjoy bird watching. I often go to a park near my house in the early morning to watch the birds. I also belong to a bird watching club. Several times a year we take trips to other places. We try to find birds that we've never seen before. You don't need much equipment for bird watching, just a pair of binoculars and a pair of strong legs for walking. I enjoy this hobby because I like to be outside, and I'm fascinated by the natural world.

Hobby (EXAMPLE 2)

I like to play the guitar. I took lessons when I was a child. Some friends and I had a rock band once, a long time ago. We played at parties. Now I mostly play on my own at home, and sometimes I get together with friends to play. I'm thinking about taking lessons again. I'd like to learn how to play jazz guitar. I have a large collection of jazz CDs.

¹BRITISH: doing a degree in

Useful Words

interested in	club	equipment
enjoy	get together	collect/collection
join	learn how	passion
belong to	lessons	fascinate/fascinated by

PRACTICE 1

Complete this form about your hobbies or general interests. This will help you organize your personal information.

Hobby/Free-Time Activity Information Form	
Hobby/Activity #1 _____	
How often do you do this hobby or activity? _____	
Do you do it on your own or with other people? _____	
Do you belong to a club related to this hobby/activity? _____	
How did you learn how to do this hobby/activity? _____	
Do you need special equipment for it? _____	
What do you like most about it? _____	
Hobby/Activity #2 _____	
How often do you do this hobby or activity? _____	
Do you do it alone or with other people? _____	
Do you belong to a club related to this hobby/activity? _____	
How did you learn how to do this hobby/activity? _____	
Do you need special equipment for it? _____	
What do you like most about it? _____	

PRACTICE 2

Write four sentences about how you spend your free time. Use the above as models. Then without looking at the form or sentences, describe your hobbies and general interests out loud. Record your description and listen to it. Record it over and over until you are satisfied with your presentation.

Hobby/Activity #1 _____

1. _____
2. _____
3. _____
4. _____

Hobby/Activity #2 _____

1. _____
2. _____
3. _____
4. _____

Target 6—Discussing a Topic

The examiner will give you a card. The card will have a topic and some questions to guide your discussion of the topic. You will have one minute to prepare your answer. The questions are very important. They will guide your organization. You can make notes on paper provided by the examiner. Your discussion will be more cohesive if you can provide a sequence of events or actions for your topic.

EXAMPLE

Describe a museum that you have visited.

You should say:

- where it is located and what kind of museum it is
- what specific things you can see there
- when and why you last visited it

and discuss how it compares to other museums you have visited.

Notes:

- Greenport Ship Museum, in Greenport, a beach resort
- Parts of old ships and demonstrations of shipbuilding methods
- Last summer, took my niece and nephew to entertain them on a rainy day
- Not like a city museum: smaller, simpler exhibits, but friendlier staff

Useful Words for Establishing a Sequence

after	during	previously
as a teenager	earlier	prior to
at the same time as	in the 1990s	simultaneously
before	later	when

PRACTICE 1

Make notes about these topics. Give short answers to the question.

Topic 1

Talk about a pet that you or someone you know once had.

You should say:

- what kind of animal it was
- what kind of care it needed
- what you liked/didn't like about it

and explain why this is or is not a popular type of pet to own.

Topic 2

Describe a birthday celebration that you attended recently.

You should say:

- whose birthday it was and that person's age
- who attended the party
- where the party took place

and describe some activities that happened at the party.

Topic 3

Talk about a friend you had as a child or teenager.

You should say:

when and how you first met this friend

what things you liked to do together

what things you had in common

and explain why this friendship was important to you.

Topic 4

Describe a trip you have taken recently.

You should say:

where you went

who went with you

why you went there

and describe some things you saw and did on your trip.

PRACTICE 2

Write a paragraph about each topic. Then without looking at your notes or your paragraph, discuss the topic out loud. Record your discussion and listen to it. Record it over and over until you are satisfied with your presentation.

Topic 1

Topic 2

Topic 3

Topic 4

Target 7—Responding to Follow-up Questions

The examiner will ask you specific questions about your discussion of a topic.

Follow-up questions for a topic on museums:

How often do you go to museums?

What kinds of museums do you generally prefer to visit? Why?

Is it important to take children to visit different kinds of museums?

Useful Words

According to my point of view	I believe	I'm in favor of _____ because _____
As far as I'm concerned	I don't know if	It seems to me
I agree with/disagree with	I don't know whether	Personally I think
I'm certain/positive/sure that	I think it's a good idea because _____	The advantage of _____ is that
I assume	I'm against _____	The disadvantage of _____ is that

PRACTICE 1

Make notes to respond to these follow-up questions.

Topic 1

What are some advantages and disadvantages to owning pets?

Is it important for children to have pets? Why or why not?

- _____
- _____

Topic 2

How do you like to celebrate your birthday?

What other kinds of celebrations are important for you?

- _____
- _____

Topic 3

What are some things you like to do with your friends now?
Do you think it's better to have a lot of friends, or just a few good friends?

- 1. _____
- 2. _____

Topic 4

When you travel, what kinds of places do you usually visit?
Do you like to travel? Why or why not?

- 1. _____
- 2. _____

PRACTICE 2

Write an answer for each follow-up question. Then without looking at your notes or your sentences, respond to the question out loud. Record your answers and listen to them. Record them over and over until you are satisfied with your presentation.

Topic 1

- 1. _____
- 2. _____

Topic 2

- 1. _____
- 2. _____

Topic 3

- 1. _____
- 2. _____

Topic 4

- 1. _____
- 2. _____

Target 8—Discussing an Issue in Depth

In the last part of the Speaking section of the test, the examiner will ask you some more questions and give you an opportunity to discuss in depth some of the issues related to the topic in Part 2.

Issues from example topic asking for definition:

- Why do people visit museums?
- What role do museums play in a society?

Issues from example topic asking for comparison and contrast:

- What do museums offer in terms of education that books or other sources don't?
- How will museums be different in the future?

Useful Words for Definitions

characteristic	in explanation	to paraphrase
condition	in other words	
define	to explain	

Useful Words for Comparison

alike	in the same way	resemblance
almost the same as	just as	similar to
common characteristics	like	similarity
correspond to	likewise	to have in common

Useful Words for Contrast

although	however	nevertheless
different from	in contrast to	on the other hand
even so	less than	still
(larger) than	more / more than	unlike

PRACTICE 1

Make notes about these issues.

Issues from Topic 1

Definition:

Why do people have pets?

In your opinion, what kind of animal makes the best pet?

Comparison and contrast:

In what different ways have animals been useful to people throughout history?

How are people's attitudes toward animals different now than they were in the past?

Issues from Topic 2

Definition:

Are birthday celebrations important in your country? Why or why not?

How are older people treated in your culture?

Comparison and contrast:

Are birthday celebrations different now than they were in the past? How?

In your opinion, how will the role of older people in your culture change in the future?

Issues from Topic 3

Definition:

What are the qualities of a good friend?

What role do friends play in most people's lives?

Comparison and contrast:

What differences are there between men's and women's friendships?

Do you think the nature of friendship is changing?

Issues from Topic 4

Definition:

Why do people travel?

What are some transportation problems in your country?

Comparison and contrast:

How has plane travel changed the way people live?

What are some advantages and disadvantages that tourism can have for a specific place?

PRACTICE 2

Write a paragraph about each issue. Then without looking at your notes or your sentences discuss the issue out loud. Record your discussion and listen to it. Record them over and over until you are satisfied with your presentation.

Issues from Topic 1

Issues from Topic 2

Issues from Topic 3

Issues from Topic 4



IELTS MODEL TESTS

ACADEMIC MODEL TEST 1

Model Test 1

Candidate Name _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM**LISTENING****TIME** Approx. 30 minutes**INSTRUCTIONS TO CANDIDATES**

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

You should answer all questions.

All the recordings will be played ONCE only.

Write all your answers on the Question Paper.**At the end of the test, you will be given ten minutes to transfer your answers to an Answer Sheet.****Do not remove this booklet from the examination room.****INFORMATION FOR CANDIDATES**There are **40** questions on this question paper.

The test is divided as follows:

Section 1	Questions 1–10
Section 2	Questions 11–20
Section 3	Questions 21–30
Section 4	Questions 31–40

SECTION 1 QUESTIONS 1–10*Questions 1–7*

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

EXAMPLE

What is the man doing?

- A Shopping at the mall¹
- B** Asking shoppers questions
- C Looking for a certain shop

- 1 The interviewer wants to find out about
 - A when the mall is open.
 - B people's shopping habits.
 - C the best stores² in the shopping center¹.

- 2 The interviewer wants to speak with
 - A married women.
 - B any shopper.
 - C children.

- 3 What is the respondent's age?
 - A 18–25
 - B 26–35
 - C 36–45

- 4 How often does the respondent shop at the mall?
 - A Less than once a month
 - B Once a week
 - C Two or more times a week

- 5 What does the respondent usually shop for?
 - A Clothes
 - B Books
 - C Groceries

- 6 How much time does the respondent usually spend at the mall?
 - A One hour or less
 - B Between one and two hours
 - C More than two hours

- 7 What method of transportation does the respondent use to get to the mall?
 - A Car
 - B Bus
 - C Subway

¹BRITISH: shopping centre

²BRITISH: shops, shoppes

Questions 8–10

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

8 Why does the respondent like the shoe store?

9 Why doesn't the respondent like the food court?

10 What improvement does the respondent suggest?

SECTION 2 QUESTIONS 11–20

Question 11

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

- 11 The tour of the health club is for
- A people who want to become members of the club
 - B people who are already members of the club
 - C people who work at the club

Questions 12–14

Choose **THREE** letters, **A–F**.

What are three things that members can do at the club?

- A Learn to play tennis
- B Buy exercise equipment
- C Consult a nutrition expert
- D Exercise on a machine
- E Run on a track
- F Try out for the swim team

Questions 15–17

Choose **THREE** letters, **A–F**

What three things should club members bring with them to the locker room?

- A Towels
- B Soap
- C Shampoo
- D Hair dryers
- E Rubber sandals
- F Locks

Questions 18–20

Complete the notice below.

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

Swimming Pool Rules

- Children must be accompanied **18** _____.
- No **19** _____ near the pool.
- Please **20** _____ before entering the pool.

SECTION 3 QUESTIONS 21–30**Questions 21–22**

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

21 How often will the students have to write essays?

22 What should be the word length of each essay?

Questions 23–26

Complete the chart below.

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

Essay Type	Sample Topic
23 _____	How to change the oil in a car
24 _____	Three kinds of friends
25 _____	Student cafeteria food and restaurant food
Argumentative	The necessity of 26 _____

Questions 27–30

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

27 How will the students get their essay topics?

- A** The professor will assign them.
- B** Students will choose them.
- C** They will come from books.

28 When are the essays due?

- A** Every Monday
- B** Every Wednesday
- C** Every Friday

- 29 The essays count for _____ percent of the final grade¹.
- A 15
B 20
C 65
- 30 The professor wants the students to
- A type their essays on a computer.
B write their essays by hand.
C photocopy their essays.

SECTION 4 QUESTIONS 31–40

Questions 31–32

Answer the questions.

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

31 What is the name of the class? _____

32 What day does the class meet? _____

Questions 33–36

Complete the notes below.

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

In hunter-gatherer societies, gathering is done by **33** _____

All humans lived in hunter-gatherer societies until **34** _____ ago.

Today we can find hunter-gatherer societies in the Arctic, **35** _____, and

36 _____.

Questions 37–40

The following are characteristics of which types of society?

Check column A if it is a characteristic of hunter-gatherer societies.

Check column B if it is a characteristic of farming societies.

Characteristic	A	B
37 They usually stay in one place.		
38 They are nomadic.		
39 They have a higher population density.		
40 They have a nonhierarchical social structure.		

¹BRITISH: mark

Model Test 4

Candidate Name _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

ACADEMIC READING

TIME 1 Hour**INSTRUCTIONS TO CANDIDATES**

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

Start at the beginning of the test and work through it.

You should answer all questions.

If you cannot do a particular question, leave it and go on to the next. You can return to it later.

All answers must be written on the Answer Sheet.

Do not remove this booklet from the examination room.

INFORMATION FOR CANDIDATES

There are **40** questions on this question paper.

The test is divided as follows:

Reading Passage 1	Questions 1–14
Reading Passage 2	Questions 15–27
Reading Passage 3	Questions 28–40

READING PASSAGE 1

You should spend about 20 minutes on **Questions 1–14**, which are based on Reading Passage 1 below.

The Value of a College Degree

The escalating cost of higher education is causing many to question the value of continuing education beyond high school. Many wonder whether the high cost of tuition, the opportunity cost of choosing college over full-time employment, and the accumulation of thousands of dollars of debt is, in the long run, worth the investment. The risk is especially large for low-income families who have a difficult time making ends meet without the additional burden of college tuition and fees.

In order to determine whether higher education is worth the investment, it is useful to examine what is known about the value of higher education and the rates of return on investment to both the individual and to society.

THE ECONOMIC VALUE OF HIGHER EDUCATION

There is considerable support for the notion that the rate of return on investment in higher education is high enough to warrant the financial burden associated with pursuing a college degree. Though the earnings differential between college and high school graduates varies over time, college graduates, on average, earn more than high school graduates. According to the Census Bureau, over an adult's working life, high school graduates earn an average of \$1.2 million; associate's degree holders earn about \$1.6 million; and bachelor's degree holders earn about \$2.1 million (Day and Newburger, 2002).

These sizeable differences in lifetime earnings put the costs of college study in realistic perspective. Most students today—about 80 percent of all students—enroll either in public four-year colleges or in public two-year colleges. According to the U.S. Department of Education report, *Think College Early*, a full-time student at a public four-year college pays an average of \$8,655 for in-state tuition, room, and board (U.S. Department of Education, 2002). A full-time student in a public two-year college pays an average of \$1,359 per year in tuition (U.S. Department of Education, 2002).

These statistics support the contention that, though the cost of higher education is significant, given the earnings disparity that exists between those who earn a bachelor's degree and those who do not, the individual rate of return on investment in higher education is sufficiently high to warrant the cost.

OTHER BENEFITS OF HIGHER EDUCATION

College graduates also enjoy benefits beyond increased income. A 1998 report published by the Institute for Higher Education Policy reviews the individual benefits that college graduates enjoy, including higher levels of saving, increased personal/professional mobility, improved quality of life for their offspring, better consumer decision making, and more hobbies and leisure activities (Institute for Higher Education Policy, 1998). According to a report published by the Carnegie Foundation, nonmonetary individual benefits of higher education include the tendency for postsecondary students to become more open-minded, more cultured, more rational, more consistent, and less authoritarian; these benefits are also passed along to succeeding generations (Rowley and Hurtado, 2002). Additionally, college attendance has been shown to "decrease prejudice, enhance knowledge of world affairs and

enhance social status" while increasing economic and job security for those who earn bachelor's degrees (Ibid.).

Research has also consistently shown a positive correlation between completion of higher education and good health, not only for oneself, but also for one's children. In fact, "parental schooling levels (after controlling for differences in earnings) are positively correlated with the health status of their children" and "increased schooling (and higher relative income) are correlated with lower mortality rates for given age brackets" (Cohn and Geske, 1992).

THE SOCIAL VALUE OF HIGHER EDUCATION

A number of studies have shown a high correlation between higher education and cultural and family values, and economic growth. According to Elchanan Cohn and Terry Geske (1992), there is the tendency for more highly educated women to spend more time with their children; these women tend to use this time to better prepare their children for the future. Cohn and Geske (1992) report that "college graduates appear to have a more optimistic view of their past and future personal progress."

Public benefits of attending college include increased tax revenues, greater workplace productivity, increased consumption, increased workforce flexibility, and decreased reliance on government financial support (Institute for Higher Education Policy, 1998). . . .

CONCLUSION

While it is clear that investment in a college degree, especially for those students in the lowest income brackets, is a financial burden, the long-term benefits to individuals as well as to society at large, appear to far outweigh the costs.

Questions 1–4

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

In boxes 1–4 on your Answer Sheet, write

- TRUE** if the statement is true according to the passage.
FALSE if the statement contradicts the passage.
NOT GIVEN if there is no information about this in the passage.

- 1 The cost of a college education has remained steady for several years.
- 2 Some people have to borrow large amounts of money to pay for college.
- 3 About 80 percent of college students study at public colleges.
- 4 Public colleges cost less than private colleges.

Questions 5–9

Complete the fact sheet below.

Choose **no more than three words** from the passage for each answer.

Write your answers in boxes 5–9 on your Answer Sheet.

Financial Costs and Benefits of Higher Education

- The average high school graduate makes a little more than one million dollars in **5**
- The average person with an associate's degree earns **6**
- The average **7**..... makes over two million dollars.
- The average student at a four year college spends **8** \$..... a year on classes, housing, and food.
- The average student at a two-year college spends \$1,359 on **9**

Questions 10–13

The list below shows some benefits which college graduates may enjoy more of as compared to noncollege graduates.

Which four of these benefits are mentioned in the article?

Write the appropriate letters **A–G** in boxes 10–13 on your Answer Sheet.

- A** They own bigger houses.
- B** They are more optimistic about their lives.
- C** They save more money.
- D** They enjoy more recreational activities.
- E** They have healthier children.
- F** They travel more frequently.
- G** They make more purchases.

READING PASSAGE 2

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

Less Television, Less Violence and Aggression

Cutting back on television, videos, and video games reduces acts of aggression among schoolchildren, according to a study by Dr. Thomas Robinson and others from the Stanford University School of Medicine.

The study, published in the January 2001 issue of the *Archives of Pediatric and Adolescent Medicine*, found that third- and fourth-grade students who took part in a curriculum to reduce their TV, video, and video game use engaged in fewer acts of verbal and physical aggression than their peers.

The study took place in two similar San Jose, California, elementary schools. Students in one school underwent an 18-lesson, 6-month program designed to limit their media usage, while the others did not.

Both groups of students had similar reports of aggressive behavior at the beginning of the study. After the six-month program, however, the two groups had very real differences.

The students who cut back on their TV time engaged in six fewer acts of verbal aggression per hour and rated 2.4 percent fewer of their classmates as aggressive after the program.

Physical acts of violence, parental reports of aggressive behavior, and perceptions of a mean and scary world also decreased, but the authors suggest further study to solidify these results.

Although many studies have shown that children who watch a lot of TV are more likely to act violently, this report further verifies that television, videos, and video games actually cause the violent behavior, and it is among the first to evaluate a solution to the problem.

Teachers at the intervention school included the program in their existing curriculum. Early lessons encouraged students to keep track of and report on the time they spent watching TV or videos, or playing video games, to motivate them to limit those activities on their own.

The initial lessons were followed by TV-Turnoff, an organization that encourages less TV viewing. For ten days, students were challenged to go without television, videos, or video games. After that, teachers encouraged the students to stay within a media allowance of seven hours per week. Almost all students participated in the Turnoff, and most stayed under their budget for the following weeks.

Additional lessons encouraged children to use their time more selectively, and many of the final lessons had students themselves advocate reducing screen activities.

This study is by no means the first to find a link between television and violence. Virtually all of 3,500 research studies on the subject in the past 40 years have shown the same relationship, according to the American Academy of Pediatrics.

Among the most noteworthy studies is Dr. Leonard D. Eron's, which found that exposure to television violence in childhood is the strongest predictor of aggressive behavior later in life—stronger even than violent behavior as children.

The more violent television the subjects watched at age eight, the more serious was their aggressive behavior even 22 years later.

Another study by Dr. Brandon S. Centerwall found that murder rates climb after the introduction of television. In the United States and Canada, murder rates doubled 10 to 15 years after the introduction of television, after the first TV generation grew up.

Centerwall tested this pattern in South Africa, where television broadcasts were banned until 1975.

Murder rates in South Africa remained relatively steady from the mid-1940s through the mid-1970s. By 1987, however, the murder rate had increased 130 percent from its 1974 level. The murder rates in the United States and Canada had leveled¹ off in the meantime.

Centerwall's study implies that the medium of television, not just the content, promotes violence, and the current study by Dr. Robinson supports that conclusion.

The Turnoff did not specifically target violent television, nor did the following allowance period. Reducing television in general reduces aggressive behavior.

Even television that is not "violent" is more violent than real life and may lead viewers to believe that violence is funny, inconsequential, and a viable solution to problems. Also, watching television of any content robs us of the time to interact with real people.

Watching too much TV may inhibit the skills and patience we need to get along with others without resorting to aggression. TV, as a medium, promotes aggression and violence. The best solution is to turn it off.

Questions 14–20

Complete the summary using words from the box below.

Write your answers in boxes 14–20 on your Answer Sheet.

A study that was published in January 2001 found that when children 14..... less, they behaved less 15..... . Students in a California elementary school participated in the study, which lasted 16..... . By the end of the study, the children's behavior had changed. For example, the children's 17..... reported that the children were acting less violently than before. During the study, the children kept a record of the 18..... they watched TV. Then, for ten days, they 19..... . Near the end of the study, the students began to suggest watching 20..... .

parents	eighteen days
teachers	classmates
six months	nonviolent programs
violently	time of day
watched TV	number of hours
scared	avoided TV
less TV	favorite ² programs

¹BRITISH: levelled

²BRITISH: favourite

Questions 21–24

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

In boxes 21–24 write

- TRUE** if the statement is true according to the passage.
FALSE if the statement contradicts the passage.
NOT GIVEN if there is no information about this in the passage.

- 21 Only one study has found a connection between TV and violent behavior.
22 There were more murders in Canada after people began watching TV.
23 The United States has more violence on TV than other countries.
24 TV was introduced in South Africa in the 1940s.

Questions 25 and 26

For each question, choose the correct letter **A–D** and write it in boxes 25 and 26 on your Answer Sheet.

- 25 According to the passage,
A only children are affected by violence on TV.
B only violent TV programs cause violent behavior.
C children who watch too much TV get poor grades in school.
D watching a lot of TV may keep us from learning important social skills.
- 26 The authors of this passage believe that
A some violent TV programs are funny.
B the best plan is to stop watching TV completely.
C it's better to watch TV with other people than on your own.
D seven hours a week of TV watching is acceptable.

READING PASSAGE 3

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

Questions 27–30

Reading Passage 3 has four sections (**A–D**). Choose the most suitable heading for each section from the list of headings below.

Write the appropriate numbers (**i–vii**) in boxes 27–30 on your Answer Sheet. There are more headings than sections, so you will not use all of them.

- 27 Section A
- 28 Section B
- 29 Section C
- 30 Section D

List of Headings

- i Top Ocean Predators
- ii Toxic Exposure
- iii Declining Fish Populations
- iv Pleasure Boating in the San Juan Islands
- v Underwater Noise
- vi Smog in Large Cities
- vii Impact of Boat Traffic

Issues Affecting the Southern Resident Orcas

A

Orcas, also known as killer whales, are opportunistic feeders, which means they will take a variety of different prey species. J, K, and L pods (specific groups of orcas found in the region) are almost exclusively fish eaters. Some studies show that up to 90 percent of their diet is salmon, with chinook salmon being far and away their favorite. During the last 50 years, hundreds of wild runs of salmon have become extinct due to habitat loss and overfishing of wild stocks. Many of the extinct salmon stocks are the winter runs of chinook and coho. Although the surviving stocks have probably been sufficient to sustain the resident pods, many of the runs that have been lost were undoubtedly traditional resources favored by the resident orcas. This may be affecting the whales' nutrition in the winter and may require them to change their patterns of movement in order to search for food.

Other studies with tagged whales have shown that they regularly dive up to 800 feet in this area. Researchers tend to think that during these deep dives the whales may be feeding on bottomfish. Bottomfish species in this area would include halibut, rockfish, lingcod, and greenling. Scientists estimate that today's lingcod population in northern Puget Sound and the Strait of Georgia is only 2 percent of what it was in 1950. The average size of rockfish in the recreational catch has also declined by several inches since the 1970s, which is indicative of overfishing. In some locations, certain rockfish species have disappeared entirely. So even if bottomfish are not a major food resource for the whales, the present low numbers of available fish increases the pressure on orcas and all marine animals to find food. (For more information on bottomfish see the San Juan County Bottomfish Recovery Program.)

B

Toxic substances accumulate in higher concentrations as they move up the food chain. Because orcas are the top predator in the ocean and are at the top of several different food chains in the environment, they tend to be more affected by pollutants than other sea creatures. Examinations of stranded killer whales have shown some extremely high levels of lead, mercury, and polychlorinated hydrocarbons. Abandoned marine toxic waste dumps and present levels of industrial and human refuse pollution of the inland waters probably presents the most serious threat to the continued existence of this orca population. Unfortunately, the total remedy to this huge problem would be broad societal changes on many fronts. But because of the fact that orcas are so popular, they may be the best species to use as a focal point in bringing about the many changes that need to be made in order to protect the marine environment as a whole from further toxic poisoning.

C

The waters around the San Juan Islands are extremely busy due to international commercial shipping, fishing, whale watching, and pleasure boating. On a busy weekend day in the summer, it is not uncommon to see numerous boats in the vicinity of the whales as they travel through the area. The potential impacts from all this vessel traffic with regard to the whales and other marine animals in the area could be tremendous.

The surfacing and breathing space of marine birds and mammals is a critical aspect of their habitat, which the animals must consciously deal with on a moment-to-moment basis throughout their lifetimes. With all the boating activity in the vicinity, there are three ways in which surface impacts are most likely to affect marine animals: (a) collision, (b) collision avoidance, and (c) exhaust emissions in breathing pockets.

The first two impacts are very obvious and don't just apply to vessels with motors. Kayakers even present a problem here because they're so quiet. Marine animals, busy hunting and feeding under the surface of the water, may not be aware that there is a kayak above them and actually hit the bottom of it as they surface to breathe.

The third impact is one most people don't even think of. When there are numerous boats in the area, especially idling boats, there are a lot of exhaust fumes being spewed out on the surface of the water. When the whale comes up to take a nice big breath of "fresh" air, it instead gets a nice big breath of exhaust fumes. It's hard to say how greatly this affects the animals, but think how breathing polluted air affects us (i.e., smog in large cities like Los Angeles, breathing the foul air while sitting in traffic jams, etc).

D

Similar to surface impacts, a primary source of acoustic pollution for this population of orcas would also be derived from the cumulative underwater noise of vessel traffic. For cetaceans, the underwater sound environment is perhaps the most critical component of their sensory and behavioral lives. Orcas communicate with each other over short and long distances with a variety of clicks, chirps, squeaks, and whistles, along with using echolocation to locate prey and to navigate. They may also rely on passive listening as a primary sensory source. The long-term impacts from noise pollution would not likely show up as noticeable behavioral changes in habitat use, but rather as sensory damage or gradual reduction in population health. A new study at The Whale Museum called the SeaSound Remote Sensing Network has begun studying underwater acoustics and its relationship to orca communication.

Questions 31–32

For each question, choose the appropriate letter **A–D** and write it in boxes 31 and 32 on your Answer Sheet.

- 31** Killer whales (orcas) in the J, K, and L pods prefer to eat
- A** halibut.
 - B** a type of salmon.
 - C** a variety of animals.
 - D** fish living at the bottom of the sea.
- 32** Some groups of salmon have become extinct because
- A** they have lost places to live.
 - B** whales have eaten them.
 - C** they don't get good nutrition.
 - D** the winters in the area are too cold.

Questions 33–40

Complete the chart below.

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

Write your answers in boxes 33–40 on your Answer Sheet.

Cause	Effect
Scientists believe some whales feed 33	These whales dive very deep.
Scientists believe that the area is being over fished.	Rockfish caught today is 34 than rockfish caught in the past.
Orcas are at the top of the ocean food chain.	35 affects orcas more than it does other sea animals.
Orcas are a 36 species.	We can use orcas to make society aware of the problem of marine pollution.
People enjoy boating, fishing, and whale watching in the San Juan Islands.	On weekends there are 37 near the whales.
Kayaks are 38	Marine animals hit them when they come up for air.
A lot of boats keep their motors running.	Whales breathe 39
Boats are noisy.	Whales have difficulty 40

Model Test 2

Candidate Name _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

ACADEMIC WRITING

TIME 1 hour

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your name and candidate number in the space at the top of this page.

All answers must be written on the separate answer booklet provided.

Do not remove this booklet from the examination room.

INFORMATION FOR CANDIDATES

There are **2** tasks on this question paper.

You must do **both** tasks.

Underlength answers will be penalized.

WRITING TASK 1

You should spend about 20 minutes on this task.

You stayed at a hotel last week. After you got home you realized that you had left your watch behind. Write a letter to the hotel manager, and explain what happened. Describe the watch, and ask them to help you find it.

Write at least 150 words.

You do NOT need to write any addresses.

Begin your letter as follows:

Dear Sir or Madam,

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Children today spend more time watching television than they did in the past. Describe some of the advantages and disadvantages of television for children.

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

Write at least 250 words.



9

ANSWER KEYS FOR THE MODULE ACTIVITIES

LISTENING MODULE

Completing the Blanks

Number of Words and Spelling

2. the subway station. The word *to* is unnecessary after *near*. The word *station* is misspelled¹.
3. pay a fine The other words are unnecessary and exceed the three-word limit.
4. the weather or the bad weather The expression *because of* must be followed by a noun, not by a clause. The words *very bad* are unnecessary.
5. rose garden The word *rose* must be singular because it serves as an adjective to describe *garden*. The words *beautiful*, *sunny* are not necessary and make the answer exceed the three-word limit.
6. can choose The word *usually* is not necessary. The word *can* is always followed by the base form of the verb, not the infinitive form.
7. About ten thousand Use *about* instead of *more or less* to stay within the three-word limit. The word *thousand* is misspelled. An exact number is not followed by *of*.
8. ask the professor The phrase *have to* cannot correctly follow *should* or any other modal.
9. going to Alaska or traveling to Alaska It is not necessary to repeat the word *about*. Using *going to* or *traveling to* instead of *his trip to* keeps the answer within the three-word limit. (BRITISH: travelling)
10. spend the winter The word *long* is not necessary and makes the answer exceed the three-word limit. The word *winter* is misspelled.

Gender and Number

1. build their nests The word *their* is misspelled and *nests* must be plural because it refers to many nests belonging to many ducks.
2. business travelers The word *business* is misspelled. The word *travelers* should be plural because *among* implies that there are many. (BRITISH: travellers)
3. tropical climates It isn't necessary to repeat the word *in*. The word *a* is incorrect before a plural noun. The word *tropical* is misspelled.
4. costs more The word *fruit* is a non-count noun and takes a singular verb. The word *more* is misspelled.
5. her old clothes The feminine possessive adjective *her* agrees with the feminine subject Mrs. Smith. The word *clothes* is misspelled.
6. take two exams Don't use *must* after *have to*—they have the same meaning. The word *exams* must be plural because there are *two*.
7. a new house The singular noun *house* must be preceded by an article.
8. took their vacation The plural adjective *their* agrees with the plural subject. The word *vacation* is singular. (BRITISH: took their holiday)
9. has a garden The verb *has* agrees with the singular subject *Every house*.
10. lays her eggs or lays its eggs The words *like to* are unnecessary and make the answer exceed the three-word limit. The possessive adjective must agree with the subject *female dragonfly*—*her* because the subject is female, or *its* because the subject is an animal.

¹BRITISH: mis-spelt

Listening Skills

Target 1—Making Assumptions

SECTION 1

1. Kingston
2. State
3. 7
4. 721-1127
5. December
6. C
7. D
8. F
9. month
10. 50 percent

SECTION 2

11. 15
12. 11
13. Tuesday
14. Modern art
15. City Gallery
16. Portraits
17. East Room
18. art reproductions
19. repairs
20. Second floor

Target 2—Understanding Numbers

Example: 33

- | | | |
|---------------|------------|-------------|
| 1. 8677532148 | 5. XY 538 | 8. 2876216 |
| 2. C | 6. 6370550 | 9. 4553021 |
| 3. 575-3174 | 7. 2651811 | 10. 3058480 |
| 4. B | | |

Target 3—Understanding the Alphabet

Example: Lynne

- | | | |
|---------------|---------------|----------------|
| 1. Tomas | 7. A. Miranda | 10. A. String |
| 2. Maine | B. 7043218 | B. 15 B |
| 3. Patti | 8. A. Bijou | 11. A. Willard |
| 4. Roberts | B. 232-5488 | B. 70 |
| 5. Springvale | 9. A. Janson | 12. A. 1705 |
| 6. Dixson | B. 335 | B. Landover |

Target 4—Listening for Descriptions

Example

- A. It's a house with a flat roof. It's two floors high. On the first floor there is a large window and a door. On the second floor there is a row of windows.
- B. It's a small house that's only one floor high. It has a door with a window on each side of it.
- C. It's a single-story house for two families. It has two doors and one small window.

1. A. He's a short man with short hair and a mustache¹. He's neither fat nor thin.
 B. He's a tall, thin man. He has long hair.
 C. He's a fat, bald man with a beard. He's neither short nor tall.
2. A. She's a young woman with long hair. She's very thin, and she's wearing earrings.
 B. She's a middle-aged woman with long grey hair. She's wearing earrings.
 C. She's a young woman with short, curly hair. She's wearing a necklace.
3. C
4. A

Target 5—Listening for Time

Example: A

TIME	DATE	DAY	YEAR	SEASON
1. B	1. 15	1. Monday	1. 1803	1. winter
2. A	2. December	2. Thursday	2. 1851	2. summer
3. C	3. September	3. Thursday	3. B	3. C
4. C	4. 7	4. Friday	4. C	4. B
5. 12:15	5. C	5. B	5. 1985	5. fall
6. 4:00	6. A	6. B	6. 1988	6. winter

Target 6—Listening for Frequency

Example: B

- | | | | |
|--------------|-----------|-----------------|-----------------------|
| 1. sometimes | 4. never | 7. daily | 10. from time to time |
| 2. seldom | 5. often | 8. once a month | 11. once a month |
| 3. always | 6. always | 9. twice a week | 12. every other week |

Target 7—Listening for Similar Meanings

Example 1: college graduates

Example 2: C

Example 3: A

1. party

2. checks

3. rate

4. vegetation

5. available

6. occupation

Target 8—Listening for Emotions

Example: A

- | | | |
|------|------|------|
| 1. C | 3. B | 5. A |
| 2. A | 4. C | 6. C |

¹BRITISH: moustache

Organizational Clues. Author may discuss

- Misunderstandings about the intelligence of birds
- The anatomy of a bird's brain
- Evidence of avian intelligence

3. **Topic Sentence.** She would grow up to become one of the richest women in the world.

Definition of Topic. Her name was Hetty Green, but she was known to many as the Witch of Wall Street.

Author's Opinion. None given.

Organizational Clues. Author may discuss

- Hetty Green's early years
- How Hetty Green got rich
- Why Hetty Green had a nickname

Target 2—Using the Topic Sentence to Make Predictions

PRACTICE 2

1. **Topic Sentence.** To combat excessive thoughts and impulses, most OCD sufferers perform certain repetitive rituals that they believe will relieve their anxiety.

Questions to Ask Yourself

What types of rituals do they perform?

How does this help them?

2. **Topic Sentence.** A child's upbringing does not seem to be part of the cause of the disorder, though stress can make the symptoms stronger.

Questions to Ask Yourself

Is the disorder present at birth?

Are there outside factors involved?

What leads parents to seek treatment?

3. **Topic Sentence.** Research on OCD sufferers has found certain physiological trends.

Questions to Ask Yourself

What part of the body does it affect?

What are some common trends?

What can parents look for?

Target 3—Looking for Specific Details

PRACTICE 3

1. **Supporting Details**

Compulsions can be mental or physical

Examples include: checking, hand washing, disturbing images

Compulsions and obsessions may or may not be related

2. **Supporting Details**

Most cases are genetic

Stress can add to the problem

Many members of the family may have OCD

3. **Supporting Details**

Over activity of blood in the brain

Less serotonin

Linked to other disorders such as Tourette Syndrome and ADHD

Supporting Details

Large South African ethnic group

Region explored by Europeans

Zulu wear traditional jewelry/jewelry and clothing

Beadwork is important to the culture

Analyzing the Questions

1. Where?
2. Where?
3. Who?
4. Where?
5. When?
6. How many?
7. Who? Where? **Key Words:** British
8. What? **Key Words:** Henry Frances Flynn
9. What? **Key Words:** precious stones
10. What? Why? **Key Words:** daily lives
11. What? Why? **Key Words:** gourds

PASSAGE 1

1. (E) Paragraph 1 states: "KwaZulu translates to mean 'Place of Heaven.'"
2. (B) Paragraph 1 states: "'Natal' was the name the Portuguese explorers gave this region when they arrived in 1497."
3. (C) Paragraph 1 states: "By the late 1700s, the AmaZulu clan, meaning 'People of Heaven,' constituted a significant nation."
4. *South Africa.* The first sentence of Paragraph 1 states that KwaZulu-Natal is a South African province.
5. *1497.* Paragraph 1 states: "Portuguese explorers . . . arrived in 1497."
6. *11 million.* Midway through paragraph 1 the passage states: "Today the Zulu clan represents the largest ethnic group in South Africa, with at least 11 million people in the kingdom."
7. *False.* Paragraph 2 talks about how the Egyptians were the first to bring beads to the area, though the British later facilitated the trade.
8. *Not Given.* Paragraph 2 states that Henry Frances Flynn brought glass beads to the region, but it doesn't state anywhere that he earned a lot of money doing this.
9. *False.* Paragraph 3 states: "The Zulu people were not fooled into believing that glass beads were precious stones but, rather, used the beads to establish certain codes and rituals in their society."
10. *True.* Paragraphs 3 discusses how beads are used for adornment, education, recreation, and communication.
11. *True.* Paragraph 3 discusses how bead-covered gourds are carried around by women who are having fertility problems. "Fertility problems" means *difficulty becoming and staying pregnant*.
12. *unmarried man.* Paragraph 4 states: "A triangle with the apex pointing downward signifies an unmarried man."
13. *married man.* Paragraph 4 states that "married men signify their marital status with two triangles that form an hourglass shape."
14. *married woman.* Paragraph 4 states: "Married women wear items with two triangles that form a diamond shape."
15. *unmarried woman.* Paragraph 4 states that a triangle "with the tip pointing upward is worn by an unmarried woman."

PASSAGE 2

Note: Alternative spellings: colour blindness, colour, colourful

1. iii. What is Colorblindness? Paragraph A discusses what people think color blindness is, and what it really is. In the middle of the paragraph it states, "The fact is that in most cases of colorblindness, there are only certain shades that a person cannot distinguish between. These people are said to be dichromatic."
2. viii. Colorblindness and the Sexes. Paragraph B discusses the fact that men are more prone to colorblindness than women, and states the genetic reasons why this is the case.
3. vii. Developing the Ability to See Color. Paragraph C discusses the fact that babies are all born colorblind and that they do not develop the ability to see colors until they are a few months old. This paragraph also discusses the possibility that infants may require a colorful environment in order to develop proper color vision.
4. ii. Diagnosing Colorblindness. Paragraph D discusses the reasons why colorblindness is difficult to diagnose. It also discusses the Ishihara Test, which distinguishes those who are colorblind from those who have normal color vision.
5. v. Unsolved Myths. Paragraph E mentions two beliefs about colorblindness that haven't been proven as myths: that colorblindness can aid military soldiers and that everyone is colorblind in an emergency.
6. (C) The second to the last sentence of Paragraph A states that: "People with trichromatic vision have all three cones in working order."
7. (B) The second sentence in Paragraph C states that: "A baby's cones do not begin to differentiate between many different colors until he is approximately four months old."
8. (C) Paragraph D states the main downfall of the Ishihara Test: "The Ishihara Test is the most common, though it is highly criticized because it requires that children have the ability to recognize numerals."
9. *myth*. Paragraph B introduces the idea that although color vision deficiency is predominant in males, it is still possible for females to be colorblind.
10. *a little less*. Paragraph B states: "In an average population, 8% of males exhibit some form of colorblindness."
11. *X chromosomes*. Paragraph B states: "Females have two X chromosomes."
12. *less likely*. Paragraph B explains that it is less likely for women to be colorblind, because if one of their X chromosomes "carries the defective gene, the other one naturally compensates."
"Compensate" means *to make up for another's weakness*.

PASSAGE 3

1. (A) Paragraph 2 discusses how Antarctic penguins "huddle in communities" to keep warm.
2. (A) The first sentence of Paragraph 3 states: "Antarctic penguins spend about 75 percent of their lives in the water."
3. (B) Paragraph 3 discusses the unique feathers of Antarctic penguins that that work similarly to a waterproof diving suit: "Tufts of down trap a layer of air within the feathers, preventing the water from penetrating the penguin's skin."
4. (A) Paragraph 4 states: "Temperate species have certain physical features such as fewer feathers and less blubber to keep them cool on a hot day."
5. (B) Paragraph 4 discusses the bald patches of a temperate species called African penguins.
6. rocks. Paragraph 2 states: "When it's time to create a nest, most penguins build up a pile of rocks on top of the ice to place their eggs."
7. feed/eat. Paragraph 2 discusses the Emperor penguin's gender roles: "The female Emperor lays just one egg and gives it to the male to protect while she goes off for weeks to feed."
8. brood patch. Paragraph 2 explains how the male Emperor penguin takes care of the egg: "The male balances the egg on top of his feet, covering it with a small fold of skin called a brood patch."

9. heels and tails. Toward the end of paragraph 2 the text states: "In order to reduce the cold of the ice, penguins often put their weight on their heels and tails."
10. (A) Paragraph 3 states that penguins have to keep moving to stay warm. Their swimming is compared to flight.
11. (D) The last sentence in Paragraph 3 describes the penguin's circulatory system: "Penguins also have an amazing circulatory system, which in extremely cold waters diverts blood from the flippers and legs to the heart."
12. (E) Paragraph 3 describes "porpoising" which penguins do in order to be able to breathe without having to stop swimming.
13. (H) Paragraph 3 describes how feathers keep Antarctic penguins dry: "Tufts of down trap a layer of air within the feathers, preventing the water from penetrating the penguin's skin."
Choice (B), (C), and (F) are incorrect because these are all of examples of how penguins stay cool.

WRITING MODULE

Target 1—Writing for a Specific Audience

A high school student	N
An experienced teacher	Y
A native speaker of English	P
A kindly grandmother	P
A strict grammarian	P
A famous author	P
A fair grader	Y

Target 2—Completing the Task

PRACTICE

	Time	Words
Task 1	20 minutes	150
Task 2	40 minutes	250

Target 4—Developing a Thesis Statement

PRACTICE

Topic 1

Task

(B) Support your opinion. You are asked your opinion about the amount and type of control that is needed. This answer must be related to the content of television programs.¹

¹BRITISH: programmes

Thesis Statement

(A) There are many types of programs¹ on television, and each person is free to choose which programs he or she wants to watch.

Topic 2

Task

(B) Support your opinion. You are asked for your opinion regarding home computers. You must talk about their advantages and disadvantages for children. You should also discuss whether or not parents should restrict the amount of time their children spend using the computer.

Thesis Statement

(B) Computers can contribute a lot to a child's education, but they can be overused.

Topic 3

Task

(A) Give a description. You are asked to describe the information shown in the table, reporting on the main features and making comparisons.

Thesis Statement

(C) Over the past century, the population in the Northwest Region has been shifting from largely rural to mostly suburban and urban.

Topic 4

Task

(C) Explain a problem, and ask for a solution. You are asked to write about a problem. The problem is that you have lost your friend's watch. Then explain the solution, what you want to do about the loss.

Thesis Statement

(C) An unfortunate thing happened last night while I was wearing your beautiful gold watch. (C) is the best choice because the writer is clearly leading into explaining a problem. Some students might also select (B). With (B), the letter could talk about the problem. On the other hand, it might not. For this reason, (C) is the correct answer.

Target 5—Organizing Your Writing

PRACTICE 1

4. **Add general ideas.** The top circle shows the idea from paragraph 1, the introduction. The bottom three circles contain the ideas in the body paragraphs. The second body paragraph mentions "Modern technology."
1. Technology
 2. for adults
 3. News
5. **Add supporting details.** These lines show the supporting details for each paragraph. Each line matches one of the body paragraphs. There are three body paragraphs in this essay. The answer "for adults" is expressed in the line, "Adults can also use this technology to avoid seeing programs/programmes that they don't want to see." The answer "news" is found in the statement: "There are news programs for serious people."
1. Schedules, different channels
 2. Channel blocker for children (for adults)
 3. News

PRACTICE 2

4. **Add general ideas.** The top circle expresses the idea from the thesis statement. Each of the three bottom circles represents a major idea from one of the three body paragraphs. In body paragraph 2, the writer mentions "a new four-lane highway/dual carriage way."
1. four-lane road/highway/dual carriage way.
5. **Add supporting details.** The years are found at the beginning of each paragraph.
2. 1950
 3. 1978
 4. 2000

Some students hate exercising. They'd rather play computer games or talk to their friends. They would never take physical education classes if they had a choice. Physical education classes are so important that schools must require them.

These classes improve students' health, now and in the future. They burn calories, and this helps them to maintain a healthy weight. The classes' regular exercise develops good habits for the present and the future. People who exercise as children are more likely to continue exercising when they're adults. This reduces the risk of heart disease, diabetes, and other serious illnesses.

Physical education also improves students' mental health. It can be difficult to sit in class all day. Students can exercise and then relax after their physical activity. This helps them to feel happier and more comfortable at school. The classes also include activities that help with stress reduction. Walking, stretching, and yoga are just a few of the exercises that reduce stress.

The students' favorite part of physical education classes may be the opportunity to communicate with their classmates. They enjoy talking to their friends while they play games. The students also learn how to work in teams. Teamwork is an important skill that they will use when playing sports or even at their jobs in the future.

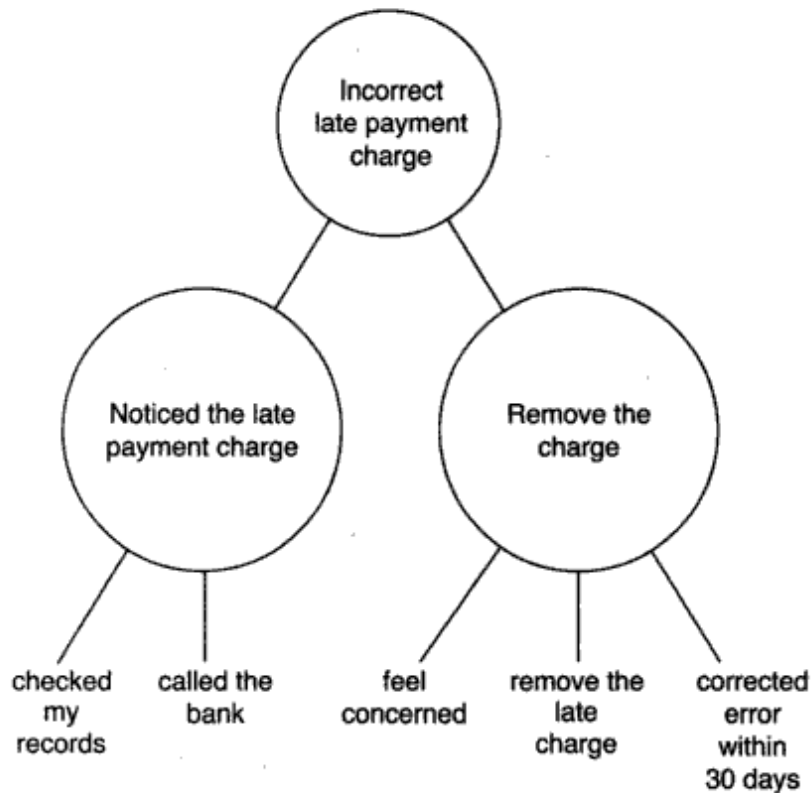
We know that some students really don't like physical education. We also know that there are many advantages to taking physical education classes. There are so many benefits that schools must require students to take these classes.

Topic 2

Task: Explain a problem and ask for a solution.

Thesis Statement: My bill for this month contained an incorrect late payment charge.

Concept Map:



Dear National Credit Card Company,

My bill for this month contained an incorrect late payment charge. I was surprised to read this. My last payment was definitely made on time. To be sure, I checked my records. They show that I wrote and mailed a check to you fifteen days before it was due. Next I called my bank and they checked their records. They say that your company cashed the check five days before the payment was due.

I am very concerned about this mistake. Please remove this late charge from my credit card. I would like to have your mistake corrected as soon as possible and within the next 30 days. I always make my payments on time, so seeing this charge upsets me.

Please contact me immediately if you have any questions about this letter. I want to be sure that my credit record with your company continues to be excellent.

Sincerely,

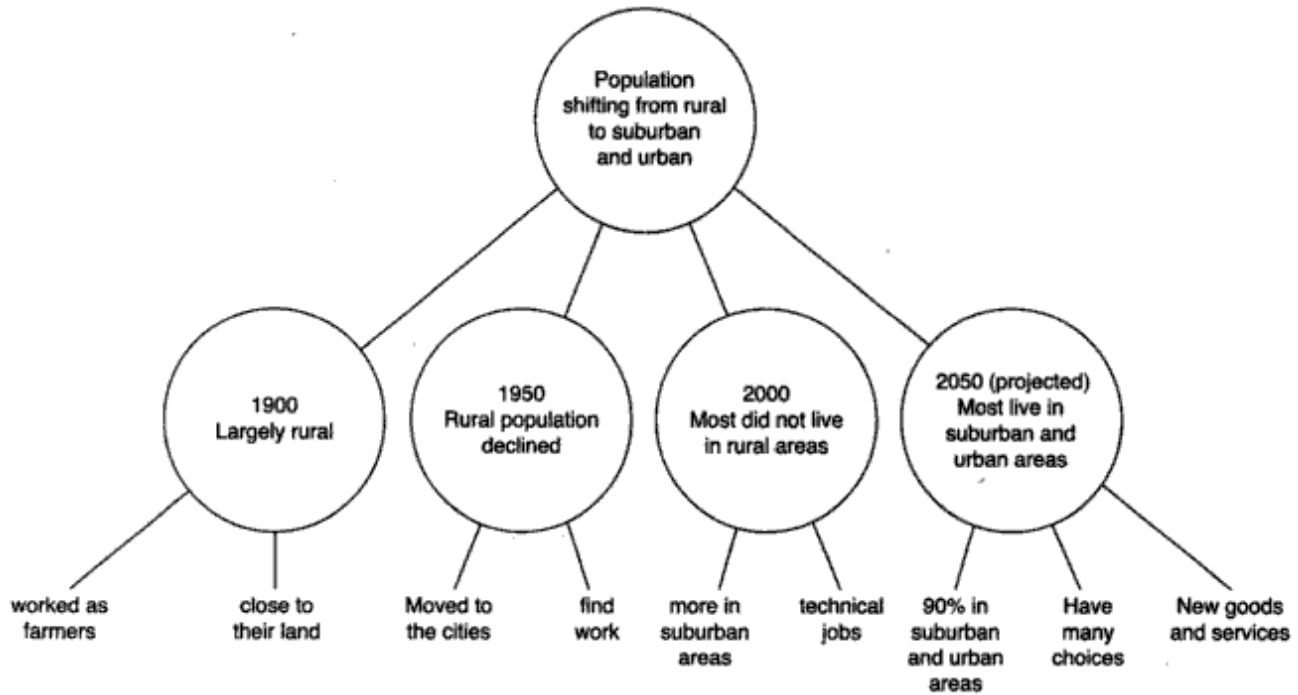
Michel Danel

Topic 3

Task: Describe something.

Thesis Statement: Over the past century, the population in the Northwest Region has been shifting from largely rural to mostly suburban and urban.

Concept Map:



Over the past century, the population in the Northwest Region has been shifting from largely rural to mostly suburban and urban.

In 1900, the Northwest Region's population was largely rural. Many people worked as farmers. They needed to be close to their land. So, most people lived and worked at the same place, at their farm in the countryside.

By 1950, the rural population declined. Some people moved to the cities to be closer to them. They wanted to find work. More job opportunities were available outside of the rural regions.

By 2000, most people lived in suburban and urban areas. They worked in the city's technical jobs. Even fewer people worked as farmers.

For 2050, it is projected that 90 percent of people will live in suburban and urban areas. They will have many choices in the city. They will be involved with all of the new goods and services developed there.

Target 6:—Writing a Paragraph

PRACTICE 1

1.

Topic Sentence:

1.1 Modern technology has given us a tool for controlling the TV programs¹ we see.

Supporting Details:

1.2 Most TVs can be programmed to block certain channels.

1.3 Parents use this technology to protect their children from seeing shows that are too violent.

1.4 Adults can also use this technology to avoid seeing programs that they don't want to see.

2.

Topic Sentence:

2.1 The best thing about TV is that there is a variety of programs.

Supporting Details:

2.2 There are news programs for serious people.

2.3 There are movies and cartoons for people who want to be entertained.

2.4 The variety of TV programs needs to be protected, even if that means allowing some of them to show violence.

3.

Topic Sentence:

3.1 Physical education classes teach children important skills that they need in life.

Supporting Details:

3.2 They teach children how to work together on a team.

3.3 They teach children how to set a goal and work to achieve it.

3.4 They teach children about the importance of taking care of their health.

Target 7—Writing the Introduction

PRACTICE 1

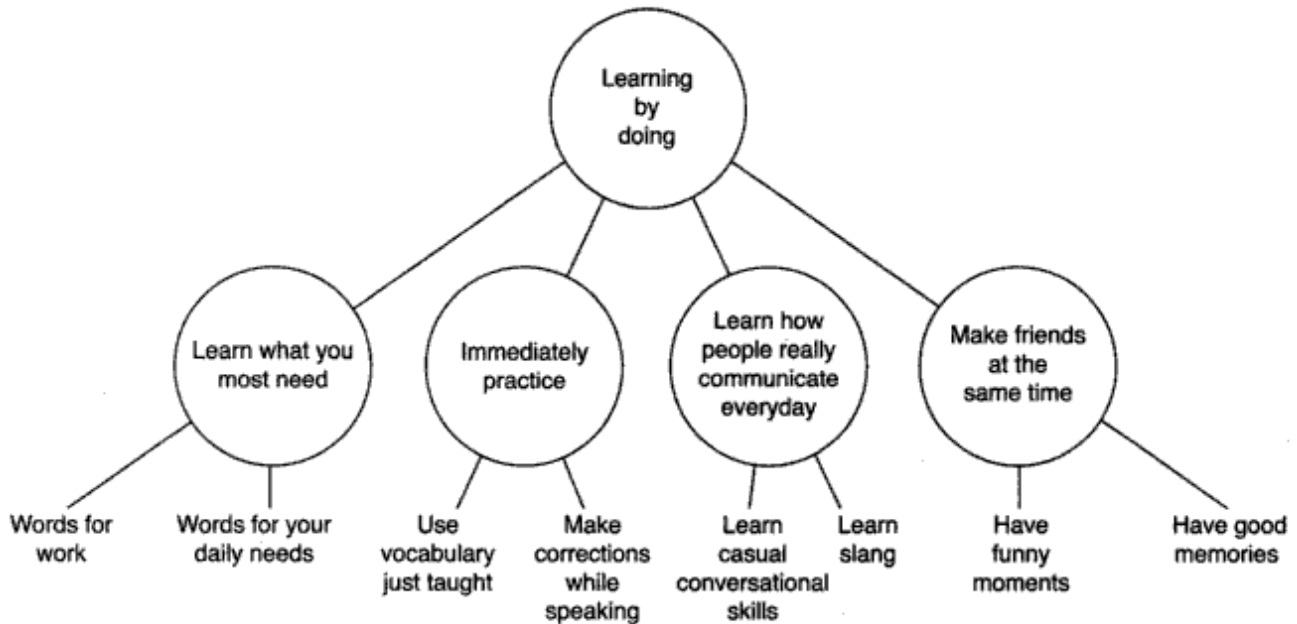
Topic 1

Task: Make an argument and support an opinion.

Thesis Statement: "Learning by doing" is a better way to learn a language.

¹BRITISH: programmes

Concept Map:



Topic Sentences:

- 1.1 You learn the most important words, the ones that you most need in order to communicate.
- 1.2 You immediately practice what you have learned.
- 1.3 You learn how people really communicate everyday, instead of formal language that may only be used at school.
- 1.4 You make friends and learn a language at the same time.

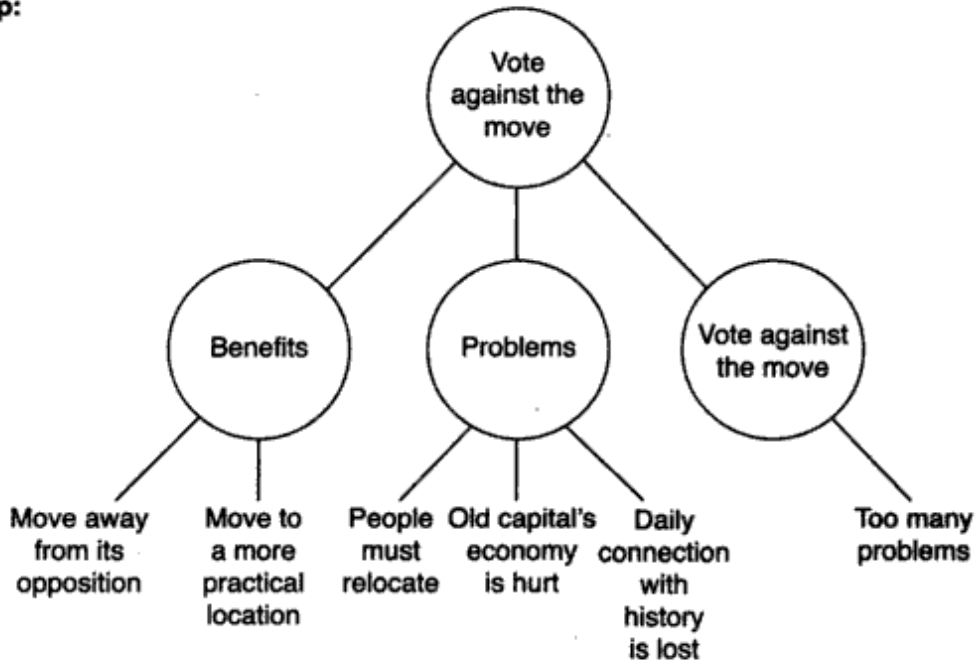
Introduction: People often discuss what the best way is to learn languages: “learning by doing” or from books and teachers. In “learning by doing,” you learn the most important words that you need. You immediately practice what you have learned. You learn how people really communicate every day, instead of formal language that may only be used at school. You make friends and learn a language at the same time. “Learning by doing” is a better way to learn language.

Topic 2

Task: Make an argument and support your position.

Thesis Statement: Because of the tremendous challenges caused by this change, I would vote against moving my capital.

Concept Map:



Topic Sentences:

- 2.1 A government may move its capital because of the benefits.
- 2.2 However, there are also some problems to consider.
- 2.3 If I were asked to move my capital, I would definitely vote against it.

Introduction: Perhaps you have never thought about moving your government's capital. However, it has happened worldwide and for hundreds of years. A government may move its capital because of the benefits. However, there are also some problems to consider. Because of the tremendous challenges caused by this change, I would vote against moving my capital.

Target 8—Writing with Variety

CHRONOLOGICAL ORDER

PRACTICE 1

- 1. Before the audience left the concert hall, the orchestra played the last note.
- 2. After looking at the menu, you can order your meal.
While looking at the menu, you can order your meal.
- 3. After the lights went out, we lit a candle.
Before the lights went out, we lit a candle.
- 4. While we were waiting for you in the coffee shop, you were waiting for us at the bookstore.
- 5. Before they filled/filled up the car with gas/petrol, the car ran out of gas/petrol.

PRACTICE 2

- | | | | |
|------|------|------|------|
| 1. 7 | 3. 1 | 5. 6 | 7. 4 |
| 2. 3 | 4. 5 | 6. 2 | |

PRACTICE 3

In the early 1900s, Winston on Hudson was just a small town on the Hudson River. Nothing happened in the town until after the start of the First World War when a munitions factory opened. Once the factory opened, river traffic increased bringing raw materials to the factories and taking munitions downstream to the major river port at the mouth of the river. Within ten years, cargo boats were followed by passenger boats bringing weekend sightseers. Soon Winston on Hudson became a tourist destination. Today, the town's munitions factory has been turned into artist studios. In the future, the town hopes to build an art museum next to the old factory.

PRACTICE 4

Answers will vary. Here is one example:

On December 22, 1982, I was born. I am my parents' first child. I started school when I was six years old, in 1988. Later, my parents had another baby, my brother. He was born in 1990. I was going to school then and enjoyed taking science classes. I won an award in 1995, "Best Science Student of the Year." That inspired me to study science seriously. In 2003, I decided to earn a chemistry degree at a university in an English-speaking country. Now I am studying English to prepare for my studies and my future career.

SPATIAL ORDER

PRACTICE 5

- | | |
|-------------------|---------------------------|
| 1. between | 6. west |
| 2. next to/beside | 7. south and west |
| 3. north | 8. behind/next to/beside |
| 4. behind | 9. beside/next to |
| 5. in front of | 10. around/beside/next to |

CLASSIFICATION**PRACTICE 6**

Word List	Things That Are Not Alive	Things That Are Alive
table	table	boy
boy	car	frog
frog	chair	butterfly
car	pencil	teacher
chair		
butterfly		
pencil		
teacher		

Word List	People	Things
doctor	doctor	hospital
nurse	nurse	building plans
contractor	contractor	
hospital	plumber	
building plans	patient	
plumber	architect	
patient		
architect		

PRACTICE 7

Positive Values	Negative Values
B. charity	A. anger
F. hope	C. envy
G. humility	D. gluttony
H. justice	E. greed
I. kindness	J. laziness
K. patience	L. pride

1. L
2. I
3. C

4. D
5. K
6. A

7. E
8. G
9. F

10. J
11. H
12. B

Answers will vary. Here is one example:

People who say, "Tomorrow is another day," have hope. This is a positive virtue. Hope is good because it motivates us. After a bad day, it can be difficult thinking about the next day to come. Sometimes we want everything to stop. People with hope believe that tomorrow might be better. So, they continue because they believe in positive change. Sometimes we just need to survive a bad day and look ahead to tomorrow. Hope gives us the strength we need during the difficult times.

DEFINITION

PRACTICE 8

Words	Concrete	Abstract
printer	printer	success
success	sidewalk/pavement/curb	loyalty
loyalty	black	freedom
sidewalk	swimming	love
freedom		
love		
black		
swimming		

PRACTICE 9

Loyalty to me is defined as my family and knowing that they will always love me.

A sidewalk is a place to walk along the side of a street. It is usually paved, so the walkway is smooth and hard.

Freedom to me is defined as being able to choose what I want to do, such as my type of job.

Love to me is defined as the strong feelings of caring that I have for my parents.

Black is a very dark color.

Swimming is to move through the water by moving your arms and legs or if you're a fish, by moving your fins and tail.

COMPARISON AND CONTRAST

PRACTICE 10

- | | | | |
|--------|---------|---------|---------|
| 1. CON | 3. COMP | 5. COMP | 7. CON |
| 2. CON | 4. CON | 6. COMP | 8. COMP |

Target 1—Describing Yourself**PRACTICE 1**

Answers will vary.

Personal Information Form	
<u>Factual</u>	
First Name	<u>Stefan</u>
Middle Name	<u>Andreas</u>
Last Name	<u>Holsen</u>
Age	<u>25</u>
Nationality	<u>German</u>
Native Language	<u>German</u>
Occupation	<u>Businessman</u>
<u>Physical</u>	
Height	<u>5 feet, 8 inches/185 centimetres</u>
Weight	<u>175 pounds/8 kilos</u>
Eye Color	<u>green</u>
Hair:	
Color	<u>brown</u> (check one) long <input type="checkbox"/> short <input checked="" type="checkbox"/> medium length <input type="checkbox"/>
	(check one) straight <input type="checkbox"/> curly <input checked="" type="checkbox"/> wavy <input type="checkbox"/>
Other characteristics (glasses? beard? etc.)	<u>yes, glasses</u>
<u>Emotional</u>	
(circle all that apply)	
<input checked="" type="checkbox"/> optimistic	<input type="checkbox"/> pessimistic
<input type="checkbox"/> easygoing	<input type="checkbox"/> serious
<input checked="" type="checkbox"/> fun	<input checked="" type="checkbox"/> loving
<input checked="" type="checkbox"/> studious	<input type="checkbox"/> nervous
<input type="checkbox"/> calm	<input type="checkbox"/> shy
<input type="checkbox"/> confident	<input type="checkbox"/> outgoing
<input checked="" type="checkbox"/> friendly	<input type="checkbox"/> hardworking
<input checked="" type="checkbox"/> talkative	<input type="checkbox"/> quiet
<input type="checkbox"/> cheerful	

PRACTICE 2

Answers will vary.

Factual

1. My name is Fatma Aksay.
2. My first name is spelled F-A-T-M-A and my last name is spelled A-K-S-A-Y.
3. My name, Fatma, was also my grandmother's name.

Physical

1. I am five feet, five inches tall/182 centimetres tall.
2. My hair is straight.
3. My hair color is brown, but my eyes are green.

Emotional

1. I'm a cheerful person.
2. I'm usually happy and like telling jokes.
3. Sometimes I get nervous, though, when I take tests.

PRACTICE B

Answers will vary.

Part 2

PRACTICE C

Place: the park
Location: in my neighborhood, 2 blocks away/2 streets away
Transportation: walking or riding my bike
Appearance: green grass and playground equipment
Why I like it: It's peaceful. I like watching the children playing and families having fun.

PRACTICE D

Answers will vary.

PRACTICE E

1. *Do you go alone to this place?*
Yes, usually I go alone/on my own. Sometimes a friend comes with me.
2. *Are there similar places you like to go?*
There is a park in another neighborhood. Sometimes I go there, too.

PRACTICE F

Answers will vary.

Part 3

PRACTICE G

1. Most people take vacations to the beach/take holidays by the seaside, a famous city, or a unique location. Many of the places are the same. But now people can travel far away with less trouble. In the past, this was more difficult or impossible.
2. Leisure time is important. It gives people the chance to relax. It refreshes them. It helps people to be ready to do more work in the future.

Target 3—Describing Your Home or Hometown

PRACTICE 1

Home Information Form	
Size	<u>medium</u>
Age	<u>fifty years</u>
Number of bedrooms	<u>four</u>
Other rooms	<u>kitchen, living room,</u> <u>dining room,</u> <u>2 bathrooms</u>
Garden/yard	<u>large size, lots of flowers</u>
Special features	<u>attic</u>
My Bedroom:	
Size	<u>medium</u>
Furniture	<u>wood, painted brown,</u> <u>have a desk and a bed</u>
Colors	<u>white/cream paint on</u> <u>the walls</u>
Art	<u>posters of favorite</u> <u>musicians</u>
Other	<u>computer</u>

Neighborhood ¹ Information Form	
Name	<u>Flower Valley</u>
Style of houses	<u>older, family homes</u>
Shops/businesses	<u>restaurant, small grocery</u> <u>store/shop, drycleaner,</u> <u>gas/petrol station</u>
Schools	<u>one school for children</u>
Religious buildings	<u>church and a mosque</u>
Other buildings	<u>none</u>
Transportation	<u>bus stop, train stop</u>
Parks/gardens	<u>one park with a</u> <u>playground</u>
Special characteristics	<u>friendly neighborhood,</u> <u>very comfortable</u>

PRACTICE 2

Home: General Description

1. Our home is medium-sized. It is about fifty years old.
2. We have four bedrooms, 2 bathrooms, and some other rooms.
3. Our yard is large, with lots of flowers.
4. We have an attic that we use for storage.

Neighborhood: General Description

1. We live in a neighborhood called Flower Valley.
2. The neighborhood's homes are older.
3. Many of the homes are large and usually families live in them.
4. We have some stores in the neighborhood, so shopping is convenient.

Home: Specific Description

1. Our house has four bedrooms: a large one for my parents and three smaller bedrooms for my brother, sister, and me.
2. My bedroom has brown, wood furniture.
3. I have a bed, desk, and computer in my bedroom.
4. The room is decorated with posters of my favorite bands.

¹BRITISH: neighbourhood

Neighborhood: Specific Description

1. Flower Valley is a comfortable neighborhood, with very friendly people.
2. We have a restaurant, a small grocery store/shop, a drycleaner, and a gas/petrol station in the neighborhood.
3. I have lived here since I was a child. I walked to school everyday.
4. Everyone in the neighborhood enjoys our park and playground.

Target 4—Describing Your Occupation or School**PRACTICE 1**

Answers will vary.

Job Information Form

Company name Translational International
 Job title Japanese translator
 Length of time at this job 2 years
 Duties translate technical materials
 Training required for this job computer training, using software, training in technical language
 Skills required for this job language skills in English and Japanese, computer skills
 Things I like about this job using language
 Things I don't like about this job can be tiring; requires a lot of concentration
 Future career goals manage a large translation project

Education Information Form

Name of college City University
 Major/subject English literature
 Classes I am taking now Structure of English, World Literature
 Hours per week in class 8
 Years to complete degree/certificate 2
 Educational goals master's degree
 Future career goals teach English and write a book

PRACTICE 2

Answers will vary.

My occupation: Japanese translator

1. I work as a Japanese translator at Translation International.
2. I have worked there for two years.
3. My main duty is translating technical materials.
4. I like using language skills for my work, but sometimes it can be very tiring. Working as a translator requires a lot of concentration.

Target 5—Describing Your Hobbies or General Interests

PRACTICE 1

Answers will vary.

Hobby/Free-Time Activity Information Form

Hobby/Activity #1 playing computer games
 How often do you do this hobby or activity? almost every day
 Do you do it on your own or with other people? both
 Do you belong to a club related to this hobby/activity? no
 How did you learn how to do this hobby/activity? from friends and from the instructions that come with games
 Do you need special equipment for it? yes, a computer and an Internet connection
 What do you like most about it? fun and I can do it any time of the day or night

Hobby/Activity #2 cooking
 How often do you do this hobby or activity? twice a week
 Do you do it alone or with other people? alone/on my own
 Do you belong to a club related to this hobby/activity? no
 How did you learn how to do this hobby/activity? watching other people, including TV shows/programmes
 Do you need special equipment for it? yes, some cooking equipment
 What do you like most about it? I like trying a new recipe and eating the food.

PRACTICE 2

Answers will vary.

Hobby/Activity #1: playing computer games

1. I like playing computer games almost every day.
2. I can play games by myself, or I can go online and play against people who live all over the world.
3. I started playing computer games when I was 10 years old.
4. I like being able to play any time. The computer graphics improve every year, and that makes the games more fun.

Hobby/Activity #2: cooking

1. I like to cook. I usually cook twice a week.
2. It takes time to buy ingredients and try new recipes. I would cook more often if I had more time.
3. I like to watch someone cook on TV. Then I try to make the same food.
4. I love trying my cooking. Sometimes the food is bad, but I still continue cooking.

Target 6—Discussing a Topic

PRACTICE 1

Answers will vary.

Topic 1 Notes

- Cat
- Needed food and water, brushing
- Liked that it was so friendly and easy to care for. Nothing I didn't like about it.
- It's popular because it's easy to care for it.

Topic 2 Notes

- Mom's birthday, age 48
- My dad and my brothers and sisters came.
- Had the party at Mom¹ and Dad's house
- Ate/had a big meal that we cooked for Mom, ate birthday cake and Mom opened her presents.

Topic 3 Notes

- Met Rob when we were 13. Went to the same school.
- Liked to play sports, go to watch games together.
- Were the same age and both liked sports.
- He was my best friend. I didn't have many friends, so he was very important to me.

Topic 4 Notes

- Went to the beach/seaside.
- 2 of my friends went with me.
- Went there for a vacation/holiday, to relax, and to spend time with my friends.
- Went swimming. Saw many different kinds of animals and fish. Went for a long boat ride.

¹BRITISH: Mum

PRACTICE 2

Answers will vary.

Topic 1

My family had a pet. It was a cat. We named her "Bobo." She needed food and water. Sometimes I brushed her fur. I liked Bobo because she was so friendly. She was easy to care for. I liked everything about Bobo. There was nothing that I didn't like. Cats are popular pets because it's so easy to care for them.

Topic 2

I recently went to my Mom's birthday party. She is now 48 years old. My dad and my brothers and sisters came to the party. It was at Mom and Dad's house. We cooked a big meal. Mom wasn't allowed to do any work. Later we ate birthday cake, and Mom opened her presents.

Topic 3

When I was a teenager, Rob was my best friend. We met when we were 13. We went to the same school. Rob and I liked to play sports together. We watched games together, too. We had a lot in common. We were the same age, went to the same school, and liked sports. This friendship was very important to me. I didn't have many friends. I am lucky that Rob was there and that he was a very good friend.

Topic 4

I recently took a trip to the beach/seaside. Two of my friends went with me. We went there for a holiday/vacation. We needed to relax, and we wanted to spend time together. During the vacation/holiday, we had so much fun. We went to the beach/sea every day and we swam. We took a long boat ride, and we saw many different kinds of animals and fish. We want to return next year.

Target 7—Responding to Follow-up Questions**PRACTICE 1**

Answers will vary.

Topic 1

1. Advantage—children have responsibility. Disadvantage—parents do work if children don't
2. Yes, so children can learn responsibility.

Topic 2

1. Celebrate with family and friends, at home or go out.
2. Celebrating the new year.

Topic 3

1. Fix our cars, eat, watch sports.
2. A few good friends, so we're closer.

Topic 4

1. Warm weather, different than where I live.
2. Yes, so I can experience new things. Meet people, learn language and culture.

PRACTICE 2

Answers will vary.

Topic 1

1. The advantage of pets is that children learn responsibility when they own pets. The disadvantage is that sometimes parents must care for the pets.
2. As far as I'm concerned, it is important for children to have pets. Children learn responsibility when they care for their pets.

Topic 2

1. I like to celebrate my birthday by enjoying the day with my family and friends. We might stay at home or go out, but we must be together.
2. I also like to celebrate the beginning of a new year. It is a good way to start the year.

Topic 3

1. I like to fix our cars, eat, and watch sports.
2. Personally I think it's better to have just a few good friends. I want to be closer to a few people. When you have a lot of friends, you don't know each person as well.

Topic 4

1. I'm in favor/favour of visiting places that have warm weather. I live in a cold place, so I like to go to a different climate.
2. As far as I'm concerned, traveling/travelling is a wonderful way to spend time. I like to experience new things. I meet new people and learn about their language and culture.

Target 8—Discussing an Issue in Depth

PRACTICE 1

Answers will vary.

Issues from Topic 1

Def.: For friendship. Dogs are the best pets.

C. & C.: Animals have been useful by doing work and by being companions for people. Nowadays, animals are companions; work is done by machines.



10

**EXPLANATORY
ANSWERS FOR
THE IELTS
MODEL TESTS**

Issues from Topic 2

Def.: Yes. Knowledge gained and more to come. Older people are respected, but everyone wants to be young.

C. & C.: No, they're the same. Older people act younger. Will continue.

Issues from Topic 3

Def.: Kind, loyal, honest. Friends are important, like family.

C. & C.: Men become friends to do activities together. Women have friends who listen to their problems. No, it's same.

Issues from Topic 4

Def.: For business or fun. Too much pollution from cars, cause traffic jams, other problems.

C. & C.: Much more travel now. People can live away from families, but quickly fly to see them. Tourism brings money, but can bring more pollution and strangers.

PRACTICE 2*Issues from Topic 1*

Most people have pets for friendship. In my opinion, dogs are the best pets. Animals have been useful to people throughout history. They have been good companions. Also, they did a lot of work, before cars and modern farming equipment. Today most people's attitudes toward animals are different. They value animals for friendship, not their work.

Issues from Topic 2

Birthday celebrations are important in my country. We celebrate the knowledge gained in that year and get ready for the new experiences to come. Older people are respected in my culture, but everyone wants to be young. The birthday celebrations of today and of the past are the same. They all mark the passage of a one-year period. In my opinion, the role of older people in my culture will be the same in the future. But because youth is preferred, older people will continue trying to look younger.

Issues from Topic 3

There are important qualities in a good friend: kindness, loyalty, and honesty. Good friends are like a member of the family. They are there to celebrate the good times and to help you through the bad times. There is a difference between men's and women's friendships. Men become friends because they like to do an activity together. Women become friends to share problems and to give advice. Although there is a difference between men's and women's friendships, the nature of friendship is the same.

Issues from Topic 4

People travel for business or pleasure. We have some transportation problems in my country, such as too much pollution from cars and traffic jams. There is much more travel now, because of planes. It is possible to quickly travel a long distance. This results in advantages and disadvantages. For example, tourism can bring money to a place. On the other hand, tourism can also lead to the construction of more hotels and other buildings, using our few green areas. It can also cause more pollution. These results are negative.

Morning	Days: Monday–Friday Time: 4 9:00–2:00 Level: Beginner
Afternoon	Days: Monday, Wednesday, Thursday Time: 1:00–3:00 Level: 5 Intermediate
Evening	Days: Monday, Wednesday, Thursday Time: 5:30–7:30 Level: 6 Beginner Days: 7 Monday, Wednesday, Thursday Time: 7:30–9:30 Level: Advanced
8 Weekend	Days: Saturday Time: 9:00–2:00 Level: Beginner

9. (B) Choice (B) is the correct answer because the student decided to take the Saturday class. It meets from 9:00 to 2:00, and the receptionist says it will have only four or five people in it. Choice (A) is incorrect because the student only has evenings and weekends free, but the student cannot take the night classes they offer because the level is too advanced. Choice (C) is incorrect because the student says that a private class is too expensive for him.
10. (A) Choice (A) is correct because the student asks if he can pay by check, and the receptionist says he can. Choice (B) is incorrect because the student decides to pay by check. The receptionist does say that payment *can* be made by credit card or check.
11. 300. "In fact, there are more than 300 different species of parrots, and they live all over the world."
12. green. "Some species are very colorful/colourful, but, believe it or not, plain old green is actually the most common color for parrots."
13. one meter. "The hyacinth macaw, on the other hand, measures one meter/metre from the tip of its beak to the tip of its tail. It's the largest of all the parrots."
14. social. "OK, pets. The reason parrots make fantastic pets is that they're naturally social animals."
15. attention. "Parrots not only like attention, they need attention."
16. bored/ignored/lonely/neglected. "For example, boredom may cause them to pull out all their feathers, and unfortunately, this is quite a common problem. Also, feeling ignored may cause them to scream all day. There have been too many sad stories about neglected pet parrots."
17. may scream. "Also, feeling ignored may cause them to scream all day."
18. (wooden) toys. "And make sure the toys are made of wood because parrots love to chew."
19. are messy/have messy habits. "Another thing to be aware of is that parrots have messy habits. They throw their food everywhere. This is natural behavior/behaviour for them, but it means more work for you. Your parrot's cage will have to be cleaned daily."
20. seeds. "In addition to seeds, you should feed your parrot plenty of fresh fruit and vegetables."
21. several European countries/Europe. These trains are having a great deal of success in Japan and in several European countries, as well.
22. 1964. "They've actually been around for a while—since 1964, in fact."
23. 200. "We usually call a train high speed if it's capable of traveling at 200 kilometers/kilometres an hour or faster."
24. drive (cars). "Cars and highways were improved, so more and more people started driving cars."

25. *frequent and affordable*. "Plane service is more frequent and affordable now than it was in the past, so planes, like cars, have become more convenient for people."
26. *congestion*. "But with everybody driving cars and taking planes, we have a lot of congestion."
- 27–30. (B), (D), (F), and (G) are correct.
- (B) "But, a train trip is much more relaxing than a car trip. You can read, sleep, eat, whatever, while the train carries you to your destination."
- (D) "And of course you're never delayed by traffic jams."
- (F) "Also trains can carry more passengers than planes."
- (G) "They can also offer more frequent service."
- (A) is incorrect because the speaker says that train trips are some times more expensive than car trips. (C) is incorrect because the speaker does not discuss pollution from trains or other forms of transportation. (E) confuses security systems on trains with going through security at the airport.
31. *Germany*. Paragraph 2: "Albert Einstein was born in Germany in 1879."
32. *studying math(s)/mathematics*. Paragraph 3: "He didn't even begin to study mathematics until he was 12."
33. *at age 15*. Paragraph 5: "When Einstein was 15, his family moved to Italy."
34. *1896*. Paragraph 5: "Soon after that, his parents sent him to Switzerland, where in 1896 he finished high school."
35. *1898*. Paragraph 7: "Meanwhile, in 1898, between graduating from high school and getting his job at the Patent Office, Einstein met and fell in love with a young Serbian woman, Mileva Maric."
36. *received/got teaching diploma*. Paragraph 5: "After graduating from high school, he enrolled in a Swiss technological institute. He received a teaching diploma from the institute in 1900."
37. *a Swiss citizen*. Paragraph 5: "He remained in Switzerland and eventually became a Swiss citizen, in 1901."
38. *had a daughter*. Paragraph 7: "They had a daughter in 1902."
39. *1903*. Paragraph 7: "but unusual for the time even for geniuses, they didn't get married until 1903."
40. *1904*. Paragraph 6: "they didn't get married until 1903. Their first son was born the following year."

Reading

Passage 1—The Value of a College Degree

- False. Paragraph 1 states: "The escalating cost of higher education is causing many to question the value of continuing education beyond high school."
- True. Paragraph 1 states: "the accumulation of thousands of dollars of debt is, in the long run, worth the investment."
- True. (Paragraph 4 states: "Most students today—about 80 percent of all students—enroll either in public four-year colleges or in public two-year colleges.")
- Not Given. There is no information about the contrast of public and private colleges.
- a lifetime*. Paragraph 3: "According to the Census Bureau, over an adult's working life, high school graduates earn an average of \$1.2 million."
- \$1.6 million/1.6 million dollars*. Paragraph 3: "associate's degree holders earn about \$1.6 million"
- bachelor's degree holder*. Paragraph 3: "and bachelor's degree holders earn about \$2.1 million."
- 8,655*. Paragraph 4: "a full-time student at a public four-year college pays an average of \$8,655 for in-state tuition, room, and board."
- tuition*. Paragraph 4: "A full-time student in a public two-year college pays an average of \$1,359 per year in tuition."

(C), (D), (E), and (G) are correct.

(C) Paragraph 6 “graduates enjoy, including higher levels of saving”

(D) Paragraph 6 “graduates enjoy . . . more hobbies and leisure activities”

(E) Paragraph 7: “In fact, ‘parental schooling levels (after controlling for differences in earnings) are positively correlated with the health status of their children” and “increased schooling” (and higher relative income) are correlated with lower mortality rates for given age brackets.”

(G) Paragraph 9: “Public benefits of attending college include . . . increased consumption.”

Choices (A), (B) and (F) are incorrect. The text does not include a discussion of house size (A), or travel (F). (B) is incorrect because the text gives many reasons why a graduate degree has a positive impact on people (“improved quality of life . . . more open-minded, more cultured, rational greater productivity”) but it does not say that people are more optimistic about their lives.

Passage 2—Less Television and Less Violence

14. *watched TV*. Paragraph 2: The study found that the third- and fourth-grade students “engaged in fewer acts of verbal and physical aggression than their peers” when they watched less TV.
15. *violently*. Paragraph 2: The study found that the third- and fourth-grade students “engaged in fewer acts of verbal and physical aggression than their peers” when they watched less TV.
16. *6/six months*. Paragraph 3: “18-lesson, 6-month program”
17. *parents*. Paragraph 6: “parental reports of aggressive behavior, and perceptions of a mean and scary world also decreased”
18. *number of hours*. Paragraph 8: “Early lessons encouraged students to keep track of and report on the time they spent watching TV or videos, or playing video games, to motivate them to limit those activities on their own.”
19. *avoided TV*. Paragraph 9: “For ten days, students were challenged to go without television, videos, or video games.”
20. *less TV*. Paragraph 10 states that “students themselves [began to] advocate reducing screen activities.”
21. *False*. Paragraph 11 states that “This study is by no means the first to find a link.”
22. *True*. Paragraph 14 states that “In the United States and Canada, murder rates doubled.”
23. *Not Given*. Paragraph 14 discusses TV and violence in the United States and Canada, but there is no discussion about which country has more, or if the United States has more than other countries.
24. *Not Given*. Regarding South Africa, we are given information about how long TV was banned—until 1975 (Paragraph 15)—and that murder rates were steady in the 1940s, but the text does not say when TV was introduced in South Africa.
25. (D)
In the second to last paragraph, the text states that “watching television of any content robs us of the time to interact with real people,” which can be seen as learning an important social skill. (A), (B), and (C) are incorrect because the text does not address the role of TV for adults (A), does not suggest that TV is the *only* cause of violence (B), and does not make any comparisons between the United States and other countries (C).
26. (B)
In the last line, the authors suggest that “[t]he best solution is to turn it [the TV] off.” Choice (A) is incorrect because the authors do not discuss humor¹ in TV programs. Choice (C) is incorrect because they do not talk about watching TV alone or with company. Choice (D) is incorrect because the text says in paragraph 9 that the children were encouraged to keep their TV watching time to under seven hours, but that is not suggested as an ideal amount for the reader.

¹BRITISH: humour

During the week of October 7–14th, the lunch sales averaged at approximately \$2,400. The highest lunch sales occurred on Friday, and the lowest occurred on Sunday. Sunday's lunch sales were approximately \$1,000 less than the average lunch sales during the rest of the week.

Dinner sales, which generated at least \$1,000 to \$1,500 more a day than lunch sales, also remained steady during the week. Just like the lunch sales, the dinner sales peak on Friday and dipped down for the weekend.

Excluding Wednesday and Thursday, the lunch and dinner sales from October 7–11 rose gradually until the end of the business week. Midweek, on Wednesday and Thursday, the sales were slightly lower than they were on Tuesday.

According to the sales report, this restaurant has a steady lunch and dinner crowd. The most profitable day during the second week of October was Friday. Sunday, was the least profitable day, with the full day's sales totaling/totalling less than the Friday dinner sales. These numbers are reflective of a restaurant that is located in a business/financial district where business hours are Monday through Friday.

Writing Task 2

When computers first made their way into the business sector, everyone believed that they would make people's jobs easier. What was not expected was that computers would eliminate jobs. Besides contributing to unemployment, these automated workers often exhibit inadequate job performance.

A number of jobs have been lost as a direct result of new computer technology. Ticket agents in various transportation facilities, from subway/underground stations to airports are virtually nonexistent these days. Bank tellers have been greatly reduced due to automated bank machines. In addition, many call centers/centres that have help lines are almost entirely computerized/computerised. A few years ago I worked as a helper in our local library. Today this position does not exist, because six new computers have been installed. The number of positions lost to computers grows exponentially, and unemployment continues to get worse.

While a computer may easily achieve the main tasks of these jobs, most computers fall short when customers have a unique request or problem. A pre-paid ticket booth does not have insight about the entertainment district and cannot offer friendly directions to a tourist. Similarly, an automated bank machine cannot provide assistance and reassurance to a customer who has just had his credit card stolen. And, more often than not, automated telephone operators cannot answer the one question that we have, and we end up waiting on the line to speak with someone anyway. Every time I go into the library where I worked I notice elderly people who don't know how to use the computers and can't find anyone to help.

In the future, I believe a new business trend will evolve. As computers eliminate jobs, new positions will have to be invented. More and more people will go into business for themselves, and hopefully put the personal touch back into business. I believe that the human workforce will demonstrate that it is more valuable than computers.

Speaking

Part 1

Who is your best friend?

My best friend's name is Mia.

Why do you call this person your best friend?

I call her my best friend because I have known her since my early childhood. She has always been in my life, no matter what else changed.

What makes this friend closer than your other friends?

Whenever I have something to tell someone, I always tell Mia first. It can be good news or bad news. It doesn't matter. I always know that she will be there to listen.

Do you think it's better to have a large group of friends or a few close friends?

I have a few friends other than Mia, but I have never been one to hang out in a large group. Except for maybe in high school when a whole grade/class of kids would hang out/socialize together. But these days I'd much rather have a few close friends who know me very well. I enjoy their company.

Describe what you and your friends like to do.

My favorite thing to do with my friends is just sit in a coffee shop and chat. There's nothing like sitting in my favorite coffee shop with my friends Mia and Jay, just laughing about nothing. We rarely go to movies/films or parties anymore because we're too busy with work and school.

Have you remained friends with people from your childhood? Why or why not.

No, not really. Other than Mia of course. When I started college my parents moved about fifteen minutes away from where I grew up and I kind of/sort of lost touch with everyone. I still see them around sometimes, but we don't have much in common anymore.

How do people choose their friends?

I think we choose our friends based on a comfortable feeling. You know, sometimes people just understand each other so easily and the conversation just flows. Of course, there's usually at least one thing that people have in common, such as work or school.

Part 2

Everyone says I'm a lot like my dad, because we look a lot alike. But, truthfully, I'm a lot more like my mom. Part of the reason my mom and I are so similar is that we spend so much time together. Besides spending one year abroad, I've lived with my mom for my whole life. My parents split up ten years ago, and ever since then my mom and I became very close.

My mom and I have the same taste in a lot of things, such as food, fashion, and literature. We both love to eat spicy food, and we both love to bake sweets. Oh, and neither of us ever start the day without our morning cup of green tea. It was weird when I first realized/realised that I could borrow my mom's clothes. I guess she's always just kept up with modern fashion unlike some of my friends' mothers. We both like long skirts and warm sweaters and neither of us ever wear jeans. My mom and I both like to read as well. Ever since I was little my mother always read to me before bed. Sometimes she still reads out loud to me just for fun.

I guess it's natural for a person to share some of the same qualities as one or both of their parents. But I also think that part of the reason we are so alike is just that we became dependent on each other. I'm an only child, so my mom always had lots of time to spend with me.

Part 3

Do you enjoy spending time with relatives? Why or why not?

Yes, I love getting together for family functions because it's nice to catch up on each other's lives and see how people have changed.

Which of your relatives do you spend the most time with?

Well, these days I spend the most time with my mother and my father's mother. I used to spend a lot of time with my grandfather on my mother's side, but he recently passed away.

Who do you spend the least amount of time with?

I spend the least amount of time with my dad and my aunts and uncles. They don't live near me, so I only see them on special occasions.

When do you and your extended family gather?

The only time I get together with my dad's side of the family is at weddings and birthdays. I see my grandmother about once every two weeks when we meet for dinner.

What types of traditions do you and your relatives have?

We used to have a lot more traditions when we were kids. For example, every New Year, we would have a big party at my grandfather's house, and all of the kids would collect a lot of money. We also used to have a big summer picnic for all of the birthdays that happened in the summer. I miss those traditions.

Do you think family members are more important than friends?

I think it depends on where you are at in life. At some points in my life, my mom has been the most important person, and at other times I have been closer to one of my friends.

Is there anyone in your life who is not related but is considered part of the family anyway?

My mom has a friend named Sue who I call Auntie Susie. She has been my mom's friend for twenty years, so she has always been in my life. We always invite her to our family gatherings, and she always sends me a birthday gift/present. I consider her my aunt even though she isn't blood related.

ACADEMIC MODEL TEST 2

Listening

Example. (B) Choice (B) is correct because the man is "conducting a survey of shoppers at this mall." He also wants to learn about "people's habits when they shop at the mall." Choice (A) is incorrect because the man is not shopping at the mall; he is conducting a survey. Choice (C) is incorrect because he is not looking for a shop.

- (B) The man wants to learn about "people's habits when they shop at the mall." The other choices—(A) and (C)—are not mentioned during their conversation.
- (A) Choice (A) is correct because the man is "interviewing married women, that is women with husbands and children who shop for their families." Choice (B) is incorrect because the man won't talk to "any shopper." Choice (C) is incorrect because the man does not want to speak to children.
- (B) Choice (B)—26–35—is correct because she says, "I'm 34", which fits into that range. Choices (A) and (C) give numeric ranges that do not match her age.

18. *by an adult*. "Children must be accompanied by an adult at all times."
 19. Multiple possible answers.
 (a) *running*. "No running near the pool."
 (b) *children alone* (see #18).
 20. *shower*. People are told, "we ask everyone to shower before entering the pool."
 21. *weekly/once a week/every week*. The professor says, "You'll have to write one essay each week." Also, she says, "Every week I'll assign a different type of essay."
 22. *350 to 400*.

Essay Type	Sample Topic
23 Process	How to change the oil in a car
24 Classification	Three kinds of friends
25 Compare and contrast	Student cafeteria food and restaurant food
Argumentative	The necessity of 26 homework

27. (B) Choice (B) is correct because the professor tells the students that she wants them to "pick your own topics." Choices (A) and (C) are incorrect because the professor says that students will pick their own topics. The professor mentions books, but only when telling students that the topics must be original: "I want them [the topics] to come out of your own heads, not out of any book on essay writing."
 28. (C) Choice (C)—Friday—is correct because the professor says each student will "hand [it] in to me the following Friday." Choice (A) is incorrect—Monday—because that is the day that the essay assignment is given, not when it is due. Choice (B)—Wednesday—is incorrect because that day is never mentioned.
 29. (C) Choice (C) is correct because the professor says that "your essays will count for 65 percent of your final grade¹." Choice (A) is incorrect because it doesn't refer to essays: "Other class work will count for 15 percent." Choice (B) is incorrect because it doesn't refer to essays: "Your tests will be 20 percent of the final grade."
 30. (A) Choice (A) is correct because the professor tells them, "Please type your essays on a computer." Choice (B) is incorrect because the professor says, "Handwritten essays are not acceptable," which has the same meaning as Choice (B)—write their essays by hand. Choice (C) is incorrect because the professor says, "I don't want to receive any photocopied work."
 31. Introduction to Anthropology "This class is Introduction to Anthropology."
 32. Tuesday "This class meets every Tuesday evening."
 33. women "The men's job is to hunt . . . while the women gather plants . . ."
 34. twelve thousand years "Before 12,000 years ago, all humans lived as hunter-gathers."
 35. some desert areas/deserts "Today hunter-gather societies still exist in the Arctic, in some desert areas, and in tropical rainforests."
 36. rainforests/tropical rainforests (see #35).

Characteristic	A	B
37 They usually stay in one place.		XX
38 They are nomadic.	XX	
39 They have a higher population density.		XX
40 They have a nonhierarchical social structure.	XX	

¹BRITISH: mark

11. B Paragraph A explains: "Smaller glaciers that occur at higher elevations are called *alpine* or *valley glaciers*." Paragraph D refers to "alpine glaciers [occurring] on the same mountain."
12. D Paragraph A states: "*Polar glaciers* . . . always maintain temperatures far below melting." Therefore, these temperatures are freezing, and D is the correct answer.
13. H Paragraph B says: "With the rare exception of *surging glaciers*, a common glacier flows about 10 inches per day in the summer and 5 inches per day in the winter. The fastest glacial surge on record occurred in 1953." So the reader can infer that the term surging glacier is related to the speed of the glacier's movement.
14. A Paragraph D explains: "*Fjords* . . . are coastal valleys that fill with ocean water." Therefore, the reader assumes that fjords form near the ocean and term A (fjord) is selected as the correct answer.
15. G Paragraph D states: "A cirque is a large bowl-shaped valley that forms at the front of a glacier."

Passage 2—Irish Potato Famine

16. F Paragraph F begins by stating the British government's political policy toward Ireland during the famine: "The majority of the British officials in the 1840s adopted the *laissez-faire* philosophy." The rest of the paragraph provides details about the British government's action (or lack of action) to help Ireland and the impact that had on Ireland.
17. D Paragraph D describes the British tenure system, including how British landowners charged rent and people lived on smaller and smaller parcels of land.
18. B Paragraph B describes how Europeans changed their attitude about potatoes, from saying it "belonged to a botanical family of a poisonous breed" to having the European monarchs order the wide planting of the vegetable.
19. E Paragraph E examines the Penal Laws and the many rights those laws denied the Irish peasants.
20. C Paragraph C describes Ireland's dependence on the potato—as a crop and as a stored food item.
21. I Paragraph B states: "Europeans believed that potatoes belonged to a botanical family of a poisonous breed."
22. K Paragraph B states: "By the late 1700s, the dietary value of the potato had been discovered, and the monarchs of Europe ordered the vegetable to be widely planted."
23. C Paragraph C states: "By 1800, the vast majority of the Irish population had become dependent on the potato as its primary staple."
24. E Paragraph C states: "Those who did manage to grow things such as oats, wheat, and barley relied on earnings from these exported crops to keep their rented homes."
25. G Paragraph D states: "As the population of Ireland grew, however, the plots were continuously subdivided . . . families were forced to move to less fertile land where almost nothing but the potato would grow."
26. A Paragraph E states: "Approximately 500,000 Irish tenants were evicted. . . . Many of these people . . . were put in jail for overdue rent."
27. H Paragraph F states: "Sir Robert Peel . . . showed compassion toward the Irish by making a sudden move to repeal the Corn Laws. . . . For this hasty decision, Peel quickly lost the support of the British people and was forced to resign."
28. F Paragraph F states: "A few relief programs were eventually implemented, such as soup kitchens and workhouses; [but] these were poorly run institutions."

Passage 3—Anesthesiology

29. False. Paragraph 1 states that his book "was the primary reference source for physicians for over sixteen centuries," so it did not fall out of use after 60 A.D.
30. True. Paragraph 2 states: "The mandragora . . . was one of the first plants to be used as an anesthetic." Then the paragraph refers to its use in the Middle Ages.

31. True. Paragraph 3 explains nitrous oxide caused "a strange euphoria, followed by fits of laughter, tears, and sometimes unconsciousness."
32. Not Given. Paragraph 3 refers to laughing gas being used in 1844 to relieve pain during a tooth extraction. However, no details are given about anesthesia/anaesthesia being used for the remainder of the century.
33. True. Paragraph 5 states: "It takes over eight years of schooling and four years of residency until an anesthesiologist is prepared to practice in the United States."
34. False. Paragraph 6 states: "The number of anesthesiologists in the United States has more than doubled since the 1970s."
35. D Paragraph 4 states: "Simpson sprinkled chloroform on a handkerchief."
36. B Paragraph 5 states: "Local anesthetic is used only at the affected site."
37. H Paragraph 2 states: "Dioscorides suggested boiling the root [of mandrake] with wine."
38. F Paragraph 3 states: "laughing gas [also known as nitrous oxide], which he used in 1844 to relieve pain during a tooth extraction."
39. A Paragraph 5 states: "General anesthetic/anaesthetic is used to put a patient into a temporary state of unconsciousness."
40. E Paragraph 3 states that the first anesthetic machine contained an ether-soaked sponge.

Writing

Writing Task 1

Gaining work experience prior to graduation helps university students to succeed in getting their first job. For this reason, some universities insist that all students must complete a Work Experience Requirement. Completing the following six stages results in the requirements' fulfillment.

The process begins with the Application stage. A student reviews an approved list of workplaces and submits applications to places where he would like to work. Next is the Approval stage. When a student receives an acceptance letter, he gives it to the professor for approval. The third stage, Schedule, requires a student to arrange his work schedule. The student should work at least 10 hours/week over 20 weeks. Reports are next. The student must complete a Weekly Report Form and turn it in to the professor every Friday.

The fifth stage, Evaluation, takes place during the final work week. A student participates in an evaluation meeting with his work supervisor, who submits an Evaluation Form. The last stage requires that a student submit a Final Report before the last week of spring semester.

By following these stages and subsequently submitting the final report, the student receives credit from the university.

Writing Task 2—Agree

Families who do not send their children to government-financed¹ school should not be required to pay taxes that support universal education.

¹American public schools are government-financed, i.e., paid for by local taxpayers.

When families send their children to non-public¹ (that is, parochial and private) schools, they must pay tuition and other school expenses. Spending additional money to pay taxes creates an even greater financial hardship for these families. They must make sacrifices, trying to have enough money to pay for school in addition to other bills. For example, my friend Amalia is a single mother with an eight-year-old son, Andrew. Because they survive solely on her income, money is tight. Amalia works at least 10 hours of overtime each week to cover Andrew's school expenses. This gives Amalia and Andrew less time to spend together, and she is always so tired that she is impatient with him when they do have family time. Clearly, this extra expense is an unfair burden for hard-working parents like Amalia.

While some people may consider parochial or private school to be a luxury, for many families it is essential because their community's public schools fail to meet their children's needs. Unfortunately, due to shrinking budgets, many schools lack well-qualified, experienced educators. Children may be taught by someone who is not a certified teacher or who knows little about the subject matter. Some problems are even more serious. For example, the public high school in my old neighborhood/neighbourhood had serious safety problems, due to students bringing guns, drugs, and alcohol to school. After a gang-related shooting occurred at the high school, my parents felt that they had no choice but to enroll me in a parochial school that was known for being very safe.

Unfortunately, even when families prefer public schools, sometimes they can't send their children to one. These families are burdened not only for paying expenses at another school, but also by being forced to pay taxes to support a public school that they do not use.

Writing Task 2—Disagree

Families who do not send their children to public school should be required to pay taxes that support public education.

Every child in my country is required to attend school and every child is welcome to enroll at his/her local public school. Some families choose to send their children to other schools, and it is their prerogative to do so. However, the public schools are used by the majority of our children and must remain open for everyone. For example, my uncle sent his two children to a private academy for primary school. Then he lost a huge amount of money through some poor investments and he could no longer afford the private school's tuition. The children easily transferred to their local public school and liked it even more than their academy. The public schools supported their family when they had no money to educate their children.

Because the public schools educate so many citizens, everyone in my country—whether a parent or not—should pay taxes to support our educational system. We all benefit from the education that students receive in public school. Our future doctors, fire fighters, and teachers—people whom we rely on everyday—are educated in local public schools. When a person is in trouble, it's reassuring to know that those who will help you—such as fire fighters—know what they're doing because they received good training in school and later. Providing an excellent education in the public school system is vital to the strength of our community and our country.

Our government must offer the best education available, but it can only do so with the financial assistance of all its citizens. Therefore, everyone—including families who do not send their children to public school—should support public education by paying taxes.

¹American public schools are government-financed, i.e., paid for by local taxpayers.

Part 3

What are some important holidays in your country?

Some important holidays in my country are New Year's Day, National Day, and Children's Day.

Why do people celebrate holidays?

Holidays are a time to remember important dates and people from our past and to practice our traditions. They're also a time to be with our families, and to relax and enjoy good food.

Do you think holiday celebrations have changed over the years? Why or why not?

Holiday celebrations haven't changed much over the years. The dates are the same, and the reason for each day hasn't changed. Families and friends still meet and spend time together.

Do you think the importance of holiday celebrations has changed over the years? Why or why not?

No, I don't think that the importance of holiday celebrations has changed. These days are still special for everyone. But sometimes it's difficult for people to have time to really enjoy the holiday.

How will holidays be different in the future?

In the future, we may have some new holidays. Also, with so many busy families, some of the holiday traditions may change. Instead of eating home-cooked food on holidays, I think that more and more families will go to restaurants. Then they can do less work and still enjoy the holiday together.

ACADEMIC MODEL TEST 3

Listening

1. *Patty*. In line 9 of the dialogue she says, "It's Patty, that's P-A-T-T-Y."
2. 17. In line 11, she says, "I live at 17 High Street" and in line 13 she emphasizes this, "SevenTEEN."
3. *apartment*. In line 15, she says, "It's an apartment."/flat."
4. *cell*. In line 19, she says, "It's my cell/mobile phone."
5. (B) In line 23, when asked to describe her glasses, the woman says, "They're round. And they have a chain attached." (A) is incorrect because it only mentions the shape of the glasses, and doesn't say anything about the chain. (C) is incorrect because it indicates square reading glasses, and hers were round.
6. (A) In line 25, the woman says that she "had a window seat." So, she was by the window when she lost her glasses. (B) is incorrect because she was not near a door: "the door [was] at the other end of the car." (C) is incorrect because she "was sitting on the train reading," not in the station.
7. (C) In line 27, she "was [reading] a fascinating article in that new magazine." (A) and (B) are incorrect because those choices are never mentioned.
8. (C) In line 29 she says, "I've come here to visit my aunt." (A) is incorrect because she wasn't going home. In fact, she "left home at five o'clock this morning." (B) is incorrect because she wasn't going to work. She took "a whole week off work to make this trip."
9. (B) In line 31 she says, "At ten o'clock, I think. Yes, that's right." (A) is incorrect because that is the time she left home that morning. (C) is incorrect because in line 31 she says that her train arrived "just about 30 minutes ago. At ten o'clock." So her train arrived at 10 and she is making the lost report at 10:30.

10. (C) In lines 34 and 35, the man asks about what is in her coat pocket, and she finds her glasses then. (A) is incorrect because they were not in her purse/handbag. She does say, "I had my handbag," but her glasses weren't there. (B) is incorrect because she says, "I checked my seat to see if I had left anything on it, but I hadn't."
11. *mainly commercial area*. The downtown is described as "mainly a commercial area."
12. *too far*. The downtown is described as "rather far from the university."
13. *prices are low*. The speaker says that in uptown "The prices there are quite low."
14. *a car*. The speaker says, "you'll need a car if you choose to live there" (in uptown).
15. *University's Student Center/Student Center wall*. The speaker says, "look . . . at the university's Student Center. There is a wall there devoted to apartment ads."
16. *Local newspaper/The Greenfield Times*. He mentions, "The local city newspaper, *The Greenfield Times* ..." lists apartments for rent ads."
17. *bus schedules*. He says the Student Counseling¹ Center (SCC) has "city bus schedules."
18. *roommate matching*. He says the SCC has a "roommate² matching service."
19. *inexpensive furniture stores*. He says the SCC can provide "a list of inexpensive furniture stores."
20. *meal*. He mentions that students can sign up "for a meal plan on campus" and that SCC has several different plans.
21. *your health*. The speaker says, "First, bicycling is good for your health."
22. *cheaper than*. The speaker says, "Bicycles are a lot cheaper to use than cars."
23. *pollution*. The speaker says, "Bicycles don't cause pollution like cars and buses do."
24. *bad weather*. The speaker talks about rain and the cold. She says, "So bad weather would be a problem."
25. *a long distance*. The speaker says, "It's difficult to ride your bike if your trip is a long distance."
26. *make bike lanes*. The woman says, "I think the biggest thing is making bicycle lanes on roads."
27. *lock up bikes/lock bikes*. The woman says, "They need a safe place to lock up their bikes."
28. *bicycling maps*. The woman says, "Some cities provide bicycling maps."
29. *helmet*. The woman says, "For safety you should wear a helmet."
30. *waterproof clothes*. The woman says, "For comfort you need . . . waterproof clothes when it rains."
31. *suggested topics list*. In paragraph 1, the professor says, "I have a list of suggested topics . . . and I'd like you to look over it."
32. *final approval/professor's approval*. At the end of paragraph 1, the professor says, "You'll need to get my final approval on your topic."
33. *Gather information*. In paragraph 2, the professor says, "The next thing you'll do is gather information on your topic."
34. *magazines, and newspapers*. In paragraph 2 the professor mentions the "journals, magazines, and newspapers."
35. *encyclopedias/encyclopaedias*. In paragraph 2, the professor refers to the "online encyclopedias."
36. *Write thesis statement*. In paragraph 3 the professor says, "the next step is to write a thesis statement."
37. *body*. Midway through paragraph 4, the professor explains there is an introduction and "then the body."
38. *conclusion*. At the end of paragraph 4, the professor explains there is "finally the conclusion."
39. *Organize/organise your notes*. At the beginning of paragraph 5, the professor says, "you can start organizing your notes."
40. *Revise your draft*. In paragraph 7 the professor says, "the next thing to do is revise your draft."

¹BRITISH: counselling

²BRITISH: flatmate

Reading

Passage 1

1. (B) In paragraph 4, it states that the intradermal allergy test "involves placing the allergen sample under the skin with a syringe."
2. (A) In paragraph 3, it says that the "test is often done on the upper back of children."
3. (C) In paragraph 5, it says that a blood test (the RAST) "is used if patients have preexisting skin conditions."
4. (B) In paragraph 4 about the intradermal allergy test, the text states, "People who have experienced serious allergic reactions called anaphylactic reactions are not advised to have these types of tests."
5. (A) In paragraph 3 about the skin-prick test, the text says, "Results from a skin test can usually be obtained within 20 to 30 minutes."
6. (A) In paragraph 3 about the skin-prick test, the text discusses a controlled hive known as a wheal and flare is described. "The white wheal is the small raised surface, while the flare is the redness that spreads out from it."
7. (C) In paragraph 5 about the blood test, the text states, "The RAST is a more expensive test."
8. eating
In paragraph 1, the text states: "Allergic reactions are triggered by the contact, inhalation, or *ingestion*."
9. allergens
In paragraph 1, the text states: "Allergic reactions are triggered by the contact, inhalation, or ingestion of a number of different *allergens*."
10. signs
In paragraph 1, the text states: "*Symptoms* of allergic reactions range from mild irritation such as itching, wheezing, and coughing."
11. medicines
In paragraph 1, the text states: "Serious allergic reactions are more likely to result from food, *drugs*, and stinging insects."
12. anaphylaxis
In paragraph 4, the text states: "Anaphylaxis is an allergic reaction that affects the whole body and is potentially life threatening." This sentence expresses that anaphylaxis is an allergic reaction, and a very severe one.
13. identify
In paragraph 7, the text states: "After using a reliable testing method, the cause of an allergic reaction is often *identified*."
14. avoiding
In paragraph 7, the text states: "while those with food allergies learn to safely *remove* certain foods from their diets."

Passage 2

15. (A) Choice (A) is correct because paragraph 1 explains: "the sacred pipe was considered a medium through which humans could pray to The Great Spirit." The text mentions the pipe's "connection to the spiritual world." Choice (B) is incorrect because the reading passage mentions "a gift from the Great Spirit" and "gifts to the earth's first bears," but it does not describe using the sacred pipe in gift exchanges. Choice (C) is incorrect because paragraph 2 says that, "the sacred pipe was built with precise craftsmanship." But there is no mention of it representing traditional handicrafts.

16. (A) Choice (A) is correct because paragraph 2 states: "The bowl of the traditional sacred pipe was made of Red Pipestone. . . . The wooden stem." Paragraph 8 elaborates on the Red Pipestone by explaining that "the quarries must be considered a sacred place" and these quarries, where the pipestone was found, indicate that pipestone is a rock. Choice (B) is incorrect because those are the substances used in mixing tobacco—paragraph 3. Choice (C) is incorrect because there is no mention of red clay in this reading passage.
17. (C) Choice (C) is correct because paragraph 2 states, "In many tribes the man and woman held onto the sacred pipe during the marriage ceremony." Choices (A) and (B) are incorrect because funerals and births are not mentioned.
18. (B) Choice (B) is correct because paragraph 3 states: "tobacco was mixed with herbs, bark, and roots. . . . These mixtures varied depending on the plants that were indigenous to the tribal area." So, the tobacco combined a variety of herbs as well as other plant life. Choice (A) is incorrect because this ceremonial tobacco was not plain. Choice (C) is incorrect because bark was only one of the ingredients in the mixture.
19. (C) Choice (C) is correct because paragraph 8 describes Pipestone, Minnesota. The text refers to its quarries, so this is a source of stone for pipes. Choice (A) is incorrect because there were no battles here. The text states, "Regardless of their conflicts, tribes put their weapons down and gathered in peace in these quarries." Choice (B) is incorrect because the text says that "According to the Dakota tribe, The Great Spirit once called all Indian nations to this location." No mention is made of the Dakota tribe originating from there.
20. *pipe bowl/bowl*. Paragraph 4 states: "In a typical pipe ceremony, the pipe holder stood up and held the pipe bowl in his left hand."
21. *pipe stem/stem*. Paragraph 4 states: "In a typical pipe ceremony, the pipe holder stood up . . . with the stem held toward the East in his right hand."
22. *the East*. Paragraph 4 states: "he sprinkled some on the ground as an offering to both Mother Earth and the East. The East was acknowledged as the place where the morning star rose."
23. *the South*. Paragraph 5 states: "Before offering a prayer to the South. . . . The South was believed to bring strength, growth, and healing."
24. *Mother Earth*
25. *the four directions*. Paragraph 6 explains: "Finally, the stem was held straight up and the tribe acknowledged The Great Spirit, thanking him for being the creator of Mother Earth, Father Sky, and the four directions."
26. *smoke*. Paragraph 7 states: "Each member took a puff of smoke and offered another prayer."
27. *stored separately*. Paragraph 7 explains: "It was important for the stem and bowl to be stored in separate pockets in a pipe pouch. These pieces were not allowed to touch each other, except during a sacred pipe ceremony."

Passage 3

28. 19th century/1800s. Paragraph 2 states: "During the nineteenth century attempts to produce maps of the seafloor involved lowering weighted lines from a boat."
29. *depth*. Paragraph 2 says: "When the hand line hit the ocean floor, the depth of the water was determined."
30. *single-beam sonar*. Paragraph 3 focuses on sonar and says it "was first used to detect submarines and icebergs." So, it was used for detecting objects underwater. The text explains, "By the 1930s, single-beam sonar was being used."
31. *sound waves*. Paragraph 3 states that "By the 1930s single-beam sonar was being used to transmit sound waves in a vertical line from a ship to the seafloor."
32. 1960s. According to paragraph 4, "The multi-beam sonar . . . was developed in the 1960s."

33. the entire globe/the world/Earth. Paragraph 5 says: "The benefit of using satellites to map the ocean is that it can take pictures of the entire globe."
34. (A) Choice (A) is correct because paragraph 4 says: "The Ring of Fire . . . is famous for its seismic activity."
35. (B) Choice (B) is correct because paragraph 4 states: "The Mid-Ocean Ridge is . . . 1,200 miles wide."
36. (B) Choice (B) is correct because paragraph 4 explains: "The Mid-Ocean Ridge is a section of under-sea mountains."
37. (A) Choice (A) is correct because paragraph 4 says: "This area [the Ring of Fire] . . . accounts for more than 75 percent of the world's active and dormant volcanoes."
- 38–40. (ii) (iii), (v) are correct. Choice (ii) is correct because paragraph 6 states: "Scientists expect bathymetry to become one of the most important sciences as humans search for new energy sources." Choice (iii) is correct because paragraph 6 says: "Preserving the ocean's biosphere for the future will also rely on an accurate mapping of the seafloor." Choice (v) is correct because paragraph 6 states: "Scientists expect bathymetry to become one of the most important sciences as humans . . . seek alternate routes for telecommunication."

Writing

Writing Task 1

Over the past 30 years, the average family has dramatically increased the number of meals that they eat at restaurants. The percentage of the family's food budget spent on restaurant meals steadily climbed. Just 10 percent of the food budget was spent on restaurant meals in 1970, and 15 percent in 1980. That percentage more than doubled in 1990, to 35 percent, and rose again in 2000 to 50 percent.

Where families eat their restaurant meals also changed during that 30-year period. In 1970, families ate the same number of meals at fast food and sit-down restaurants. In 1980, families ate slightly more frequently at sit-down restaurants. However, since 1990, fast food restaurants serve more meals to the families than do the sit-down restaurants. Most of the restaurant meals from 2000 were eaten at fast food restaurants. If this pattern continues, eventually the number of meals that families eat at fast food restaurants could double the number of meals they eat at sit-down restaurants.

Writing Task 2—Agree

"Do as I say, not as I do." This is what society tells us when it punishes murderers with the death penalty. Society tells us that murder is wrong, and in our legal system, murder is against the law. Yet we still see our society kill murderers, and thus we are committing murder ourselves. For this reason, the death penalty should end, and instead murderers should be punished with life in prison.

Society needs to show a positive model of how our lives should be and how people should act. We should always strive to improve our situation, to be at peace and in harmony with others. However, when we kill murderers, we are not working to improve our society. Instead, we are stooping to the criminals' level.

It makes me think about the revenge that came when playing games with my brothers. When we were kids/children, my brother would take my toys, so I would hit him and take my toys back. Then he would hit me harder and take the toys again. Thinking of the death penalty, I imagine a murderer kills someone. Society takes revenge by killing the murderer. This leaves behind the murderer's family and friends, who have tremendous anger inside of them, which they may release onto society. The cycle of killing goes on and on.

Society should not condemn people who are taking the same action that society is taking. Society tells us not to kill, and yet society kills when it exercises the death penalty. Because of this contradiction, we should end the death penalty and instead punish murderers by sentencing them to life in prison.

Writing Task 2—Disagree

I strongly support the death penalty for murderers. In today's society, life is very violent. There are many mentally-ill people committing crimes and almost nothing will stop them. We have interviewed captured criminals who say, "I was going to kill him, but I knew that I could get the death penalty if I did. So I just left him there." Obviously, having the death penalty saves lives and that makes a positive difference to society.

If a criminal does murder someone, and then gets the death penalty, that isn't society's fault. Everyone knows about the death penalty as a punishment for murder. So, the person who murders is really killing himself at the same time he is killing his victim. The murderer has made the choice to die.

It is important to remember that the death penalty is used only for people who have committed very serious crimes. For example, a woman shot a police officer when she was trying to escape from jail. She was already a convicted criminal when she committed murder, and she deserves the death penalty.

People need to accept responsibility for their actions. Punishing murderers with the death penalty is one way that society can help people to realize/realise the consequences of their decisions.

Speaking

Part 1

What kind of food do you enjoy eating?

Most of the time, I enjoy healthy food. I like fish, salad, and vegetables. Sometimes I like something sweet.

What are some kinds of food you never eat? Why?

I never eat fast food. It's so unhealthy that I can't enjoy eating it. Well, sometimes I will eat French fries.

Do you generally prefer to eat at home or at a restaurant? Why?

I usually like to eat at home. It's less expensive than a restaurant, and I can make all of the food exactly the way I like it.

What are some reasons that people eat at restaurants?

Most of all, it's convenient. It's so nice to have someone make the food and clean up everything afterwards.

Describe a popular food in your country. Why do people like this food?

Pasta is a popular food here. It tastes delicious, and the price is good. There's also a lot of variety, because you can always get different toppings on the pasta—cheese one day, or butter, and different sauces. So, people never get bored with it.

Part 2

There is one teacher that I remember very well. I went to school at age five, and she was my first teacher. She taught us English and other subjects too. In fact, she was our only teacher so she taught us everything. She was a very kind person, so patient and respectful. She cared about all of us. I think that I remember her so well because she was my first teacher. She taught me how to tie my shoes and helped me when I couldn't find my mother.

Part 3

What kind of person makes a good teacher?

A person who is smart and caring makes a good teacher. Also, the person should like talking to other people and presenting information.

Why do people choose to become teachers?

There are many reasons, but I think that most teachers want to make a positive difference in others' lives. Many teachers have family members who were teachers.

Do you think education will change in the future? How?

Yes, I think it will change. Technology is a big influence. Now we can take classes online or even have teachers who are online. Instead of only reading about places, we can see them. There are videos from art museums in other countries, for example, so students can immediately see what is really happening.

How does technology affect education?

Technology affects education by offering more opportunities. For example, if you can't travel to a class because of your work schedule, you can take the class online. It's exciting to see how technology changes education, and everything else.

ACADEMIC MODEL TEST 4

Listening

Example: (C) Line 3 has a woman ask, "Tickets? That's our Special Events Department. Let me transfer you." She directs the phone call to that number.

1. (C) Choice (C) is correct because in lines 5 and 7, the man says, "I'm interested in the series you have going on now . . . Actually, I meant the concert series." Choice (A) is incorrect because in line 6, the woman thinks he is interested in the "lecture series on the history of art", but he isn't. Choice (B) is incorrect because he's interested in listening to music at the concert, not attending a lecture.

2. (A) All three choices are mentioned. Choice (A) is correct because in lines 8–11, the woman explains: "there's still a concert tomorrow, that's Thursday." The man asks, "The one tomorrow, is that when they'll be playing the Mozart concerto?" and the woman answers, "Yes, it is." Choice (B) and (C) are incorrect because the man does not want to attend the concert on those days, even though there are performances. In line 8, the woman says, "There's also one [concert] on Saturday, and then the last one is on Sunday."
3. *Milford*. In line 13, he provides his name, "It's Steven Milford. That's M-i-l-f-o-r-d."
4. *1659798164*. In line 17, he gives his credit card number, "1659798164."
5. *32.70*. In line 20, she says: "At 16.35 a piece that comes out to a total of 32 pounds and 70 p/pence."
6. Library
7. Bank
8. Post Office
9. Museum
10. Hotel
11. *56,000*. In paragraph 1, Sheila says: "Ravensburg is the major city on the island, though with a population of only 56,000."
12. *26*. In paragraph 2, Sheila says: "Summer in the city of Ravensburg is warm with average temperatures reaching 26 degrees."
13. *23*. In paragraph 2, Sheila says: "Summer at Blackstone is a bit cooler, with average temperatures of around 23 degrees."
14. *windy*. In paragraph 2, Sheila says: "the weather is often windy because, of course, it's located on the coast."
15. *entertainment*. In paragraph 3, Sheila says: "so if entertainment is what you're looking for, Ravensburg has the advantage there."
16. *very quiet*. At the end of paragraph 3, Sheila says about Blackstone: "It's a very quiet town, which is a disadvantage if you're looking for excitement."
17. *75 kilometers*. In paragraph 4, Sheila says: "Travelers¹ to Blackstone Beach also use the Ravensburg airport, which is about 75 kilometers away."
18. (C) Sheila says, "Some very good deals can be found, however, in the perfume shops."
19. (D) Sheila says, "Jewelry² is also popular among tourists, and jewelry shops abound."
20. (E) Sheila says, "Since fishing is the major island industry, no tourist goes home without a package of smoked fish."
- For this section, choice (A) is incorrect because Sheila says, "Well, contrary to what one might think, native handicrafts are not a popular item." Choice (B) is incorrect because Sheila says, "there are not many CDs available of the native music, and the ones that are available are quite expensive." Choice (F) is incorrect because Sheila says, "... be sure to bring your own fishing gear³. Believe it or not, it's difficult and expensive for tourists to buy it on the island."
21. *next Thursday*. In line 6, Janet says, "It's due next Thursday."
22. *40*. In line 8, Janet says, "And it counts for 40 percent of our final semester grade⁴."
23. *TV watching habits/ people's TV habits*. In line 10, Janet says, "I did my research about people's TV watching habits."
24. *library research*. In line 14, Janet says, "Well, after I decided my topic, I went to the library and did some research. I mean, I read about other studies people had done about TV watching."
25. *research method*. In line 16, Janet says, "So after I did the library research, I chose my research method."

¹BRITISH: Travellers

²BRITISH: Jewellery

³BRITISH: tackle

⁴BRITISH: end of term mark

26. *questionnaire*. In line 18, Janet says, "Well, I could do either interviews or just send around a paper questionnaire. I decided to use the questionnaire." In line 20, Janet says, "I made up the questions for the questionnaire."
27. *Submit*. In line 23, Harry asks, "So then you just went around and asked people the questions?" Janet answers, "Well, first I had to submit my research design to Professor Farley. He had to make sure it was OK before I went ahead with the research."
28. *Send out questionnaires*. In line 26, Janet says, "So then I had to send out the questionnaire."
29. *Make charts*. After collecting the information, in line 28, Janet says, "I made charts and graphs."
30. *report*. In line 32, Janet says, "Well, I'll have to write a report, too, of course."
31. (A) In paragraph 2, the professor says, "You'll find crows in North America."
32. (D) In paragraph 2, the professor says, "There are several species of crows, for example, in Hawaii."
33. (E) In paragraph 2, the professor says, "And of course you'll find them in other parts of the world, Europe, Asia, and so on."
34. (F) In paragraph 2, the professor says, "And of course you'll find them in other parts of the world, Europe, Asia, and so on."
Choice (B) is incorrect because in paragraph 2, the professor says, "You'll find crows in North America, although interestingly enough, not in South America." Choice (C) is incorrect because in paragraph 2, the professor says, "There are none in Antarctica."
35. 39–49. In paragraph 3, the professor says, "[it measures] 39 to 49 centimeters in length."
36. *black*. In paragraph 3, the professor says, "the American crow is completely black, including the beak and feet."
37. *sticks*. In the first sentence of paragraph 4, the professor says, "Crows build large nests of sticks."
38. *trees/bushes/trees and bushes*. In the first sentence of paragraph 4, "Crows build large nests of sticks, usually in trees or sometimes in bushes."
39. 3 to 6. In paragraph 4, the professor says, "The female lays from three to six eggs at a time."
40. 35. In paragraph 4, the professor says, "Generally 35 days after hatching they have their feathers and are ready to fly."

Reading

Passage 1

- 1–4. (A), (B), (D), and (F) are correct. Choice (A) is correct because in paragraph 2, line n (15), it says, "First, K'ang planned to reform China's education system." Choice (B) is correct because in paragraph 2, line n (23), it says, "K'ang also called for the establishment of a national parliamentary government, including popularly elected members and ministries." Choice (D) is correct because paragraph 2 says, "Military reform and the establishment of a new defense¹ system . . . were also on the agenda." Choice (F) is correct because paragraph 2 says, "Military reform . . . as well as the modernization² of agriculture and medicine were also on the agenda."
Choice (C) is incorrect because paragraph 2 says, "The edicts called for a public school system with an emphasis on practical and Western studies rather than Neo-Confucian orthodoxy." So, the study of Confucianism was not a focus. Choice (E) is incorrect because paragraph 2 says, "K'ang also called for the establishment of a national parliamentary government, including popularly elected members and ministries." K'ang called for the addition of elections, not the abolition (or end) of elections. Choice (G) is incorrect because there is no mention in the reading passage about initiating foreign trade.

¹BRITISH: defence

²BRITISH: modernisation

5. (F) Choice (F) is correct because paragraph 1 states: "After losing the Sino-Japanese war, the Emperor Guwangxu found his country to be in a major crisis." So, China lost the war with Japan.
6. (B) Choice (B) is correct because paragraph 2 states: "On June 11, 1898, Emperor Guwangxu entrusted the reform movement to K'ang and put the progressive scholar-reformer in control of the government."
7. (L) Choice (L) is correct because paragraph 2 states, "On June 11, 1898, Emperor Guwangxu entrusted the reform movement to K'ang." The text states, "Within days, the imperial court issued a number of statutes related to the social and political structure of the nation."
8. (M) Choice (M) is correct because paragraph 3 states: "There was intense opposition to the reform at all levels of society, and only one in fifteen provinces made attempts to implement the edicts."
9. (A) Choice (A) is correct because paragraph 3 states: "a coup d'etat was organized by Yuan Shikai and Empress Dowager Cixi to force Guangxu and the young reformers out of power and into seclusion."
10. (E) Choice (E) is correct because paragraph 3 states: "After September 21st, the new edicts were abolished."
11. (H) Choice (H) is correct because paragraph 4 states: ". . . anti-foreign and anti-Christian secret societies tore through northern China targeting foreign concessions and missionary facilities."
12. (K) Choice (K) is correct because paragraph 4 states: "an Allied force made up of armies from nine European nations as well as the United States and Japan entered Peking. With little effort, north China was occupied."
13. (N) Choice (N) is correct because paragraph 4 states: "Within a decade, the court ordered many of the original reform measures, including the modernization of the education and military system."

Passage 2

14. (A) Choice A is correct because paragraph 2 states: "A person's breathing stops when air is somehow prevented from entering the trachea."
15. (B) Choice (B) is correct because paragraph 2 states: "The term *central* is used because this type of apnea is related to the central nervous system rather than the blocked airflow." Immediately before this sentence, the passage is describing central sleep apnea.
16. (C) Choice (C) is correct because paragraph 2, states: "The third type of sleep apnea, known as mixed apnea, is a combination of the two."
17. (C) Choice (C) is correct because paragraph 2 states: "The third type of sleep apnea, known as mixed apnea, is a combination of the two and is the most rare form."
18. (A) Choice (A) is correct because paragraph 2 states: "There are three different types of sleep apnea, with obstructive sleep apnea being the most common."
19. False. Paragraph 3, states: "However, like many disorders, sleep apnea can affect children and in many cases is found to be the result of a person's genetic makeup." The paragraph does include risk factors related to sleep apnea, "including being overweight, male, and over the age of forty." So, people with those factors may be more likely to have sleep apnea, but all people can be affected by the disorder.
20. False. Paragraph 3, states: "Despite being so widespread, this disorder often goes undiagnosed."
21. True. Paragraph 3 states: "Often times, it is not the person suffering from sleep apnea who notices the repetitive episodes of sleep interruption, but a partner or family member sleeping nearby."
22. Not Given. This topic is not addressed in this reading passage.
23. True. Paragraph 3 states: "Sleep apnea is also blamed for many cases of impaired driving and poor job performance."
- 24–27. (A), (B), (D), and (F). Choice (A) is correct because paragraph 5 states: "In extreme cases, especially when facial deformities are the cause of the sleep apnea, surgery is needed to make a clear passage for the air." Choice (B) is correct because paragraph 4 states: "When these treatments prove unsuccessful, sleep apnea sufferers can be fitted with a CPAP mask." Choice (D) is correct because paragraph 4 states: "In many cases, symptoms of sleep apnea can be eliminated when patients try losing weight."

Speaking

Part 1

Where do you live now?

I live in a big city, near to my hometown.

Who do you live with?

I have one roommate/flatmate. We met through a newspaper advertisement.

What kind of place do you live in (a house or an apartment/flat)?

It's an apartment/flat.

Do you think it's better to live in a house or an apartment? Why?

For me, it's better to live in an apartment/flat. A house is too expensive. Anyway, even if I had the money for a house, I wouldn't have the time to care for it.

Describe your neighborhood.

The neighborhood/neighbourhood is in a good location. We're close to the bus and train. We have some good restaurants, and it's easy to buy food here. We're downtown/in the city centre, but it's safe.

Do you like it? Why or why not?

I do like our apartment/flat, most of the time. Sometimes the neighbors/neighbours can be noisy and that bothers me.

How do people choose their place to live?

They choose where to live based on location, money, and what is available. If they need a roommate/flatmate like me, they also need to think about that.

Part 2

NOTE: Gift/present

I received a gift that was important to me. It is a set of cuff links and a key chain. My sister gave the gift to me for her wedding. I helped with the wedding, and she wanted to thank me. They are made of silver, and the key chain has my initials on it. I use them for special occasions. I wore the cuff links to an important meeting at work. It is an important gift to me because it is personal. Also, I remember my sister and her wedding when I use the gift.

Part 3

Do you enjoy giving and receiving gifts? Why or why not?

No, I don't enjoy gifts. It's always difficult for me to choose what to give someone. When I receive a gift, I feel bad because the person may have spent a lot of money, but sometimes I don't like it.

Who usually gives you gifts?

My family usually gives gifts to me.

Who do you give gifts to?

I give gifts to my family. Sometimes I give gifts to people at work.

General Training Writing

Writing Task 1

Dear John,

Hello, my name is Irma. I'm Jake Vandelft's cousin. When Jake told me that he had a friend who lived in Toronto, I was excited. I'm hoping to visit Toronto in the summer. I hope you don't mind that I asked for your address. Jake said you probably wouldn't mind answering some questions if I wrote to you.

When I found out that I would get three weeks for a vacation/holiday this summer, I decided I wanted to go to a foreign country/abroad. I've always dreamed of going to Canada. I love watching baseball and I would love to see a major league game in Toronto. The Toronto Blue Jays are my favorite team.

Where should I stay when I visit Toronto? I think it is probably too expensive to stay in a hotel downtown/in the city centre for more than a week. Do you know of any youth hostels? Also, could you tell me about the weather in the summer? I don't know what to pack!

I look forward to hearing from you if you have time to write back. Maybe we can meet for lunch.

Best wishes,
Irma Klein

P.S. Jake said to say hello.

Writing Task 2

On average, today's businessmen and women work more hours than ever. However, modern technology has made the office less of a necessity. Rather than spending every working hour in the office, people can work at home on their personal computers. There are advantages and disadvantages to home offices for both the family and the employer.

The home office gives employees more flexibility with childcare. When a child is sick from school, a parent can put in a few hours of work at home instead of going into the office. Flex-time also allows parents to leave work early enough to be home for the children to come home from school. Employees can make up time for their employers by putting in an extra hour or two in the morning or evening from home.

The home office eliminates transportation problems. Sometimes poor weather can make it difficult to get to work. The time it takes for some employees to commute could be better spent on deadlines for their employers from home. When a personal vehicle breaks down or a public service gets shut down, the home office takes the stress out of getting to work.

The home office can be very distracting. Some people find it difficult not to answer personal calls. Others can't explain to relatives or neighbors/neighbours that, even though they are home, they are actually "on the clock." Young children can't be expected to understand the concept of their mother being at work when she is actually in the home, especially if it only happens once in a while. And, when a young child is home, the parent's job is to be a caretaker.

25. False. Under the heading Tuition and Fees it says that books cost extra.
26. Not Given. No information is given about how many classes a student can take.
27. False. Under the heading Use of Facilities, it states that summer session students can use the college pool at no cost.
28. *Henge*. Paragraph 2 states that a large circular ditch called the henge was located around the Aubrey Holes.
29. *Aubrey Holes*. Paragraph 2 talks about the series of holes called Aubrey Holes that were dug with deer picks.
30. *Avenue*. Paragraph 2 says that archeologists called the entrance way the "Avenue."
31. *Heel Stone*. Paragraph 2 describes the Heel Stone as being placed along the Avenue.
32. (B) The last sentence in paragraph 3 states that the Beaker people likely, "widened the entrance during this phase in order to show their appreciation for the sun."
33. (A) Halfway through Paragraph 2 is the description of the Slaughter Stone addition in Phase 1.
34. (C) Paragraph 4 contains the description of the bluestones being placed in a horseshoe formation.
35. (B) The second sentence in paragraph 3 describes the wooden posts being added.
36. (A) Paragraph 2 states that the Aubrey Holes were dug with picks made of deer antlers.
37. (C) The second sentence in paragraph 2 states that the bluestones came "all the way from the Preseli Hills." The expression "all the way" means *a long distance*.
38. (C) In the middle of paragraph 4, the addition of the sandstone ring is described.
39. (B) Toward the end of the third paragraph is a description of the Aubrey Holes being filled in: "The original Aubrey Holes were filled in either with earth or cremation remains."
40. (C) In the middle of paragraph 4, the addition of the Altar Stone is described.

Writing

Writing Task 1

September 15/15 September

Dear Sir or Madam,

My friend and I were guests in your hotel last week. We stayed in Room 401 from September the 4th until September the 9th. When I arrived home in Taiwan on the 11th, I realized/realised that I didn't have my watch. The last time I saw my watch was in the hotel room on the morning that we left. I think I may have accidentally left it on the bed.

My lady's watch has a chrome wristband. There is a yellow moon on the face of the watch with a bluish-black background. The brand of the watch is TIMEOUT.

This piece of jewelry/jewellery is not worth a lot of money, but it has sentimental value to me. It was the last gift my grandmother gave me before she passed away. I was wondering if you could ask your staff if they have seen it. Perhaps you could also check in the hotel's lost and found/lost property in case I left it at the hotel restaurant or in a public washroom. Please call me if you find it. I will send you a check to pay for the postage.

Thank you for your help.

Sincerely,

Theresa Lim

Writing Task 2

In the past, children amused themselves without a television. Toys and books kept children occupied, as did the outdoors. Many children today are happy sitting inside and watching TV. Though television is a teaching tool, it also isolates children from important activities.

Children used to get information from books, but now they learn more from TV. Children are often called sponges. They love to learn. Before television became so popular, children learned new words and concepts through storybooks. My mother said I could recite a few books by the time I was two. Some television shows/programmes are designed specifically to teach kids these same things. Though they keep children interested in learning, they don't require children to learn how to read. My little cousins are almost five, and they still can't write their names.

The television keeps children entertained on a rainy day. In the past, children sometimes ran out of ideas if their friends were away or the weather wasn't pleasant. Today they can just flip through the TV channels until something interesting comes on. My uncle says the TV is great because the children never complain they are bored. However, a child that is always entertained has no need to expand his imagination or learn to be creative. My cousins don't have hobbies, and they don't like sports like my brother and I did.

These days, children spend more time with the television than they do their own parents. In busy families, parents turn on the TV to distract their kids so that they can get other things done. My aunt has two jobs, and she is going to school. When she gets home, she doesn't have time to sit and play or read with the kids. Sitting in the same room and watching a program/programme while a parent reads the newspaper isn't my idea of spending quality time together as a family.

The television has changed the way children learn. Though there are plenty of educational shows on television, they don't require active participation from the child. No matter how entertaining a television may be, this machine should never replace books, play, or parenting.



11

APPENDIX

AUDIOSCRIPT FOR THE LISTENING SECTIONS

- Listening Module
- Model Test 1
- Model Test 2
- Model Test 3
- Model Test 4

ANSWER SHEETS

- Listening Module
- Reading Module
- Writing Module

IELTS LISTENING MODULE

Listening Skills

Target 1—Making Assumptions

SECTION 1

Example

- W1: Good morning. How may I help you?
 M1: Yes, I was wondering, do you have any one-bedroom apartments available?
 W1: Yes we do. Were you looking for yourself?
 M1: Yes, it's for me.

Narrator: James asks if there are any one-bedroom apartments available, so the correct answer is "one bedroom." Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time.

Questions 1–10

- W1: Good morning. How may I help you?
 M1: Yes, I was wondering, do you have any one-bedroom apartments available?
 W1: Yes we do. Were you looking for yourself?
 M1: Yes, it's for me.
 W1: Let me just get some information from you then, for our application form. May I have your name?
 M1: Yes. It's Kingston. James Kingston.
 W1: And what's your current address?
 M1: I live over on State Street. Number 1705 State Street, apartment seven.
 W1: And your phone number?
 M1: My home phone? It's 721-0584.
 W1: Work phone?
 M1: 721-1127.
 W1: Great. I need to know just one more thing, what is your date of birth.
 M1: December 12, 1978.
 W1: Thank you. Now, you're interested in a one-bedroom apartment, correct?
 M1: That's right.
 W1: Did you want just a one-bedroom, or a one-bedroom with a den? We have several of those available, and a study is really nice. Having that extra room gives you space for a small home office or you can use it as a guest room.
 M1: I don't think so. I live alone. I don't need an extra room.
 W1: Right. Then I'll put you down for a simple one bedroom. With a balcony?
 M1: No, I don't need that. I'll tell you what I do need, though, is a parking space.
 W1: We have garage parking spaces available for a low monthly fee.
 M1: Great. I really need that. Oh, and something else. I need an apartment with lots of closets for storage.
 W1: We actually have storage areas in the basement. You can rent your own storage space by the month.
 M1: Hmm. That sounds like a good idea.
 W1: All right. So I'll put you down for a storage space in the basement.

- M1: Sounds good.
- W1: Are you interested in our exercise club? We have an exercise room with several pieces of equipment as well as a sauna.
- M1: Is it included in the rent?
- W1: It's available for a small extra fee.
- M1: Then I don't think so. I can always go for a walk for free.
- W1: All right then, one bedroom, no balcony. . . . I have several apartments you might like. One of them has a fireplace. Would you be interested in that?
- M1: Do I have to pay extra for it?
- W1: Actually no. That apartment is slightly smaller than our other one bedrooms, so even though it has a fireplace, the rent isn't any higher.
- M1: OK then I'll take the fireplace.
- W1: There is one drawback to that apartment. It doesn't have a washing machine. You'll have to go out to a laundromat.¹
- M1: Oh. Well, I suppose that doesn't matter. Can I see the apartment today?
- W1: Certainly. I can show it to you now. However, we're still painting it, so it won't be available until next month.
- M1: I was hoping to move next week, but . . . maybe I can wait.
- W1: And I'll need a small deposit to hold it for you, just 50 percent of the first month's rent.

SECTION 2

Questions 11–20

Now turn to Target 1, Making Assumptions, Section 2, Questions 11–20.

Section 2. You will hear a recording of a tour of an art museum
Listen carefully and answer the questions.

Female tour guide:

Good afternoon, everyone. I'm Lucy and I'll be your guide for today's two o'clock tour of the Jamestown Museum of Art. As a reminder, if you haven't purchased your ticket yet, please do so now. It's 15 dollars for adults and for children twelve and under it costs just 11 dollars. If you're a senior, today's your lucky day because it's Tuesday. That's Senior Citizens Day, so admission is free for all people over 65. However, you'll still need to get a ticket before the tour starts.

All right now, does everyone have a ticket? Yes? Good, then, let's go. We begin our tour here in the Main Gallery. Here you can see our collection of modern art. We're quite proud of this collection, which includes some minor works by major artists, for example, you'll see over there a small Picasso. And on this wall you'll see works by some other well-known modern painters.

Moving ahead to the next room, now we're in the City Gallery. This is the room where we feature local artists, who have painted a variety of subjects. You'll notice here some local scenes, in addition to a few portraits, and right over there you'll see some abstract works. Most of these works are modern, although we have a few older paintings in this room as well.

Straight ahead is the Hall of History. In that room we have a wonderful collection of portraits of famous figures in our city's history. The oldest paintings date back to the 17th century, and there are some quite modern paintings in there as well, including a portrait of our current governor, who was born in this city. Unfortunately, the Hall is closed right now, so we won't be able to visit it today.

¹ BRITISH: laundrette.

Question 4

- M1: That room is only three hundred and fifteen dollars a night if you stay for three nights.
 W1: Wow! Do you have anything more, uh, economical?
 M1: Let me see . . . for next week Yes, I have another room that is just two hundred and sixty-five dollars a night. For a minimum three-night stay of course.
 W1: That's still a lot of money, but I'll take it.

Question 5

- M1: Is this the lost luggage office?
 W1: Yes. How may I help you?
 M1: How can you help me? By finding my luggage that your airline lost.
 W1: All right, sir. Calm down. May I have your name and your flight number, please?
 M1: My name is Richard Lyons and my flight number is X Y 5 3 8.

Examples

1. S1: seven oh three six five double eight
 S2: seven oh three six five eight eight
 S3: seven zero three sixty-five eighty-eight
2. S1: seven double four one four nine two
 S2: seven four four one four nine two
 S3: seven forty-four fourteen ninety-two
3. S1: two oh two double nine eight three
 S2: two oh two nine nine eight three
 S3: two zero two ninety-nine eighty-three
4. S1: six seven one four five three two
 S2: six seven one four five three two
 S3: six seventy-one forty-five thirty-two
5. S1: eight two four one five six one
 S2: eight two four one five six one
 S3: eight twenty-four fifteen sixty-one
6. S1: six three seven oh double five oh
 S2: six three seven oh five five oh
 S3: six thirty-seven zero fifty-five zero
7. S1: two six five one eight double one
 S2: two six five one eight one one
 S3: two sixty-five eighteen eleven
8. S1: two eight seven six two one six
 S2: two eight seven six two one six
 S3: two eighty-seven sixty-two sixteen

Here to our right is the East Room. Isn't this a beautiful room? The view of the garden is just lovely. You'll see there are no paintings in here because this room is devoted entirely to sculpture. That large sculpture in the center is by a well-known local artist, and over here you'll see several pieces by a modern European sculptor. You can see we have quite a number of lovely pieces in this room.

Just beyond the East Room is the gift shop. You may want to visit it after you have finished looking at the galleries. You can buy reproductions of art in the museum's collections, as well as souvenirs of the city, and many other lovely things as well.

All right then, we've visited all the open galleries in the museum. If you would like to return to any area of the museum now and look at the exhibits more carefully, please do so. Remember, the Hall of History is closed for repairs, but it should be open again next month. Also, please don't go up to the second floor. There's nothing up there but offices, and the area is off limits to visitors. Thank you for coming to the museum. Don't forget to visit the gift shop on your way out.

Target 2—Understanding Numbers

Example

M1: Flight 33 leaves from Gate 13 Concourse C3.

Questions 1–5

Question 1

W1: Now, Mr. Wilcox, you can send us a check¹ or, if you pay now by credit card, I can process your order right away.

M1: I'll pay by credit card.

W1: Great. May I have your credit card number then?

M1: It's 8 6 double 7 5 3 2 1 4 8 .

W1: 2 1 4 8. All right then, you should have your order within four business² days.

Question 2

M1: The university is very proud of its new theater, which is equipped with a state-of-the-art light and sound system and has a much greater seating capacity than the old one. The old theater had seats for just 250 people while the new one can seat an audience of 500.

Question 3

W1: I'm updating my phone list. Do you know Sherry's phone number by any chance?

M1: I know it by heart. It's 575-3174.

W1: Great. Thanks.

¹ BRITISH: cheque.

² BRITISH: working.

- M1: S-o-n. Got it. Now I can give you room 203. It's small but has a nice view. That room is only 245 pounds a night.
 W1: I'd really prefer a larger room. I don't mind paying for it.
 M1: Room 304 is the biggest we have available at the moment. It's 335 pounds a night.
 W1: That's fine. I'll take it.
10. W1: All right, Mr. Park. May I have your address?
 M1: It's 75 String Street. That's String Street S-t-r-i-n-g.
 W1: That's an unusual name for a street. Well, would you like a seat near the front or more towards the middle?
 M1: I'd like to be as close to the front as possible. Row B or C would be best.
 W1: I can give you row B. Seat number 15 B.
 M1: Fifteen B. Perfect.
11. W1: Good evening class. Welcome to Introduction to Economics. I'm your instructor, Dr. Willard. That's W-i-double l-a-r-d. Please don't hesitate to ask for help if you need it. My office hours are Tuesday and Thursday from three to five. My office is here in this building. It's office number 70, on the first floor.
12. M1: Thank you for the opportunity to speak tonight about my passion, wildflowers. If anyone in the audience would like to know more about the subject, I recommend contacting the Wildflower Society. They're at 17-oh-five State Street in Landover. That's L-a-n-d-o-v-e-r. Landover. They issue a number of interesting publications and also host several events each year for wildflower enthusiasts.

Target 4—Listening for Descriptions

Example

- W1: It's really easy to get here. Just take the bus to the corner of the High Street and Regent Avenue. Then it's the second house from the corner.
 M1: Second house from the corner, OK. It's not the two-story duplex with two doors, is it?
 W1: No, that's across the street. Mine's small, it's only one story. There's only one door so knock or ring the bell. I'll be waiting for you.

Questions 1 and 2

Question 1

- W1: This is the noon news report for Friday, April 12. Several stores in the downtown area of Jamestown were robbed¹ early this morning. Police are on the lookout for the suspect, who is described as about 45 years of age, bald, somewhat overweight, with a beard. If you see anyone meeting this description, please contact the Jamestown police.

¹BRITISH: shops in the city centre were burgled.

DATE*Questions 1–6**Questions 1 and 2*

W1: The City Museum of Art was established in the year 1898. It first opened its doors to the public on August fifteenth of that year. There was a spectacular opening celebration, but it wasn't held until later in the year, on December first, to be exact. Now the reasons for the delayed celebration are very interesting . . .

Questions 3 and 4

M1: All right, Mrs. Katz. I need just a bit more information to complete your application. May I have your date of birth?

W1: It's twenty-second September.

M1: Your husband's name is Georges, correct?

W1: Yes, and he was born on seventh July.

Questions 5 and 6

W1: We're thinking about going to Silver Lake this year. When do you think is a good time to go?

M1: Well, most people don't like to go in July or August because it's so hot then. September is too. I think the most popular time to go is October.

W1: Is that when you plan to go?

M1: Actually, no. We can't get away till November this year. We've made our reservations¹ for then, and we're leaving on the seventh.

DAY*Questions 1–6**Questions 1 and 2*

W1: Hey, Jim. Are you going to history class?

M1: No, I don't have history today. I have English.

W1: It's Monday. Are you sure you don't have history today?

M1: Yeah. I have English today and Wednesday. My history class is on Thursday.

W1: Just one day a week for history, huh? Not bad.

Questions 3 and 4

M1: We're very glad that you are considering becoming members of the Urban Exercise Club. I'm sure you'll want to sign up for membership after you've enjoyed this afternoon here. Since today's Thursday, you could have a tennis lesson. The tennis instructor is here twice a week, Saturday as well as Thursday. You're lucky it's not Friday. You'll be able to enjoy the steam room. It'll be closed for its weekly cleaning tomorrow.

¹ BRITISH: booking.

Questions 5 and 6

- W1: Let me remind you of your assignments for next week. Don't forget that the final exam has been rescheduled, so it'll be on Friday instead of Thursday. And you have an essay due on Tuesday. You should have a lot to study over Saturday and Sunday. Don't forget that I have office hours on Monday afternoon, in case you have any questions.

YEAR*Questions 1–6**Questions 1 and 2*

- M1: John James Audubon, the famous naturalist and painter of birds, was born on the island of Haiti in 1785. In 1803, he went to live the United States. He was a self-taught painter and supported himself for a while by painting portraits. His famous work, *Birds of America*, was first published in England. Later, in 1842, Audubon published a version of this work in the United States. He died in 1851.

Questions 3 and 4

- W1: That was a really interesting lecture on Maria Mahoney. I really admire her for being the first woman governor of our state.
- M1: Yes, she was an admirable person. Let's go over our notes. I put down that she was born in 1808.
- W1: Not eighteen. Nineteen. She was born in 1908.
- M1: Whoops! OK, then, but I have this right. She became governor in 1967.
- W1: Are you sure? Wasn't it 1957?
- M1: No, 1957 is when she first decided to run for office, but she didn't win an election until 1967.

Questions 5 and 6

- M1: The university began construction of the library in 1985. It was expected to take just two years, but by the end of 1987, the library was only three-quarters completed. Finally, by the summer of 1988, construction was finished and the new library opened in August of that year.

SEASON*Questions 1–6**Questions 1 and 2*

- W1: Tourists visit the region only during certain times of the year. The winters are not harsh, but it rains a lot then and the temperatures are quite cool. Spring is quite a bit less rainy than winter, and the temperatures are warmer, so many tourists like to visit then. Summers are hot and dry, so hot that most tourists stay away. They return in the autumn when the weather is still dry but not as hot.

Questions 3 and 4

- W1: Wow, Josh, I can't believe you hiked the whole mountain range. When did you start your trip?
 M1: Well, you can't leave too early in the spring, because it's still late winter in the mountains then. Most hikers start in the late spring, and that's what I did too.
 W1: And then you hiked all summer. What's summer like in the mountains?
 M1: It's not too hot and you can see a lot of wild life, especially later in the summer when the birds start to migrate.
 W1: It must have been winter by the time you finished the trip.
 M1: Not quite. It was late in the autumn, which is almost as cold as winter in the mountains.

Questions 5 and 6

- M1: I'd like to sign up for the beginning Japanese class.
 W1: I'm sorry, all our Japanese classes are full. Fall is the busiest time of year here at the language school.
 M1: Hm. Well, then, maybe I'll wait until next summer to take a class.
 W1: That would be fine, but I recommend enrolling early. Summer is almost as busy as fall.
 M1: Really? Well, when is your least busy time of year?
 W1: Spring is a quieter time, but we have our lowest enrollment in the winter.

Target 6—Listening for Frequency**Example**

- W1: Sam works out at the gym several days a week.

Questions 1–6**Question 1**

- M1: Do you like dancing?
 W1: Yes, but I don't go very much.
 M1: No?
 W1: Well, I go about once a month or so.

Question 2

- W1: Do you smoke?
 M1: No, I don't.
 W1: Really? Not at all?
 M1: Mmmm, maybe once or twice a year.

Question 3

- M1: Another rainy day. Does it ever stop raining here?
 W1: It's the rain forest. It rains every day.

Question 4

- W1: Mike says he's a vegetarian. What does that mean?
M1: It means he doesn't eat meat.
W1: No meat at all? Not even on special occasions?
M1: Not even then.

Question 5

- M1: How's your class?
W1: It's really hard. The professor loves giving tests.
M1: Really? Does he give a lot of tests?
W1: Oh, yeah. We have one or two a week.

Question 6

- W1: Do these geese spend all summer here?
M1: Yes, and all winter, too. They don't migrate.
W1: So you can see them here any season of the year.

Questions 7–12

Question 7

- W1: For the first part of my research, I counted the number of shoppers who entered the store between 6 A.M. and 8 A.M.
M1: And you did this every morning?
W1: Yes, every morning for a week.

Question 8

- W1: Are you interested in joining the chess club?
M1: Maybe. When does it meet?
W1: On the last Sunday of every month.

Question 9

- W1: How often do you have your history class?
M1: Every Tuesday and Thursday.

Question 10

- M1: Do you go to the movies much?
W1: I go when I get the chance, but not as often as I'd like. Maybe once or twice a semester.

Question 11

- W1: How can I start managing my money better?
M1: First, you need to make a monthly spending plan.

Question 12

- M1: While you're student teaching, I'll observe each one of you in the classroom several times.
 W1: How frequent will your visits be?
 M1: You'll get a visit from me once every two weeks.

Target 7—Listening for Similar Meanings**Example**

- M1: The survey participants who wrote answers to the questions are all college graduates.

Questions 1–6**Question 1**

- M1: How many tickets will you need?
 W1: There will be three adults and two children in our party.

Question 2

- W1: How's your French class? Do you like the instructor?
 M1: Yes, she's great, but she gives us a lot of work to do in class.
 W1: Then you have to wait weeks before you get your papers back, right?
 M1: No, she always checks our assignments on the same day we do them.

Question 3

- M1: I've heard that this area of the country is really growing.
 W1: Yes, the population is increasing at a rate of about 10,000 people a year.

Question 4

- W1: I understand that this area has suffered harsh weather conditions in recent years.
 M1: Yes, for example, last year a severe drought killed much of the vegetation in the region.
 W1: That must have had a devastating effect on agriculture.

Question 5

- M1: If I give you a check for the first month's rent right now, can I move in tomorrow?
 W1: I'm sorry, but the apartment won't be available until next week.

Question 6

- M1: Let's see . . . I got your address and phone number. Oh, I need to know your occupation.
 W1: Put computer programmer.

Question 6

- M1: How is your research project going?
 W1: Great. It's almost done.
 M1: I'm impressed. I always get nervous when I have a big project like that to do.
 W1: It's not so bad really. And I'm quite pleased with the results that I'm getting.

Target 9—Listening for an Explanation**Example**

Listen to the explanation of how a toaster works.

- M1: How does a toaster brown your toast every morning? Like all appliances that heat up, a toaster works by converting electrical energy into heat energy. The electrical current runs from the electrical socket in your kitchen wall, through the toaster plug, to the toaster cord. It travels down the cord to the appliance itself. Inside the toaster are wire loops. The wires are made of a special type of metal. Electricity passes through this metal, creating friction. This friction causes the wires to heat up and glow orange. When the wires have sufficiently heated, your toast pops up ready to eat.

Questions 1–12

Listen to the explanation of how cacao beans are processed.

- W1: The rich flavor of chocolate that almost everyone loves comes from the cacao tree, which is grown in tropical regions around the world. The farmer harvests the ripe fruit of the cacao tree, then cuts it open to remove the seeds. These seeds are the cocoa beans from which chocolate is made. The beans are fermented in a large vat for about a week. Then they are placed on trays in the sun to dry. When the cocoa beans are ready, they are shipped off to the chocolate factory. At the chocolate factory, the cocoa beans are turned into all sorts of delicious chocolate treats.

Target 10—Listening for Classifications**Example**

- M1: The school offers two types of courses. The one during the day is designed for students who are pursuing their academic degree full time. The night courses are designed for students who work during the day and are taking specific courses for an advanced business certificate.

Target 8—Listening for Emotions

Example

W1: I'm really excited about the chance to debate the team from Oxford.

M1: I'm more apprehensive than excited. In fact, I'm not looking forward to it at all.

Questions 1–6

Question 1

W1: We'll begin the tour of Roselands Park with a bit about the history of the park. Local residents were thrilled when millionaire Samuel Waters announced that he would donate land for the park, including his collection of prized rose bushes. Some of his heirs, quite naturally, were a bit angry when they learned¹ that he had given away so much family property.

Question 2

W1: What's the matter with you? Yesterday you seemed really excited about your science experiment.

M1: That was yesterday. Today I just can't seem to get it to work right.

W1: Oh, don't worry about it. I'm sure it will be fine.

M1: I don't know. I keep trying and trying, but it isn't working the way I planned.

Question 3

M1: Our language lab is equipped with state-of-the-art equipment guaranteed to greatly improve your foreign language skills. Students are often confused when they first use our facilities because it seems complicated at first glance, but it's actually quite simple once you get used to it. Today I'll give you an orientation to the lab, and you'll see how easy it is to use this equipment to complete your class assignments and study for tests.

Question 4

W1: You didn't win the essay contest? Aren't you upset?

M1: Not really.

W1: I'd be really disappointed if I'd worked so hard and didn't even win second or third place.

M1: It's just a contest. It doesn't really matter.

Question 5

W1: In local news, children and teachers at Burnside Elementary School received an unexpected visit yesterday from Mayor Sharon Smith as part of her campaign to focus attention on the plight of city schools. Several school board members accompanied the Mayor. "We had no idea she was planning to visit us," said school principal² Roger Simmons. "But naturally we felt quite honored."

¹ BRITISH: learnt

² BRITISH: head master.

Target 11—Listening for Comparisons and Contrasts

Example

- F1: I've been corresponding by mail with a French student.
 F2: In English? You don't speak French, do you?
 F1: No, unfortunately, but she writes English well. We have a lot in common.
 F2: Like what, your age?
 F1: Well, I'm actually about two years older than she is. But we do have the same first name.
 F2: And you're both students.
 F1: Yes, and we are both studying to be doctors, although she wants to be a pediatrician¹, and I want to be a neurosurgeon.
 F2: It seems the only similarities are your sex and your given name.
 F1: Well, we both like to swim. She likes to dance, too, but you know how little I like dancing.

Questions 1–4.

Question 1

- W1: How's your new job?
 M1: It's great. Much better than my old job.
 W1: Really? That's wonderful. You're earning more money now, aren't you?
 M1: Yeah, the salary's a lot higher, but I have to work more hours.
 W1: Too bad. I remember you had a really good schedule at your old job.
 M1: Yes, I miss that. But the job itself is pretty similar. I have the same kind of responsibilities that I had before.
 W1: That makes it easier. Are you still working in the same place?
 M1: No, now I have to go to the other side of town. But at least I can still take the bus like I did for my old job.
 W1: Well, that's convenient.

Question 2

- W1: The new Riverdale Library will have its grand opening next month. The new library, which has been under construction for the past two years, stands on the same site as the old library. But there the similarity ends. The new library is much larger than the old two-story building, boasting four floors of books and two floors of offices, as well as an underground parking garage, which everyone agrees will be a great improvement over the old outside parking lot. With so much space to fill, we have greatly expanded the size of our book collection. You will continue to enjoy the same services as before. Online book renewal, free Internet access, and the Ask-a-Librarian Hotline that you enjoyed at the old library will also be available at our new facilities.

Question 3

- M1: I'm interested in joining the health club, but I see you have two types of membership.
 W1: Yes, we have both full and associate memberships. The full membership costs almost twice as much as the associate, and many members feel it's worth the extra cost.
 M1: What's the difference between them?

¹BRITISH: paediatrician.

- W1: With both types of membership you are entitled to the use of all our club facilities and you can take advantage of all our fitness classes as well. You also get use of the locker room¹ with both memberships, but full members get extra locker room privileges, such as your own locker exclusively for your use and laundry service as well. May I sign you up for a full membership today?
- M1: I'm not sure. The associate membership sounds fine to me.
- W1: Let me point out that with the full membership you also get a complimentary individualized fitness plan tailored just for you. Associate members may take advantage of this service as well, but they have to pay extra for it.
- M1: I'll have to think about it.

Question 4

- M1: Toads and frogs begin their lives in similar ways. The eggs hatch in or near water, and the babies, called tadpoles, spend the first part of their lives living in the water. When they become adults, frogs continue to live in the water, while adult toads usually live on the land. When you come across one of these animals, how can you tell whether it's a toad or a frog? The easiest way is to touch its skin. Frogs have smooth skin while the skin of toads is generally rough and bumpy. Their shape is somewhat different also, with toads being plumper and broader than frogs. What is a more typical sound on a summer evening than a chorus of croaking frogs or toads? Both these animals make their croaking sound by inflating a sac in their throat.

Target 12—Listening for Negative Meanings

Example

- W1: It was a very dense book, but it wasn't impossible to read.

Questions 7–12

Question 7

- M1: The flora and fauna of this region are adapted to the special climate. It hardly ever rains here, even in the winter. Most of the year, there is barely a cloud to be seen in the sky.

Question 8

- W1: Your essay writing exam is coming up tomorrow, so I'd like to review some of the testing rules with you now. The good news is that you'll have an unlimited amount of time to write your essay. You won't, however, be permitted to consult a dictionary while² writing the exam. Neither can you take anything else into the testing room with you except a pen.

Question 9

- M1: I'm in a bit of a hurry. Do you think you can fix the problem with my car today?
- W1: I'm sorry, but I'm behind schedule. I won't be able to get to it until the weekend.
- M1: Then I'll have to take a bus to work tomorrow.

¹BRITISH: changing room

²BRITISH: whilst.

Kathy Green: Good Morning. May I help you?

Mark Winston: Yes, I'm Mark Winston and I . . .

(Telephone rings)

Oh, Excuse me, Mr. Winston. World Language Academy. This is Kathy Green. May I help you? (pause). No this is a private language school, not a travel agency. (pause) No problem at all. Good-bye. I'm sorry, Mr. Winston. Now may I help YOU?

Mr. Winston: Yes, I hope you can. I'd like to sign up now for a Japanese class next week.

Kathy Green: Classes start next week and we have lots of Japanese classes to choose from. Have you studied Japanese before?

Mark Winston: No, I haven't. I'm a beginner. I'm planning to visit Japan next summer so I want to learn a bit of the language.

Kathy Green: That's great. Japan is a wonderful place to visit. I spent a month in Tokyo last year, actually, and I even climbed Mount Fujiyama.

Mark Winston: Really? That's too much activity for me. I'm just planning to visit Tokyo. I think I'll find plenty to do there.

Kathy Green: You certainly will. All right then let me tell you a bit about our classes. They're all taught by native speakers, and they are all specialists in their field. You can choose a Japanese for Tourists class, Japanese for Business Travelers, or Japanese for University Students. You're not studying at a university, are you?

Mark Winston: No, I graduated a few years ago.

Kathy Green: Well, then, the tourist class is probably best for you.

Mark Winston: Yes, I think you're right. I just want to learn enough to order food in restaurants and go shopping and things like that. When does the Japanese for Tourists class begin?

Kathy Green: Let's see. We have a class for beginners that starts next week. I think there are still a few spaces left. You're in luck . . . we have 15 students enrolled, and there's room for three more.

Narrator: Before you hear the rest of the conversation, you have some time to look at questions 4 to 10 on pages 132 and 133.

Now listen and answer questions 4 to 10.

Questions 4–10

Mark Winston: When does that class meet?

Kathy Green: Every Monday, Wednesday, and Thursday from 5:30 until 7:30.

Mark Winston: That's a bit early for me. I work until 6:00. Don't you have a class that starts later in the evening?

Kathy Green: No . . . not for beginners. The advanced class is Tuesday and Thursday from 7:30 to 9:30, but you've never studied Japanese before, have you?

Mark Winston: No. I don't know anything about it.

- Kathy Green: Then you couldn't take that class. Let's see . . . we have an afternoon class on Monday, Wednesday, and Thursday, from one to three. Oh, but that's an intermediate class. What about mornings? We have a beginner's class that meets five days a week, Monday through Friday, from 9 A.M. until 10 A.M. Could you do that?
- Mark Winston: No, I work all day. I only have evenings and weekends free.
- Kathy Green: Well, we have a beginner's class on Saturday from 9 in the morning until 2 in the afternoon.
- Mark Winston: Nine until two? That's a long class.
- Kathy Green: We also have private tutors. Actually, I usually recommend private tutors because they give you individualized attention. You are the only student in the class, so the tutor teaches you according to your specific needs. It really is the best way to learn a language.
- Mark Winston: It sounds great! I'd learn a lot that way, wouldn't I?
- Kathy Green: You really would. And it's very convenient. You can arrange to meet with your tutor at whatever time suits you.
- Mark Winston: Fantastic.¹ How do I sign up?
- Kathy Green: Well, how many hours a week do you want to study? We usually recommend three to five hours a week for a minimum of four weeks.
- Mark Winston: OK. I'll start with three hours a week.
- Kathy Green: Great. You can send us a check to cover the first week of classes, or you can pay now by credit card. Three hours of private classes comes out to 300 dollars, plus a 25-dollar registration fee.
- Mark Winston: Three hundred dollars? That's 100 dollars a class!
- Kathy Green: And it's certainly worth it. You'll be studying with a native speaker of Japanese. And all our tutors are professionally trained in the latest teaching methods. You'll be getting the best instruction money can buy.
- Mark Winston: But 100 dollars a class! That's over one thousand dollars for a month of classes. I'm sorry, but I just can't do that.
- Kathy Green: Then take the Saturday class. It's only \$300 a month. And it's small. There will be only four or five students in it.
- Mark Winston: Great. I'll take that class. Can I pay by check?
- Kathy Green: Yes. Just bring your check to the first class. See you next Saturday at 9:00.

(Audio fades as last speaker continues to speak.)

Narrator: That is the end of Section 1. You now have half a minute to check your answers.
Now turn to Section 2 on page 133.

Section 2. You will hear a radio interview between Shirley Hobbs the host of the show, Bird Talk, and Iris Pence, an expert of pet parrots.

First, you have some time to look at questions 11 to 13 on page 133.

As you listen to the first part of the talk, answer questions 11 to 13.

(Birds squawking; parrots talking)

¹BRITISH: Brilliant.

Section 3. You will hear a panel discussion between the panel moderator and two panelists, Dr. Karen Akers and Dr. Fred Williams, both transportation consultants. In the first part of the discussion, they are talking about the future of public transportation.

First, you will have some time to look at questions 21 to 26 on page 134.

Now listen carefully and answer the questions 21 to 26.

Questions 21–26

Moderator: Dr. Williams and Dr. Akers, I want to thank both of you for coming today and sharing your thoughts on the future of public transportation.

(Simultaneous thanks)

Dr. Akers: Glad to be here.

Dr. Williams: Thank You.

Moderator: Let me ask you first, Dr. Williams, traffic congestion is becoming more and more of a problem, and it's spreading. We're used to traffic jams in cities, but now we find traffic problems on many major highways¹ that run between cities. What solutions do you see for the future of transportation?

Dr. Williams: Many transportation experts, myself included, are excited about the potential of high-speed trains. These trains are having a great deal of success in Japan and in several European countries, as well. They've actually been around for a while—since 1964, in fact. The first high-speed train was put into operation that year.

Moderator: What would the speed be exactly of a high-speed train? How would you define "high-speed" train?

Dr. Williams: We usually call a train high speed if it's capable of traveling at 200 kilometers an hour or faster.

Moderator: That's very fast. It would seem to open up a lot of possibilities for transportation between cities.

Dr. Akers: Yes, that's right. Fifty years ago or more, conventional trains were the major form of transportation between cities. Of course, they weren't high-speed trains, but nobody expected that then. Those old trains provided frequent, reliable, and affordable long distance transportation, and most people used them. Then things changed. Cars and highways were improved, so more and more people started driving cars.

Dr. Williams: Cars are a great form of transportation. Everybody loves them because they're so convenient. But we usually use cars for local trips . . . shopping, and going to work, and things like that.

Dr. Akers: That's true. For long distance trips, most people nowadays rely on planes. Plane service is more frequent and affordable now than it was in the past, so planes, like cars, have become more convenient for people. Meanwhile, trains have more or less fallen by the wayside as a common means of transportation.

Moderator: But with everybody driving cars and taking planes, we have a lot of congestion. And not just on the roads. Airports have become very crowded, too.

Dr. Williams: Exactly. We have congestion everywhere now, so we need to look at new forms of transportation.

¹BRITISH: motorways.

Narrator: Before you hear the rest of the conversation, you have some time to look at questions 27 to 30 on page 135.

Now listen and answer questions 27 to 30.

Questions 27–30

Dr. Akers: And that's where high-speed trains come in. They offer several advantages over both cars and planes. When you take everything into consideration—getting to the train station, boarding the train, and all that—a high-speed train gets you to your destination just about as quickly as a car. So speed isn't really an advantage. Cost isn't always, either. Depending on how many people are traveling with you, a train trip could be more expensive than a car trip. But, a train trip is much more relaxing than a car trip. You can read, sleep, eat, whatever, while the train carries you to your destination. And of course you're never delayed by traffic jams. To my mind, these are great advantages.

Moderator: Yes, I can really see the advantage of the train over the car. But what about planes? Planes are much faster than cars, so that's a big plus for planes.

Dr. Williams: Not necessarily. For trips shorter than 650 kilometers, high-speed trains can actually be faster. Checking in at the airport and going through security takes a long time. You don't have that kind of delay with a train. Also trains can carry more passengers than planes. They can also offer more frequent service. So for your medium distance trips, they really are faster than planes.

Narrator: That is the end of Section 3. You now have half a minute to check your answers.

Now turn to Section 4 on page 135.

Section 4. You will hear a lecture on Albert Einstein. First you have some time to look at the questions 31 to 40 on page 135.

Now listen carefully and complete the timeline in questions 31 to 40.

Questions 31–40

Lecturer: Today I want to talk about the early life of a man whose name is synonymous with genius—Albert Einstein. He is well known, of course, for his work in physics, especially his theory of relativity. This is a term that everyone has heard, but few lay people, . . . and I do not mean to include you in this group, . . . but few non-physicists understand. Equally incomprehensible to most people is why Einstein the genius did so poorly at school. There are some questions, actually misconceptions about his early life, particularly about his lack of success in school that I want to try to clear up for you. Let's look now at some true facts about the life of this famous man.

Albert Einstein was born in Germany in 1879. As a child in school, he had a reputation as a slow learner. Now there were a couple of theories about why he could not keep pace with his classmates. He may have had some sort of learning disability; we don't know for sure. Another theory about his slow learning is that he may have suffered from a condition related to autism.

Whether it was a learning disability or not, Einstein himself believed that his slowness actually helped him develop his theory of relativity. He said that he ended up thinking about time and space at a later age than most children, at a time when his intellect was more developed. He didn't even begin to study mathematics until he was 12. There are popular rumors that he failed his math classes, but this is actually not true.

Mathematics was a late passion; his first was the violin. Like many intellectuals, Einstein had a passion for music. He started his study of the violin during elementary school and continued playing the violin for the rest of his life.

When Einstein was 15, his family moved to Italy. Soon after that, his parents sent him to Switzerland, where in 1896 he finished high school. After graduating from high school, he enrolled in a Swiss technological institute. He received a teaching diploma from the institute in 1900. He remained in Switzerland and eventually became a Swiss citizen, in 1901.

Einstein had a hard time finding a teaching job. In fact he never did find one. A friend's father helped him get a job at the Swiss Patent Office. He began working there in 1902. His job involved reviewing inventors' applications for patents. When he looked over the applications, he often found faults in the applicants' drawings. He would make suggestions so they could improve their designs and better their chances for receiving a patent.

Meanwhile, in 1898, between graduating from high school and getting his job at the Patent Office, Einstein met and fell in love with a young Serbian woman, Mileva Maric. Maric was a mathematician, and Einstein considered her his intellectual equal. They had a daughter in 1902 but unusual for the time even for geniuses, they didn't get married until 1903. Their first son was born the following year. There is no record of whether the two children inherited their father's learning disability.

- Narrator:** That is the end of Section 4. You now have half a minute to check your answers.
 You will now have 10 minutes to transfer your answers to the listening answer sheet.
 This is almost the end of the test. You now have one more minute to check all your answers.
 That is the end of the Listening section of Model Test 1.

MODEL TEST 2

- Narrator:** IELTS Listening. Model Test 2
- You will hear a number of different recordings, and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played once only.
- The test is in four sections. Write all your answers in the Listening Question booklet. At the end of the test you will be given ten minutes to transfer your answers to an answer sheet.
- Now turn to Section 1 on page 151.
- Section 1. You will hear a conversation between an interviewer and a woman shopper.
- First you have some time to look at Questions 1 to 7 on page 151.
- You will see that there is an example which has been done for you. On this occasion only, the conversation relating to this will be played first.

OK. In here we have the swimming pool. We offer different types and levels of swimming lessons. Also you'll notice that the pool is Olympic size, so it's well-suited for competitions. In fact, our swimming team is well-known throughout the city. As a club member, you would have the opportunity to try out for the swim team if you're interested.

Narrator: Before you hear the rest of the tour, you have some time to look at questions 15 to 20 on pages 152 and 153.

Now listen and answer the questions 15 to 20.

Questions 15–20

Over there at the other end are the locker rooms where you can change from your business clothes to your swimsuit or whatever. You can look in them later if you wish. They're very comfortable. We keep them well-stocked with the basic necessities such as towels and soap. You'll have to supply your own shampoo, however. There are plenty of showers so you'll never have to wait your turn. We also have hairdryers for you to use. For safety reasons, we ask that everyone wear rubber sandals in the changing rooms. What else? Oh, you'll have to supply your own lock, of course. That's for your security.

Before we leave the pool area, I'd like to make you aware of some of our rules. The pool is the most popular place in the club, and it's often crowded, so we have rules for everyone's comfort and safety. The most important one, if you have children, please be aware that they are not allowed in the pool area alone. Children must be accompanied by an adult at all times. Naturally there is no running near the pool. The floor is very wet, and it would be easy to get hurt. One last thing, for sanitary reasons, we ask everyone to shower before entering the pool.

All right, I hope you've enjoyed the tour. Are there any questions?

Narrator: That is the end of Section 2. You now have half a minute to check your answers.

Now turn to Section 3 on page 153.

Section 3. You will hear a professor and her students discussing class assignments.

First, you will have some time to look at questions 21 to 26 on page 153.

Now listen carefully and answer questions 21 to 26.

Questions 21–26

W1: In this class we focus on developing writing skills, so one of the most important things we do is practice those skills by writing essays. Today we'll go over the requirements for your essay assignments. You'll have to write one essay each week. They're not very long essays, just about 350 to 400 words apiece. Every week I'll assign a different type of essay, so I thought today we'd go over some of the important essay types. The first type of essay I'll assign will be an essay describing a process. So you'll need to choose something that you can describe step-by-step. Yes, Mr. Smith?

M1: Is that a "how to" essay? I mean, would a topic be something like "How to fix a car?"

W1: Well, you should be more specific. Remember, you have a limited number of words. A better example would be "How to change the oil in a car." Yes?

W2: How about friendship as a topic? "How to make friends." Would that be a topic for a process essay?

- W1: It could be, but actually friendship is a better topic for a classification essay, which is the second type I'll assign. In a classification essay you present your idea by organizing it into categories. "Three types of friends" would be a good topic for a classification essay. The third essay type you'll write is compare and contrast. So, obviously, for your topic you'll pick two or more things to compare.
- M2: (*laughing*) Like comparing the food in the student cafeteria to the food in a real restaurant.
- W1: Why not? That could actually be quite a good topic. But it really doesn't matter which topic you choose, as long as you develop your argument well. The next essay type is argumentative, in which you'll present an opinion and prove or defend it.
- M1: I like to argue.
- W1: Then you should do quite well with an argumentative essay. When writing this type of essay, be sure to state your opinion in a clear, straightforward sentence. For example "Homework is necessary" could be a thesis statement. Yes?

Narrator: Before you hear the rest of the conversation, you have some time to look at questions 27 to 30 on pages 153 and 154.

Now listen carefully and answer questions 27 to 30.

Questions 27–30

- W2: Will you give us the topics, or do we pick our own?
- W1: I'd like you to pick your own topics. That way you can write about things that interest you. But be sure your topics are original. I want them to come out of your own heads, not out of any book on essay writing. So, any original topic is fine as long as it fits the assigned essay type. Are there any more questions? Yes?
- M2: When are the essays due?
- W1: Every Monday I'll make a new essay assignment, which you'll have to hand in to me the following Friday. Another question?
- W2: Will the essays count toward the final grade?
- W1: Of course. The essays are the most important thing we do in this class. All together your essays will count for 65 percent of your final grade. Other class work will count for 15 percent and your tests will be 20 percent of the final grade. One more thing. Please type your essays on a computer. Handwritten essays are not acceptable, and I don't want to receive any photocopied work either.

Narrator: That is the end of Section 3. You now have half a minute to check your answers.

Now turn to Section 4 on page 154.

Section 4. You will hear a professor give a lecture. First you have some time to look at questions 31 to 36 on page 154.

Now listen carefully and answer questions 31 to 36.

Questions 31–36

Good evening. I'm Professor Williams and this class is Introduction to Anthropology. This class meets every Tuesday evening from 6:45 until 8:15. Please be on time for each class session. This evening we'll begin with a discussion of hunter-gatherer societies. This is an important topic because at one time all humans were hunter-gatherers. What are hunter-gatherer societies? They are groups of people that survive by hunting animals and gathering plants to eat. Typically in these societies the men's job is to hunt large animals while the women both gather plants and hunt smaller animals. Before twelve thousand years ago, all humans lived as hunter-gatherers. Now there are relatively few groups of people living this way, but there are some. Experts estimate that in about 50 years or so all such groups will have disappeared. Today hunter-gatherer societies still exist in the Arctic, in some desert areas, and in tropical rainforests. These are areas where other forms of food production, namely agriculture, are too difficult because of the climate.

Narrator: Before you hear the rest of the conversation, you have some time to look at questions 37 to 40 on page 154.

Now listen carefully and answer questions 37 to 40.

Questions 37–40

In history, many hunter-gatherer societies eventually developed into farming societies. What are some of the basic differences between hunter-gatherers and farmers? The first is that hunter-gatherers tend to be nomadic. They travel from place to place. Once they have used up the food in one area, they have to move on to the next place to find more. Farmers, on the other hand, are more likely to be sedentary. They can't move often because, of course, they have to stay in one place long enough to plant their crops and harvest them.

Another difference is that hunter-gatherer societies generally have lower population densities. Farming can support much higher population densities than hunting and gathering can because farming results in a larger food supply. So you'll find smaller groups among hunter-gatherers. Another very important difference is in social structure. A characteristic of hunter-gatherer societies is that they tend not to have hierarchical social structures. They usually don't have surplus food, or surplus anything, and if they did they would have no place to keep it since they move around so often. So in a hunter-gatherer society, there is little ability to support full-time leaders. Everybody has to spend their time looking for food. These societies are more egalitarian than farming societies, where we see hierarchical social structures begin to develop.

Please bear in mind that everything I have said so far this evening is of a general nature. Next we will look at some specific examples of hunter-gatherer societies to see how these general concepts translate into reality.

Narrator: That is the end of Section 4. You now have half a minute to check your answers.

You will now have 10 minutes to transfer your answers to the listening answer sheet.

This is almost the end of the test. You now have one more minute to check all your answers.

That is the end of the Listening section of Model Test 2.

MODEL TEST 3

Narrator: IELTS Listening. Model Test 3.

You will hear a number of different recordings, and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played once only.

The test is in four sections. Write all your answers in the Listening Question booklet. At the end of the test you will be given ten minutes to transfer your answers to an answer sheet.

Now turn to Section 1 on page 169.

Section 1. You will hear a conversation between a lost and found agent, and a woman who has lost something.

First you have some time to look at Questions 1 to 4 on page 169.

You will see that there is an example which has been done for you. On this occasion only, the conversation relating to this will be played first.

Example

- W1: (*excited and impatient*) Is this the lost and found department?
 M1: Yes, this is Lost Property. Did you lose something on the train?
 W1: Yes, I did. I lost something very valuable, and it's very important that I get it back.
 M1: All right, calm down. We'll fill in a lost item report form. Now, when did you lose the item?
 W1: Just now. Today. A few minutes ago.
 M1: Today's Monday, OK, right.

Narrator: The item was lost today which is Monday, so "Monday" has been written in the space. Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer questions 1 to 4.

Questions 1–4

- W1: (*excited and impatient*) Is this the lost and found department?
 M1: Yes, this is Lost Property. Did you lose something on the train?
 W1: Yes, I did. I lost something very valuable, and it's very important that I get it back.
 M1: All right, calm down. We'll fill out a lost item report form. Now, when did you lose the item?
 W1: Just now. Today. A few minutes ago.
 M1: Today's Monday, OK, right.
 W1: Can't you hurry? Can't you send the police to look for it or something?
 M1: Now just relax. This will only take a minute. May I have your name, please?
 W1: It's Patty, that's P-A-T-T-Y, last name Brown, like the color.
 M1: Patty Brown. All right, Ms. Brown, your address?
 W1: I live at 17 High Street.
 M1: Seventy or seventeen?
 W1: SevenTEEN.
 M1: Is that a house or a flat?
 W1: Oh. It's a flat, an apartment. Number 5. And the city is Riverdale.

Questions 11–14

M1: Good morning. Welcome to Day 2 of Student Orientation Week. The subject of the first talk today will be off-campus housing. This is of interest to those of you who don't want to live in student housing and are not familiar with our city. I'll give you some tips about where to look for housing and how to go about it.

OK, first let's talk about where to look for an apartment. There are some places that I don't recommend. The obvious place to look, you might think, would be in the neighborhood of the university. However, that's probably not a very good idea because, unfortunately, this is one of the more expensive areas of the city to live in. The downtown area is a popular place to visit; however, that's not a good place to look for housing, either, because it's mainly a commercial area. There are very few apartments there. It's also rather far from the university. So where does that leave us? I can recommend a couple of good places to look. Many students rent apartments in the uptown neighborhoods. The prices there are quite low, and many buses go there so it's very easy to get to the university from there. The Greenfield Park neighborhood is also popular. It's closer to the university, but not many buses run in that direction, so you'll need a car if you choose to live there.

Narrator: Before you hear the rest of the talk you have some time to look at questions 15 to 20 on page 170.

Now listen and answer the questions 15 to 20.

Questions 15–20

M1: All right, so let's say you've decided on a neighborhood. Next you have to find out what apartments are available. There are a number of places where you can look for apartment ads. The best place to look is at the university's Student Center. There is a wall there devoted to apartment ads. You can also look in the university newspaper. It comes out every Friday, which gives you the weekend for apartment hunting. The local city newspaper, *The Greenfield Times*, also lists apartment for rent ads. Again, Friday and Saturday are the best days. That's when you'll find the most ads. Finally, of course, you can look on the Internet. There are several Internet sites devoted to apartment rental ads in this area.

The staff at the Student Counseling Center is always ready to help you in your apartment search. They have available city maps as well as city bus schedules to help you get around to the various neighborhoods. If you would like to find someone to share an apartment with you, the Counseling Center has a roommate matching service. Most students find that having roommates is the most economical way to rent an apartment. The Center can also provide you with a list of inexpensive furniture stores. We all know how expensive it can be to furnish an apartment, but it can also be done in a more economical way. Also you might want to consider signing up for a meal plan on campus. If you don't like to cook or are too busy, well, you still have to eat, right? If you live off campus you can still eat in the university student dining rooms. We have plans for buying meals by the week, month, or semester. The Student Counseling Center can give you all the necessary information on that.

Narrator: That is the end of Section 2. You now have half a minute to check your answers.

Now turn to Section 3 on page 170.

Section 3. You will hear two students talking about their assignment.

First, you will have some time to look at questions 21 to 25 on page 170.

Now listen carefully and answer the questions 21 to 25.

Questions 21–25

- M1: Have you decided what you're going to write your paper on? The one for Professor Anderson's class?
- W1: The topic is transportation, right? I've been thinking about writing about bicycles as a way to solve our transportation problems.
- M1: Really? I usually think of bicycling as a sport or recreational activity.
- W1: Around here, that's what most people think. But in some parts of the world bicycles are an important form of transportation for many people. I think we have a lot to learn from them.
- M1: So, what are you going to say in your paper?
- W1: I'm not sure. Maybe you can help me figure some of it out.
- M1: Sure. OK, well, I'd say if you want to persuade people to use bicycles more often, you have to start by thinking about the advantages and disadvantages.
- W1: You're right. Let's see . . . well, I think the advantages are obvious. First, bicycling is good for your health.
- M1: Yes, that's true. And another thing is that bicycles are a lot cheaper to use than cars.
- W1: Or any other form of transportation, when you think about it. You don't have to pay a fare every time you ride your bike, like you do when you take the bus or the train.
- M1: OK, another one is that bicycles don't cause pollution like cars and buses do.
- W1: Yeah, that's a really important one. Bicycles are a clean form of transportation.
- M1: OK, so what about the other side? What are some disadvantages, some reasons why people might not want to use bicycles?
- W1: One thing I thought of is weather. Who wants to ride a bike in the rain? Or if you live where the weather is cold all winter, it would be hard to use a bicycle regularly. So bad weather would be a problem.
- M1: Bad health would be too. Some people just aren't strong enough to ride bikes very much. You have to be in good shape.
- W1: Yes, especially if you live far from your job or wherever you have to go. So that would be another problem, distance. It's difficult to ride your bike if your trip is a long distance.

Narrator: Before you hear the rest of the conversation, you have some time to look at questions 26 to 30 on page 171.

Now listen and answer questions 26 to 30.

Questions 26–30

- M1: OK, so using a bike might not work for everyone, but for a lot of people it would. How can people be encouraged to use bikes for transportation?
- W1: I think there's a lot cities can do. I think the biggest thing is making bicycle lanes on roads. It's really dangerous riding a bike where there's a lot of traffic, so special lanes just for bicycles would make things a lot safer.
- M1: That's a great idea.
- W1: Yeah, they already do that in some cities. And another thing is to make safe places for people to leave their bikes. I mean like at subway stations. A lot of people ride to the subway station and then take the subway to work. They need a safe place to lock up their bikes all day so they don't get stolen.
- M1: That seems important.
- W1: Yes, and another thing I've read about is maps. Some cities provide bicycling maps that show all the good routes. They show people how easy it is to get around by bike.
- M1: OK, but what about equipment? Don't you need a lot of special stuff to ride a bicycle?

Questions 11–17

- M1: Good afternoon and welcome to Travel Time. Our guest today is Sheila Farnsworth, director of Raven Tours travel agency. She'll talk to us about travel to Raven Island.
- F1: Thank you, George. Raven Island is becoming quite a popular tourist destination, and with good reason. The prices are still low, and there's so much to enjoy there. Most tourists to Raven Island usually spend their time in one of two places. Ravensburg is the major city on the island, though with a population of only 56,000, it's not large by most standards. But for those who enjoy a more urban style vacation, Ravensburg is where they go. For those looking for a bit of peace and quiet, Blackstone Beach is a favorite destination. This town, located on the island's northern coast, has a population of just 12,000 people.

The weather on Raven Island is always nice, especially during the summer. Summer in the city of Ravensburg is warm with average temperatures reaching 26 degrees or higher, and the weather is always pleasantly sunny there during July and August. Summer at Blackstone is a bit cooler, with average temperatures of around 23 degrees, and the weather is often windy because, of course, it's located on the coast.

Ravenburg has a lot to offer visitors. Its clubs and theaters are well-known, so if entertainment is what you're looking for, Ravensburg has the advantage there. The disadvantage to this is that, particularly during the summer theater festival, the city can become quite crowded with entertainment seekers. Blackstone Beach, on the other hand, is famous for its many fine seafood restaurants, considered to be the best on the island. So if you like seafood, that's the place to go. Unfortunately, eating seafood is the major activity in Blackstone. It's a very quiet town, which is a disadvantage if you're looking for excitement.

How can you get there? The Ravensburg airport is actually located a bit out of town. It's 25 kilometers from the city, but frequent bus service, taxis, and car rentals make it quite easy to get downtown. Travelers to Blackstone Beach also use the Ravensburg airport, which is about 75 kilometers away. There are three buses a day from the airport to Blackstone or you can rent¹ a car, of course.

- Narrator: Before you hear the rest of the talk, you have some time to look at questions 18 to 20 on page 187.

Now listen and answer the questions 18 to 20.

Questions 18–20

- F1: Because of the low prices on Raven Island, many tourists travel there with shopping on their minds. What are some of the best bargains available on the island? Well, contrary to what one might think, native handicrafts are not a popular item. And although Raven Island has a beautiful musical tradition, there are not many CDs available of the native music, and the ones that are available are quite expensive. Some very good deals can be found, however, in the perfume shops. Raven Island Scents, a local factory, produces several fashionable perfumes, which they sell at reasonable prices. Jewelry is also popular among tourists, and jewelry shops abound. Since fishing is the major island industry, no tourist goes home without a package of smoked fish. If you want to try fishing yourself, however, be sure to bring your own fishing gear.² Believe it or not, it's difficult and expensive for tourists to buy it on the island.

¹BRITISH: hire.

²BRITISH: tackle.

NOTE: Please photocopy the Answer Sheets on page 339 to 344 to use for Model Tests.

IELTS Listening Answer Sheet

1		<u>✓</u> 1 <u>✗</u>	21		<u>✓</u> 21 <u>✗</u>
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13		<u> </u> 13 <u> </u>	33		<u> </u> 33 <u> </u>
14		<u> </u> 14 <u> </u>	34		<u> </u> 34 <u> </u>
15		<u> </u> 15 <u> </u>	35		<u> </u> 35 <u> </u>
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17		<u> </u> 17 <u> </u>	37		<u> </u> 37 <u> </u>
18		<u> </u> 18 <u> </u>	38		<u> </u> 38 <u> </u>
19		<u> </u> 19 <u> </u>	39		<u> </u> 39 <u> </u>
20		<u> </u> 20 <u> </u>	40		<u> </u> 40 <u> </u>
			Listening Total		

IELTS Reading Answer Sheet

Module taken:

Academic General Training

1		<input type="checkbox"/> 1 <input type="checkbox"/>	21		<input type="checkbox"/> 21 <input type="checkbox"/>
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3		<input type="checkbox"/> 3 <input type="checkbox"/>	23		<input type="checkbox"/> 23 <input type="checkbox"/>
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