Listening Segment

Audio:
https://drive.google.com/file/d/1OrPUyzE57oCEDl6fKmxBSmZXbYrP2CCt/view?usp=sharing

Complete the information below. Write NO MORE THAN TWO WORDS OR A NUMBER for each answer.

Hiring an auditorium

Purpose: Hosting a **(1)** _____
Date: (2) _____ 15th
Time: 4 pm to (**3**) _____ pm

Auditoriums	**Total seats**
Central View Lake	**(4)** _____
(5) _____	60

Client information

Name: Charles **(6)** _____
Phone: (7) _____
Total Cost: (8) £_____

Conditions:

- Remove all the (9) _____
- No (10) _____ music

Answers:

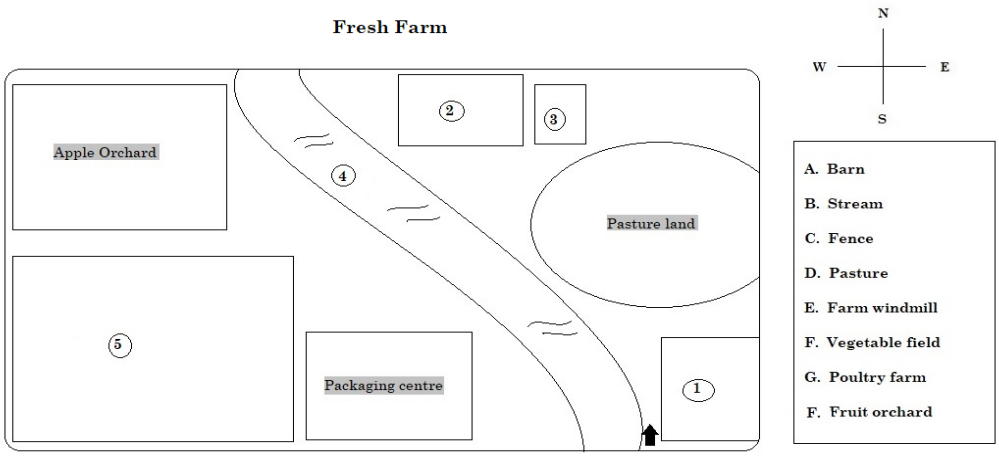
1. party
2. February
3. 6
4. 200
5. Westpoint Gathering
6. Mcarthy
7. 087538763
8. 200
9. decorations
10. loud

Audio:

https://drive.google.com/file/d/1B83sPM5A0EYNajykOcm2UsF1ALTjwPtK/view?usp=sharing

Label the plan below

Choose five answers from the box and write the correct letters A-G next to questions 1-5.



Answer Key:

1. G

2. A

3. E

4. B

5. F

Audio :

https://drive.google.com/file/d/1VBdEI0QJbfn_NwLP18BXV0-fZBP800_Z/view?usp=sharing

Questions 1-5

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

1. Dartfield House school used to be

A) a tourist information centre.

B) a private home.

C) a local council building.

2. What is planned with regard to the lower school?

A) All buildings on the main site will be improved.

B) The lower school site will be used for new homes.

C) Additional school buildings will be constructed on the lower school site.

3. The catering has been changed because of

A) long queuing times.

B) changes to the school timetable.

C) dissatisfaction with the menus.

4. Parents are asked to

A) help their children to decide in advance which serving point to use.

B) make sure their children have enough money for food.

C) advise their children on healthy food to eat.

5. What does the speaker say about the existing canteen?

A) Food will still be served there.

B) Only staff will have access to it.

C) Pupils can take their food Into.

Answer key

1. C
2. B
3. A
4. A
5. C

Audio:

part 1:

https://drive.google.com/file/d/1RmAWkFkHwop4bJXC6RcxqjFUe0bXmU1R/view?usp=sharing

Part 2:

https://drive.google.com/file/d/17cOYgOND5qwaxSU5Ng3Xn30lJNzl3MNc/view?usp=sharing

(No more than 2 words)

In book publishing, often the writing process takes the **(1)** _____. If the author decides to publish the book traditionally, they have to start by finding a book **(2)**_____ . Depending on the author's previous experience, the publisher might want the entire completed **(3)**_____ or just the idea.

An acquisition editor will present the book in the **(4)**_____ meeting. When the book gets accepted in the meeting, it goes under **(5)**_____ . The manuscript will go through various editing before it is ready for the

(6)_____ . The cover of the book needs to represent the book and stand out. Offset printing will produce the **(7)**_____ quality books.

Printed books will be stored inside a **(8)**_____ waiting for distribution. Ebooks will be sold online **(9)**_____ . Sadly, not every printed copy of the book will get sold.

Audiobooks are gaining popularity and an audiobook publisher will buy the **(10)**_____ from the publisher to produce the audiobook.

Answer Keys

1. longest
2. publisher
3. manuscript
4. acquisitions
5. contract
6. readers
7. highest
8. warehouse
9. retailers
10. licence

Audio:
https://drive.google.com/file/d/1-lF9Eq1S-0wmNmZnCVZtjcfbwCU3Ab9_/view?usp=sharing

When a person becomes **(1)**_____ about his/her phone, this can be a symptom of Nomophobia. This phobia is now very common among **(2)**_____ people having mobile phones. They tend to overlook their

(3)_____ relationships and give more importance to keep themselves indulged in this device. According to the report, 53 percent of the **(4)**_____ people become uncomfortable when they lose their phones, **(5)**_____ out of charge or balance or face any network issue. This phobia can make people so anxious about their mobile phones that they cannot even **(6)**_____ without it. The **(7)**_____ emissions from the phones may have a hazardous problem in the brain cells.

Their consciousness of their phones creates troubles in their **(8)**_____.

It also intervenes in the **(9)**_____ activities of the users. Ultimately, this addiction to mobile phones leads them to serious **(10)**_____ issues.

Answer keys:

1. anxious
2. young
3. genuine
4. Britain
5. run
6. sleep
7. radiation
8. relationships
9. day-to-day
10. psychological

Reading Segment

Reading Passage 1

Adapted with permission from Encyclopaedia Britannica, © 2007 by Encyclopaedia Britannica, Inc.

The Life and Work of Marie Curie

The marriage of Pierre and Marie Curie in 1895 marked the start of a partnership that was soon to achieve results of world significance. Following Henri Becquerel's discovery in 1896 of a new phenomenon, which Marie later called 'radioactivity', Marie Curie decided to find out if the radioactivity discovered in uranium was to be found in other elements. She discovered that this was true for thorium.

Turning her attention to minerals, she found her interest drawn to pitchblende, a mineral whose radioactivity, superior to that of pure uranium, could be explained only by the presence in the ore of small quantities of an unknown substance of very high activity. Pierre Curie joined her in the work that she had undertaken to resolve this problem, and that led to the discovery of the new elements, polonium and radium. While Pierre Curie devoted himself chiefly to the physical study of the new radiations, Marie Curie struggled to obtain pure radium in the metallic state. This was achieved with the help of the chemist

André-Louis Debierne, one of Pierre Curie's pupils. Based on the results of this research, Marie Curie received her Doctorate of Science, and in 1903 Marie and Pierre shared with Becquerel the Nobel Prize for Physics for the discovery of radioactivity.

The births of Marie's two daughters, Irène and Eve, in 1897 and 1904 failed to interrupt her scientific work. She was appointed lecturer in physics at the École Normale Supérieure for girls in Sèvres, France (1900), and introduced a method of teaching based on experimental demonstrations. In December 1904, she was appointed chief assistant in the laboratory directed by Pierre Curie.

The sudden death of her husband in 1906 was a bitter blow to Marie Curie, but was also a turning point in her career: henceforth she was to devote all her energy to completing alone the scientific work that they had undertaken. On May 13, 1906, she was appointed to the professorship that had been left vacant on her husband's death, becoming the first woman to teach at the Sorbonne. In 1911 she was awarded the Nobel Prize for Chemistry for the isolation of a pure form of radium.

During World War I, Marie Curie, with the help of her daughter Irène, devoted herself to the development of the use of X-radiography, including the mobile units which came to be known as 'Little Curies', used for the treatment of wounded soldiers. In 1918 the Radium Institute, whose staff Irène had joined, began to operate in earnest, and became a centre for nuclear physics and chemistry. Marie Curie, now at the highest point of her fame and, from 1922, a member of the Academy of Medicine, researched the chemistry of radioactive substances and their medical applications.

In 1921, accompanied by her two daughters, Marie Curie made a triumphant journey to the United States to raise funds for research on radium. Women there presented her with a gram of radium for her campaign. Marie also gave lectures in Belgium, Brazil, Spain and Czechoslovakia and, in addition, had the satisfaction of seeing the development of the Curie Foundation in Paris, and the inauguration in 1932 in Warsaw of the Radium Institute, where her sister Bronia became director.

One of Marie Curie's outstanding achievements was to have understood the need to accumulate intense radioactive sources, not only to treat illness but also to maintain an abundant supply for research. The existence in Paris at the Radium Institute of a stock of 1.5 grams of radium made a decisive contribution to the success of the experiments undertaken in the years around 1930. This work prepared the way for the discovery of the neutron by Sir James Chadwick and, above all, for the discovery in 1934 by Irène and Frédéric Joliot-Curie of artificial radioactivity. A few months after this discovery, Marie Curie died as a result of leukaemia caused by exposure to radiation. She had often carried test tubes containing radioactive isotopes in her pocket, remarking on the pretty blue-green light they gave off.

Her contribution to physics had been immense, not only in her own work, the importance of which had been demonstrated by her two Nobel Prizes, but because of her influence on subsequent generations of nuclear physicists and chemists.

Questions 1 – 6

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

In boxes **1-6** on your answer sheet,

write **TRUE** if the statement agrees with the information

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

1. Marie Curie's husband was a joint winner of both Marie's Nobel Prizes.

2. Marie became interested in science when she was a child.

3. Marie was able to attend the Sorbonne because of her sister's financial contribution.

4. Marie stopped doing research for several years when her children were born.

5. Marie took over the teaching position her husband had held.

6. Marie's sister Bronia studied the medical uses of radioactivity.

Complete the notes below.

*Choose **ONE WORD ONLY** from the passage for each answer. Write your answers in boxes **7–13** on your answer sheet.*

Marie Curie's research on radioactivity

When uranium was discovered to be radioactive, Marie Curie found that the element called **(7)** ..... had the same property.

Marie and Pierre Curie's research into the radioactivity of the mineral known as **(8)** ..... led to the discovery of two new elements.

In 1911, Marie Curie received recognition for her work on element **(9)** ..... .

Marie and Irène Curie developed X-radiography which was used as a medical technique for **(10)** ..... .

Marie Curie saw the importance of collecting radioactive material both for research and for cases of **(11)** ..... .

The radioactive material stocked in Paris contributed to the discoveries in the 1930s of the **(12)** ..... and of what was known as artificial radioactivity.

During her research, Marie Curie was exposed to radiation and as a result she suffered from **(13)** ..... .

Answers

1. FALSE
2. NOT GIVEN
3. TRUE
4. FALSE
5. TRUE
6. NOT GIVEN
7. Thorium
8. Pitchblende
9. Radium
10. soldiers
11. illness
12. Neutron
13. Leukaemia

READING PASSAGE 2

You should spend about 20 minutes on **Questions 14-27** which are based on Reading Passage 2 below.

Changes in reading habits

What are the implications of the way we read today?

Look around on your next plane trip. The iPad is the new pacifier for babies and toddlers. Younger school-aged children read stories on smartphones; older kids don't read at all, but hunch over video games. Parents and other passengers read on tablets or skim a flotilla of email and news feeds. Unbeknown to most of us, an invisible, game-changing transformation links everyone in this picture: the neuronal circuit that underlies the brain's ability to read is subtly, rapidly changing and this has implications for everyone from the pre-reading toddler to the expert adult.

As work in neurosciences indicates, the acquisition of literacy necessitated a new circuit in our species' brain more than 6,000 years ago. That circuit evolved from a very simple mechanism for decoding basic information, like the number of goats in one's herd, to the present, highly elaborated reading brain. My research depicts how the present reading brain enables the development of some of our most important intellectual and affective processes: internalised knowledge, analogical reasoning, and inference; perspective-taking and empathy; critical analysis and the generation of insight. Research surfacing in many parts of the world now cautions that each of these essential 'deep reading' processes may be under threat as we move into digital-based modes of reading.

This is not a simple, binary issue of print versus digital reading and technological innovations. As MIT scholar Sherry Turkle has written, we do not err as a society when we innovate but when we ignore what we disrupt or diminish while innovating. In this hinge moment between print and digital cultures, society needs to confront what is diminishing in the expert reading circuit, what our children and older students are not developing, and what we can do about it.

We know from research that the reading circuit is not given to human beings through a genetic blueprint like vision or language; it needs an environment to develop. Further, it will adapt to that environment's requirements – from different writing systems to the characteristics of whatever medium is used. If the dominant medium advantages processes that are fast, multi-task oriented and well-suited for large volumes of information, like the current digital medium, so will the reading circuit. As UCLA psychologist Patricia Greenfield writes, the result is that less attention and time will be allocated to slower, time-demanding deep reading processes.

Increasing reports from educators and from researchers in psychology and the humanities bear this out. English literature scholar and teacher Mark Edmundson describes how many college students actively avoid the classic literature of the 19th and 20th centuries in favour of something simpler as they no longer have the patience to read longer, denser, more difficult texts. We should be less concerned with students' 'cognitive impatience', however, than by what may underlie it: the potential inability of large numbers of students to read with a level of critical analysis sufficient to comprehend the complexity of thought and argument found in more demanding texts.

Multiple studies show that digital screen use may be causing a variety of troubling downstream effects on reading comprehension in older high school and college students. In Stavanger, Norway, psychologist Anne Mangen and colleagues studied how high school students comprehend the same material

in different mediums. Mangen's group asked subjects questions about a short story whose plot had universal student appeal; half of the students read the story on a tablet, the other half in paperback. Results indicated that students who read on print were superior in their comprehension to screen-reading peers, particularly in their ability to sequence detail and reconstruct the plot in chronological order.

Ziming Liu from San Jose State University has conducted a series of studies which indicate that the 'new norm' in reading is skimming, involving word-spotting and browsing through the text. Many readers now use a pattern when reading in which they sample the first line and then word-spot through the rest of the text. When the reading brain skims like this, it reduces time allocated to deep reading processes. In other words, we don't have time to grasp complexity, to understand another's feelings, to perceive beauty, and to create thoughts of the reader's own.

The possibility that critical analysis, empathy and other deep reading processes could become the unintended 'collateral damage' of our digital culture is not a straightforward binary issue about print versus digital reading. It is about how we all have begun to read on various mediums and how that changes not only what we read, but also the purposes for which we read. Nor is it only about the young. The subtle atrophy of critical analysis and empathy affects us all equally. It affects our ability to navigate a constant bombardment of information. It incentivizes a retreat to the most familiar stores of unchecked information, which require and receive no analysis, leaving us susceptible to false information and irrational ideas.

There's an old rule in neuroscience that does not alter with age: use it or lose it. It is a very hopeful principle when applied to critical thought in the reading brain because it implies choice. The story of the changing reading brain is hardly finished. We possess both the science and the technology to identify and redress the changes in how we read before they become entrenched. If

we work to understand exactly what we will lose, alongside the extraordinary new capacities that the digital world has brought us, there is as much reason for excitement as caution.

Questions 14-17

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

*Write the correct letter in boxes **14-17** on your answer sheet.*

14. What is the writer's main point in the first paragraph?

A. Our use of technology is having a hidden effect on us.

B. Technology can be used to help youngsters to read.

C. Travellers should be encouraged to use technology on planes.

D. Playing games is a more popular use of technology than reading.

15. What main point does Sherry Turkle make about innovation?

A. Technological innovation has led to a reduction in print reading.

B. We should pay attention to what might be lost when innovation occurs.

C. We should encourage more young people to become involved in innovation.

D. There is a difference between developing products and developing ideas.

16. What point is the writer making in the fourth paragraph?

A. Humans have an inborn ability to read and write.

B. Reading can be done using many different mediums.

C. Writing systems make unexpected demands on the brain.

D. Some brain circuits adjust to whatever is required of them.

17. According to Mark Edmundson, the attitude of college students

A. has changed the way he teaches.

B. has influenced what they select to read.

C. does not worry him as much as it does others.

D. does not match the views of the general public.

Questions 18-22

Complete the summary using the list of words, **A-H**, below.

*Write the correct letter, **A-H**, in boxes **18-22** on your answer sheet.*

Studies on digital screen use

There have been many studies on digital screen use, showing some **(18)** ..... trends. Psychologist Anne Mangen gave high-school students a short story to read, half using digital and half using print mediums. Her team then used a question-and-answer technique to find out how **(19)** ..... each group's understanding of the plot was. The findings showed a clear pattern in the responses, with those who read screens finding the order of information **(20)** ..... to recall.

Studies by Ziming Liu show that students are tending to read **(21)** ..... words and phrases in a text to save time. This approach, she says, gives the

reader a superficial understanding of the **(22)** ..... content of material, leaving no time for thought.

A. Fast **B.** Isolated **C.** Emotional **D.** Worrying

E. Many **F.** Hard **G.** Combined **H.** Thorough

Questions 23-27

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

*In boxes **23-27** on your answer sheet, write*

TRUE if the statement agrees with the views of the writer

FALSE if the statement contradicts the views of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

23. The medium we use to read can affect our choice of reading content.

24. Some age groups are more likely to lose their complex reading skills than others.

25. False information has become more widespread in today's digital era.

26. Different reading methods have changed the motive of our reading.

27. We still have opportunities to rectify the problems that technology is presenting.

Answers

14. A
15. B
16. D
17. B
18. D
19. H
20. F
21. B
22. C
23. TRUE
24. FALSE
25. NOT GIVEN
26. TRUE
27. TRUE

READING PASSAGE 3

You should spend about 20 minutes on **Questions 28-40** which are based on Reading Passage 3 below.

Food for thought 2

A

There are not enough classrooms at the Msekeni primary school, so half the lessons take place in the shade of yellow-blossomed acacia trees. Given this shortage, it might seem odd that one of the school's purpose-built classrooms has been emptied of pupils and turned into a storeroom for sacks of grain. But it makes sense. Food matters more than shelter.

B

Msekeni is in one of the poorer parts of Malawi, a landlocked southern African country of exceptional beauty and great poverty. No war lays waste Malawi, nor is the land unusually crowded or infertile, but Malawians still have trouble finding enough to eat. Half of the children under five are underfed to the point of stunting. Hunger blights most aspects of Malawian life, so the country is as good a place as any to investigate how nutrition affects development, and vice versa.

C

The headmaster at Msekeni, Bernard Kumanda, has strong views on the subject. He thinks food is a priceless teaching aid. Since 1999, his pupils have received free school lunches. Donors such as the World Food Programme (WFP) provide the food: those sacks of grain (mostly mixed maize and soya bean flour, enriched with vitamin A) in that converted classroom. Local volunteers do the cooking – turning the dry ingredients into a bland but nutritious slope and spooning it out onto plastic plates. The children line up in large crowds, cheerfully singing a song called “We are getting porridge”.

D

When the school’s feeding programme was introduced, enrolment at Msekeni, doubled. Some of the new pupils had switched from nearby schools that did not give out free porridge, but most were children whose families had previously kept them at home to work. These families were so poor that the long-term benefits of education seemed unattractive when setting against the short-term gain of sending children out to gather firewood or help in the fields. One plate of porridge a day completely altered the calculation. A child fed at school will not howl so plaintively for food at home. Girls, who are more likely than boys to be kept out of school, are given extra snacks to take home.

E

When a school takes in a horde of extra students from the poorest homes, you would expect standards to drop. Anywhere in the world, poor kids tend to perform worse than their better-off classmates. When the influx of new pupils is not accompanied by an increase in the number of teachers, as was the case at Msekeni, you would expect standards to fall even further. But they have not. Pass rates at Msekeni, improved dramatically, from 30% to 85%. Although this was an exceptional example, the nationwide results of school feeding programmes were still pretty good. On average, after a Malawian school started handing out free food it attracted 38% more girls and 24% more boys. The pass rate for boys stayed about the same, while for girls it improved by 9.5%.

F

Better nutrition makes for brighter children. Most immediately, well-fed children find it easier to concentrate. It is hard to focus the mind on long division when your stomach is screaming for food. Mr Kumanda says that it used to be easy to spot the kids who were really undernourished. “They were the ones who stared into space and didn’t respond when you asked the question,” he says. More crucially, though, more and better food helps brains grow and develop. Like any other organ in the body, the brain needs nutrition and exercise. But if it is starved of the necessary calories, proteins and micronutrients, it is stunted, perhaps not as severely as a muscle would be, but stunted nonetheless. That is why feeding children at schools works so well. And the fact that the effect of feeding was more pronounced in girls than in boys gives a clue to who eats first in rural Malawian households. It isn’t the girls.

G

On a global scale, the good news is that people are eating better than ever before. Homo sapiens has grown 50% bigger since the industrial revolution. Three centuries ago, chronic malnutrition was more or less universal. Now, it is extremely rare in rich countries. In developing countries, where most people live, plates and rice bowls are also fuller than ever before. The proportion of children under five in the developing world who are malnourished to the point of stunting fell from 39% in 1990 to 30% in 2000, says the World Health Organisation (WHO). In other places, the battle against hunger is steadily being won. Better nutrition is making people cleverer and more energetic, which will help them grow more prosperous. And when they eventually join the ranks of the well off, they can start fretting about growing too fast.

Questions 28-34

The reading passage has seven paragraphs, **A-G.**

Choose the correct heading for paragraphs **A-G** from the list below.

*Write the correct number, **i-xi**, in boxes **28-34** on your answer sheet.*

List of Headings

i. Why better food helps students' learning

ii. A song for getting porridge

iii. Surprising use of school premises

iv. Global perspective

v. Brains can be starved

vi. Surprising academics outcome

Vii. Girls are specially treated in the program

viii. How food program is operated

ix. How food program affects school attendance

x. None of the usual reasons

xi. How to maintain an academic standard

28. Paragraph A

29. Paragraph B

30. Paragraph C

31. Paragraph D

32. Paragraph E

33. Paragraph F

34. Paragraph G

Questions 35-38

Complete the sentences below using **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage.

*Write your answers in boxes **35-38** on your answer sheet.*

35. ..... are exclusively offered to girls in the feeding programme.

36. Instead of going to school, many children in poverty are sent to collect ..... in the fields.

37. The pass rate as Msekeni has risen to ..... with the help of the feeding programme.

38. Since the industrial revolution, the size of the modern human has grown by …… .

Questions 39-40

Choose **TWO** letters, **A-F**

*Write your answers in boxes **39**and **40** on your answer sheet.*

Which TWO of the following statements are true?

A. Some children are taught in the open air.

B. Malawi has trouble feeding its large population.

C. No new staff were recruited when attendance rose.

D. Girls enjoy a higher status than boys in the family.

E. Boys and girls experience the same improvement in the pass rate.

F. WHO has cooperated with WFP to provide grain to the school at Msekeni.

Answers

28.iii
29. X
30. Viii
31. ix
32. Vi
33. i
34. iv
35. Extra snacks

36. firewood
37. 85%
38. 50%
39. A
40. C

Writing Segment

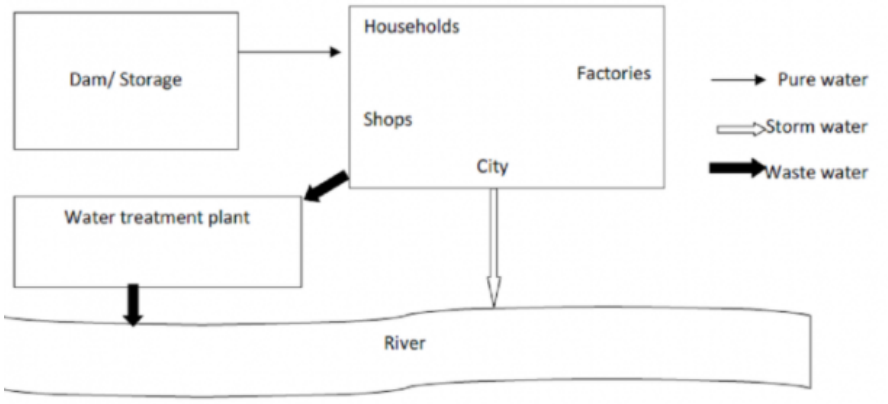
Writing task 1

You should spend about 20 minutes on this task.

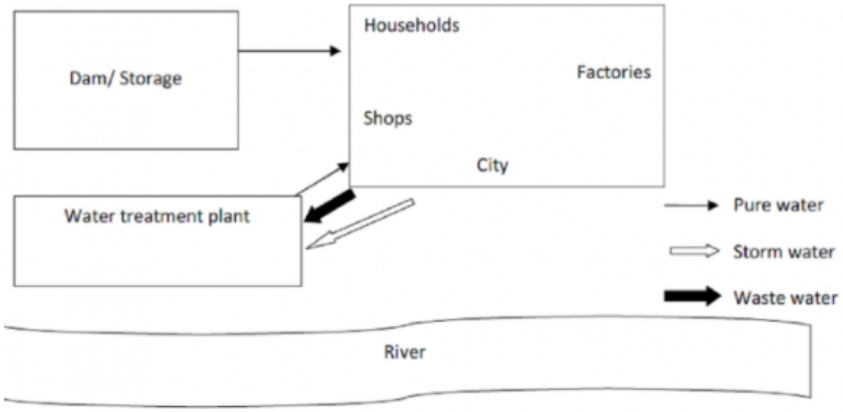
The diagrams below show the water supply system in Australia at present and in future.
Summarise the information by selecting and reporting the main features.

Write at least 150 words.

Present water supply:



Future water supply system:



Answer:

The diagram illustrates the way the water supply system currently works in Australia and the plans for future changes. Overall, the main change in the future water supply system is based on recycling water for use in the city.

The current water supply system shows that pure water is stored in a dam before being transferred to a city to be used by households, shops and factories. From the city, storm water is directed straight into the river whereas waste water is sent to the water treatment plant to be processed. After the wastewater is treated, it is safe to be released into the river.

Regarding the future water supply system, it can be seen that the storage of pure water in the dam and the uses of it in the city are the same as the previous system. However, both the storm water and waste water from the city are to be directed to the water treatment plant for processing after which they will both be recycled back for use in the city. It is planned that no water will be released into the river.

Writing task 2

Agree/Disagree essay

"Many people argue that eating junk food has led to an unhealthy lifestyle. This problem has become more common among young people these days. Do you agree or disagree that junk food is the cause of the issue?"

Answer:

There have been arguments about whether junk foods are driving people to an unhealthy routine in life. In my opinion, junk food consumption is one of the major reasons for this development. Medical and social journals have tried to discuss how junk food availability along with a decrease in physical exercise among young people has led to many health complications.

Easy and widespread availability of fast food made the consumer attracted to these food items. Consumers are less conscious about the food ingredients used in it and often end up consuming unhealthy amounts of lipids, carbohydrates and calories present with the fast-food items. Furthermore, the busy metropolitan lifestyle often deprives a person of the time to explore and change food habits to healthy consumption as it is costlier and takes more effort.

Aside from the consumption of junk foods, the sense of disdain towards physical exercise among the younger population is also to be taken into

account. Children and young adults opt to invest themselves in video games rather than outdoor sports. Moreover, unhealthy habits like sleeping late and waking up late have also contributed significantly. Aside from that, the easy access to automobiles for travel, even for short distances, has curtailed physical movement. Hence, consumption of junk food and minimised amount of time for physical exercise has synthesised to debilitate the health of many.

To put it all together, in my opinion, junk food consumption is one of the reasons, but not the only one, for the increase in people leading an unhealthy lifestyle. Other factors, i.e. decline in physical activity among the younger generation also play a critical role.

Speaking Segment

IELTS Speaking Test Part 2

Describe a vacation you would like to have in the future.

You should say -

• Where you will go

• Why you will go there

• Whom you will go with

• When you will go

• What you will do there

• How you are feeling about it

Answer:

I am beyond delighted to be able to talk about this topic since I have been planning a vacation after my graduation for quite a long time. Among a plethora of vacation spots, I would love to spend this dream vacation in Bangkok, the capital city of Thailand. This would be my best-loved vacation spot as I have always been fascinated by the great eats, mesmerising beaches, exciting nightlife and unique cultural aspects that Thailand offers to tourists. Generally, tours are enjoyed with friends or family and I absolutely adore that notion. However, this time I would love to visit Thailand all by myself. The reason behind this resolution is to challenge my limits and ability to deal with roadblocks on the way and to reflect on my thoughts while I explore the city. As I said earlier, I would fly to Bangkok right after I am done with my graduation; and I believe this would be an exceptional treat to myself after all the hardships. In fact, I have been saving up for quite a long time so that I can enjoy myself to the fullest in Bangkok. I would cherish visiting Chao Phraya River in Bangkok, particularly to enjoy the stunning view of sunset over the river, probably while reflecting on my thoughts. Also, I intend to visit some of Bangkok's main attractions like The beautiful Grand Palace and The Emerald Buddha. Well, how could I leave behind all those appetising street eats! Pad Thai, satay, noodle soup, soy sauce noodles, all these items are

already starving me! Anyway, I almost thought I was on vacation while talking about it. I've been on cloud nine ever since I started planning this trip. In other words, I am breathlessly anticipating my solo trip to Bangkok.