

# IELTS REHBERİ

*“5.5’tan 7’ye”*

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## ÖZ

Bu rehber; İngilizce dil seviyesi IELTS 5.5 (intermediate-upperintermediate, B1) bandında olan ve Academic IELTS'ten 7 skorunu hedefleyen öğrenciler için, yaklaşık 6 aylık bir süreç içerisinde 3 aya yakın bir süre boyunca yoğun bir şekilde IELTS çalışan ve ikisi IELTS UKVI olmak üzere toplamda 6 IELTS sınavına giren, ilk girdiği sınavdan 5.5 alıp son girdiği sınavda hedefi olan Overall: 7-Writing: 7 skoruna ulaşan İstanbul Üniversitesi Hukuk Fakültesi mezunu bir öğrenci tarafından; kendisinin şahsi tecrübeleri ve notlarına dayanarak IELTS'e girecek başka öğrencilere yol gösterebilmek amacıyla hazırlanmıştır.

Rehberin ilk bölümünde IELTS sınavının tanımı yapılp, sınavın ücreti, düzenlendiği yerler, düzenlenmiş şekli ve organizatörler hakkında kısa bir bilgi verildikten sonra, ikinci bölümde IELTS sınavının içeriğine dair açıklayıcı özet bilgiler sunulmaktadır. Ana bölüm olan 3 bölümde ise IELTS'e hazırlık sürecinde faydalanaabileceğiniz kaynaklar gösterildikten sonra, bu sınava zamanı verimli kullanarak en hızlı ve doğru şekilde nasıl çalışabileceğine ilişkin tecrübeye dayalı bilgiler, önemli notlar ve tavsiyeler aktarılmaktadır.

Rehberin en sonuna ise sınava hazırlananların hazırlık sürecinde ihtiyaç duyacakları ve onlara fayda sağlayacak dosyalar eklenmiştir.

## ÖNSÖZ

16 Nisan 2015 sabahı yüksek lisansımı yapmak için yaklaşık 1 yıldır hayâlini kurduğum okula kabul edildiğime dair maili aldığımda ne okulun istediği seviyede İngilizce bilgimvardı ne de bu süreçteki harcamaları karşılayacak ekonomik imkânım. Lise hayatım boyunca bir doğru düzgün bir İngilizce eğitimi alamamıştım. Vizeler, finaller mezuniyet, not ortalaması derken 4 senelik üniversite hayatı da geçivermişti ve ben hâlâ anadilime sıkı sıkı sarılmış bekliyordum! Hem ailemin ekonomik durumu da İngiltere'de 1 yıl sürecek bir eğitim sürecinin masraflarını karşılayamazdı. Neresinden bakılırsa bakılsın durum hiç iç açıcı değildi, ama nasıl olduysa bu okul da okumak hayâli içime düşmüştü ve işte kabul edilmiştim. Peki, ne yapmalydım şimdi?

Hemen İngilizce çalışmaya başladım. Kendi çapımda internetten bulabildiğim videolar ve siteler üzerinden 15-20 gün çalışıktan sonra bir tane bile deneme çözmeden IELTS UKVI sınavına girdim. Sınav sonucum hakkında en ufak bir fikrim bile yoktu. 13 gün sonra açıklanan sonuçlara göre İngilizce seviyem 5.5'tu. Sonucun ardından hemen 1 ay süren ve toplamda 80 saat ders anlatılan bir IETLS kursuna yazıldım. Kurs bittikten sonra girdiğim IELTS sınavından çok umutluydum, bu sefer hedefim olan 7 gelebilirdi. Ama yapamadım; 6.5! Olsun diyerek tekrar çalışmaya başladım ve belirli aralıklarla toplamda 3 sınava daha girdim. Sonuç bir türlü değişimmemiştir. 6.5'ta kalmıştım işte ve bir türlü istediğim sonuca ulaşamıyordum. Listening 7 gelse, Writing 6 geliyor; Reading'ten 6.5 yapsam Speaking puanım Overall skorumu düşürüyordu.

Öte yandan işin bir de ekonomik boyutu vardı. Tüm İngilizce çalışmalarımın yanında hazırladığım bir dosya ile kapı kapı dolaşıp burs arıyordu. Bana özel kalmasını istediğim için detaylarını paylaşamayacağım bu süreç sonunda bir kapı açılmıştı ve çok şükür bu engel en güzel bir şekilde ortadan kalkmıştı. Allah o kapuya götürürenden de, kapıyı aralayandan da razi olsun.

Her şey tamamdı işte, okuldan kabulüm gelmişti, bursumu da bulmuştum ama şu İngilizce'yi bir türlü halledememiştim! 1 ay kursa gitmiştim, 5 tane sınava girmiştim, toplamda yaklaşık 3-4 aydır yoğun bir şekilde sınava hazırlanıyordum ama hep 6.5'ta kalmışdım. Son bir kez daha girecektim. Başımı ellerimin arasına aldım ve girdiğim sınavların hepsinin bir muhasebesini yaptım. Tekrar ettiğim yanlışları tespit ettiğimi düşünerek bütün notlarımı, kitaplarımı ortaya koymam bir kez daha çalışmaya başladım. 21 Kasım 2015 sabahı sınava gireceğim otele gittim. Sınav başlamadan önce son tekrarlarımı yaptım ve sınav salonuna girdim. Artık hepsinin yüzlerine aşina olduğum gözetmenlerin huzurunda sınav başladı:

-Listening: iyiydi ya, hele 4. bölümü hiç böyle iyi yapmamıştım. Hadi Reading'te de göster kendi koçum.

-Allah Allah... Reading bölümünün bitmesine 1 dakika var ve ben kitapçıyı kapatıp önüne koymam. Normalde 3. bölümün son soruları yetişmezdi hiç...

-Ve Writing... Task 1: Table geldi. İyi, yazarım inşallah bir şeyler. Task 2? Küresel ısınma ve çevre kirliliği hakkında bugüne kadar dünya yeterli çözüm üretemedi. Sizce bunun sebepleri nedir? Ne gibi çözümler üretilebilir? Hımmm. Doğal kaynaklar, petrol, doğalgaz, Birleşmiş Milletler Güvenlik Konseyi, yenilenebilir enerji,

geri dönüşüm. Hadi bakalım, yazmaya başla genç... O da ne? Task 1 için 15 dakika kalmış! Hemen Task 1'ı yazmaya başlamam lazımdır. Son 5 dakika, son 3 dakika, son 1...

Yazdiğim son kelimededen birkaç saniye sonra süre bitmişti. Ama iki bölümde de daha önce yaptığım hatalara düşmeden iyi cevaplar verdiği düşünüyordum. Speaking bölümümne de öğleden sonra girip otelden ayrıldım. Bu sefer olmuş muydu acaba?

4 Aralık 2015 Cuma. Sonuç açıklandı. Overall: 7, Writing: 7. Çok şükür...

Anlattıklarımın hiçbir abartı ve fazlalık yok. Aksine bazı anlarda yaşadığım çok özel hisseleri kâğıda dökemedim. Hedeflediğim yoldaki belki de en kolay basamaklardan birinde bu kadar zorlanmışken bütün bunları tüm açıklığıyla anlattım çünkü sizlerin bu basamağı çok daha hızlı ve kolay bir şekilde aşmasını isterim.

Naçizane tecrübe dayanarak söylemeliyim ki, bu sürece girdiyseniz yanınızdan hiç eksik etmemeniz gereken birkaç şey var: İnanç, azim ve kararlılık, düzenli çalışma, sabır, dua, şükür ve en önemlisi tüm bunları süreç boyunca size nasihat edecek dost/dostlar. Beni, birkaç kez yapamayacağım, yoruldum, vazgeçiyorum demekten alıkoyan hep bunlar oldu.

Ben bir eğitmen ya da bu işte profesyonel bir kimse değilim. Sadece tecrübe dayanarak benden sonra bu yolda yürüyeceklerle yardımcı olması amacıyla böyle bir kitapçık hazırlamaya karar verdim. Rehberin muhtevasını yukarıda ÖZ kısmında açıklamaya çalıştım. Çalışmadığım, bana faydası dokunmayan hiçbir şeyi buraya koymadım. Mümkün olduğunda kısa tutmaya çalışarak ama ihtiyaç duyulacak herhangi bir materyali de es geçmeden hazırladığım bu rehber, az ya da çok insallah her okuyana fayda sağlar.

7'ler hepimizin olsun. Gayret bizden, tevfik Allah'tan...

**Abdulbaki Türkmenoğlu<sup>1</sup>**

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*Bu zorlu yolculukta yanımıda olmayı seçen; bana tüm kalbiyle inanıp bunu her fırsatта  
dile getiren, varlığı ve dualarıyla destegini hiç esirgemeyen  
Sevgili Dost'a...*

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## 1- IELTS Nedir?

IELTS Sınavı, İngilizce'nin kullanıldığı ülkelerde eğitim almak ya da çalışmak isteyenlerin İngilizce dil seviyelerini değerlendirmek için yapılan bir sınavdır. Dil becerilerini adil, doğru ve amaca uygun bir şekilde, dünya çapında kabul edilmiş standartlar çerçevesinde değerlendirir ve başlangıç seviyesinden en ileri seviyeye kadar tüm seviyelerini kapsar.

IELTS Sınavı, **Akademik** ve **Genel Eğitim** şeklinde iki çeşittir. Adaylar, eğitim ve profesyonel hedeflerine ve kendilerinden istenilen vize taleplerine göre hangi sınava gireceklerine karar verirler. Her iki sınav da **dinleme(listening)**, **okuma(reading)**, **yazma(writing)** ve **konuşma(speaking)** becerilerini değerlendiren dört bölümden oluşur.

IELTS, dört dil becerisini (dinleme, okuma, yazma ve konuşma) kapsayan görev tabanlı bir sınavdır. IELTS adayları, sınavın dört bileşeni için ayrı not alırlar. Bu notların ortalaması genel sınav notunu oluşturur. Bileşenlerin her biri, belirli bir beceri üzerine yoğunlaşmak için özel olarak tasarılmıştır.

IELTS Sınavında **kalma ya da geçme yoktur**. Bunun yerine tüm sonuçlar **9 puan ölçüğinde** değerlendirilir. Bu değerlendirmede **1 en düşük ve 9 en yüksek puandır**. Adaylara genel bir not verilmesinin yanı sıra, girdikleri Listening, Reading, Writing ve Speaking bölümlerinin her biri için not verilmektedir.<sup>2</sup>

IELTS Sınavı ülkemizde **British Council** ve **IDP IELTS** kurumları tarafından **İstanbul, Ankara, Bursa, İzmir, Adana, Kayseri ve Antalya** olmak üzere 7 ilimizde ayda 4 defa düzenlenmektedir. Sınava giriş için herhangi bir sınırlama yoktur. Adaylar yıl içerisinde istedikleri kadar sınava girebilirler. Sınav ücreti Aralık 2015 itibariyle **425 TL** olup, her iki kurum da İstanbul'da düzenlenen sınavlarda sınav merkezi olarak Taksim Meydanı civarındaki 5 yıldızlı otelleri tercih etmektedir.

### 1.1) IELTS UKVI Nedir?

Bu sınav Birleşik Krallık'ta lisans veya yüksek lisans yapmak isteyenler ve mesleki sicile kaydolmak isteyenler için hazırlanmıştır. IELTS ve IELTS UKVI birebir aynı formata ve içeriğe sahip olmakla birlikte, IELTS UKVI sınavı süresince kameralarla kayıt yapılmaktadır. Yine IELTS sınavından farklı olarak IELTS UKVI sınavının ücreti 870 TL'dir. Yüksek lisans öncesi okulların Pre-Sessional kurslarına katılacak öğrencilerin Academic IELTS UKVI sınavından puan almaları gerekmektedir. Pre-Sessional kurslar için Academic IELTS skorları **kabul edilmemektedir**.

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<sup>2</sup> Tablo 1

### **9 - Expert User**

Dil üzerinde tam bir hakimiyeti vardır: uygun, doğru ve akıcı konuşma ve tam anlama becerisine sahiptir.

### **8 – Very Good User**

Dil üzerinde sadece sistematik olmayan hatalar ve uygunsuzluklar dışında tam bir hakimiyeti vardır. Bilgisi dâhilinde olmayan konularda anlaşmazlıklar olabilir. Zor ve detaylı tartışmalarda başarılıdır.

### **7 – Good User**

Dil üzerinde bazı durumlarda olabilecek rastlantısal hatalar, uygunsuz kullanım ve yanlış anlamalar dışında eylemsel hakimiyeti vardır. Genellikle zor ve karmaşık dili iyi kullanır ve detaylı muhakemesini yapar.

### **6 – Competent User**

Bazı hatalar, uygunsuz kullanımlar ve yanlış anlamalar olmasına rağmen genellikle dili efektif kullanır. Yabancısı olmadığı konularda oldukça zor seviyedeki İngilizceyi kullanabilir.

### **5 – Modest User**

Hata yapmaya müsait olmasına rağmen birçok durumda genel anlamı çıkarabilir ve dil üzerinde kısmi bir hakimiyeti vardır. Bildiği bir konuda basit bir iletişim kurabilir.

### **4 – Limited User**

Bilgisi dâhilinde olan durumlarda bile İngilizce becerisi limitlidir. Anlama ve ifade etmede sık sık problem yaşar. Karmaşık ve zor bir dili kullanamaz.

### **3 – Extremely Limited User**

Sadece çok iyi bildiği konuları anlayıp ifade edebilir. İletişimde sık sık zorluk yaşar.

### **2 – Intermittent User**

En basit bilgileri belirli kelimelerle ifade etmek bildiği konularda kısa formüller kullanmak ve acil ihtiyaçlarını belirtmek dışında gerçek iletişim kurmak mümkün değildir. Yazı ve konuşma İngilizcesini anlamakta zorluk çeker.

### **1 – Non User**

Birkaç kelime dışında dili kullanma yeteneği yoktur.

**Tablo 1**

## 2- IELTS Nasıl Bir Sınav?

### 2.1) Genel Olarak

IELTS sınavı dinleme(listening), okuma(reading), yazma(writing) ve konuşma(speaking) olmak üzere 4 adet dil yeteneğini ölçmeyi amaçlar. Test Akademik ve Genel İngilizce düzeylerinde iki farklı şekilde uygulanır. Dinleme ve konuşma modülleri her iki düzeyde aynı şekilde uygulanırken okuma ve yazma modülleri iki düzeyde farklı formatlarda uygulanır.

**Bundan sonraki açıklamalar Akademik IELTS için geçerlidir.**

IELTS sınavı toplam 2 saat 45 dakika sürmektedir.

Listening (4 bölüm, 40 soru, 30 dk.)

Academic Reading (3 bölüm, 40 soru, 60 dk.)

Academic Writing (2 konu, 150-250 kelime, 60 dk.)

Speaking (11-14 dk.)

Listening, Reading ve Writing bölümlerinden oluşan yazılı sınav cumartesi günleri yapılmakta olup; Speaking bölümü, yazılı sınav günü veya yazılı sınav gündünden önceki ya da sonraki üç gün içerisinde yapılmaktadır.

### 2.2) Listening

Listening bölümü, IELTS sınavının ilk kısmı olup, her birinde değişik tiplerde 10 soru bulunan 4 farklı bölümden oluşmaktadır. Bu bölümde adayların dinlerken belirli bir bilgiyi anlayabilme, konuşma içerisindeki detayları yakalayabilme ve konuşmacının görüşünü anlayabilme gibi kabiliyetleri test edilmektedir. 1. bölümden 4. büölümde doğru zorluk seviyesi artmaktadır. Kayıt yalnızca bir kez oynatılır. Adaylar kayıt oynatıldığı sırada cevapları kitapçık üzerine yazar. Kayıt bittikten sonra cevapların cevap kâğıdına geçirilmesi için adaylara 10 dakikalık ek süre tanınır.

**1. bölümde** sosyal veya resmi bir durum hakkında iki konuşmacı arasında geçen bir diyalog yer almaktadır.

**2. bölümde** bir konuşmacı tarafından akademik olmayan bir duruma ilişkin yapılan konuşma bulunur.

**3. bölümde** akademik konulara veya kurslarla ilgili durumlara ilişkin 2 ile 4 kişi arasında değişen sayıda konuşmacılar arasında geçen bir diyalogla ilgili sorular sorulur.

**4. bölümde** ise bir üniversite dersi ya da sunumundan bir kesit bulunmaktadır.

(Örnek listening bölümü için *Ek 1'e bakınız.*)

### 2.3) Reading

Listening kısmından sonra ikinci olarak Reading bölümü gelmektedir. Bu bölümün tamamlanması için adaylara 60 dakikalık süre verilir. Reading sınavında her birinde 12, 13 veya 14 soru bulunan 3 ayrı bölüm vardır ve toplamda 40 soru bulunmaktadır. Bölümülerin zorluk derecesi genelde giderek artmaktadır. Her soru 1 puan değerindedir. 3 Bölümdeki toplam sözcük sayısı 2.150 ile 2.750 arasında değişir.

- Her bölümde uzun bir metin vardır.
- Kullanılan metinler, kitaplardan ya da gazetelerden alınan özgün metinlerdir. Bu metinler uzman olmayan okuyucular için yazılmıştır. İçerikleri genel akademik konulardır.
- Metinler lisans, lisansüstü eğitim ve profesyonel mesleki tescil almak isteyen kişiler için uygundur.
- Metinler, betimsel ve olgusal konular üzerinedir.
- Metinlerde teknik terimler kullanılmışsa açıklayıcı bir sözlük tedarik edilir.

Çoktan seçmeli, bilgi tanımlama, yazarın düşüncelerini/iddialarını tanımlama, bilgi eşleştirme, başlık eşleştirme, özellik eşleştirme, cümle sonlarını eşleştirme, cümle tamamlama, özet tamamlama, not tamamlama, tablo tamamlama, akış grafiği tamamlama, diyagram sınıflandırma, kısa yanıtlar olmak üzere pek çok soru çeşidi bulunmaktadır.(Örnek reading bölümü için Ek 2'e bakınız.)

### 2.4) Writing

Academic Writing bölümünde iki ayrı görev vardır. Adaylardan 1. görev için en az 150 ve 2. görev için en az 250 sözcük kullanması istenir. İki kısım için toplamda 60 dakikalık süre tanınmaktadır.

#### 1. Görev

Bu bölümde grafik, tablo, çizelge, harita ya da diyagram gibi görsel bilgiler içeren veriler sunulur. Adaylardan sunulan bu verileri açıklaması, süreç aşamalarını anlatması, bir şeyin nasıl çalıştığını tarif etmesi ya da bir olay veya bir nesneyi tanımlaması istenir. Yaklaşık 20 dakika içerisinde en az 150 kelimedenden oluşan bir makale yazılmalıdır.

#### 2. Görev

Bu bölümde ise adaylara bir görüş, tartışma konusu ya da bir problem verilir ve adaylardan yaklaşık 40 dakika içerisinde 250 sözcükten oluşan bir makale yazmaları istenir. (Örnek writing bölümü için Ek 3'e bakınız.)

## 2.5) Speaking

Speaking sınavında adaylar, yetkili bir Denetmen ile karşılıklı bir konuşma gerçekleştirir. Bu konuşma gerçek hayatı geçebilecek bir konuşmaya mümkün olduğunda benzemektedir.

Speaking sınavı 3 bölümden oluşur ve 11-14 dakika sürer.

### 1. Bölüm

Bu bölümde adayların; evi, ailesi, işi, eğitimi ve ilgi alanlarının gibi genel konularda sorulacak sorulara yanıt vermesi istenir. Bu karşılıklı konuşma 4 ya da 5 dakika sürer.

### 2. Bölüm

Bu bölümde adayların belirli bir konuda konuşmasının istediği yazılı bir yönlendirme kartı verilir. Verilen konu ile ilgili 2 dakika konuşmadan önce adaylara 1 dakika hazırlanma süresi tanınır. Bu süre zarfında istenmesi halinde not alınabilmesi için bir kalem ve kağıt da verilmektedir. Adayın 2 dakikalık konuşmayı tamamlamasının ardından denetmen, sınav bitmeden önce aynı konu ile ilgili bir ya da iki soru daha sorabilmektedir.

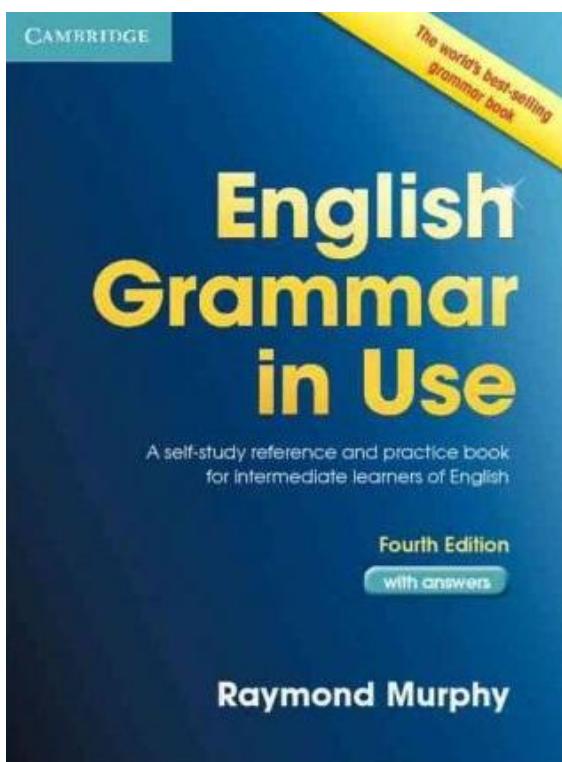
### 3. Bölüm

Bu bölümde adaylara 2. bölümdeki konuya bağlı sorular yöneltılır. Bu sorular adaylara daha soyut konular ve fikirler hakkında konuşabilmeleri için fırsat tanımaktadır. Bu bölüm ise 4 ya da 5 dakika sürer.(Örnek speaking bölümü için Ek 4'e bakınız.)

## 3- IELTS'e Nasıl Çalışmalı?

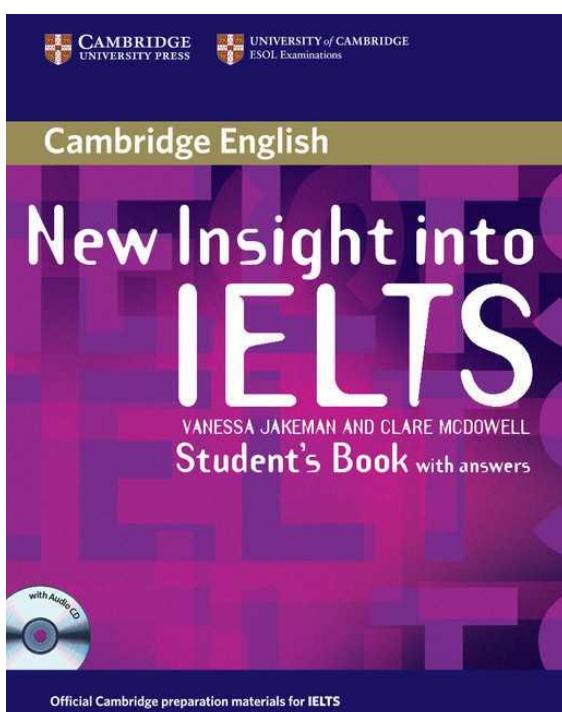
### 3.1) Kaynaklar

#### 3.1.1) Kitaplar



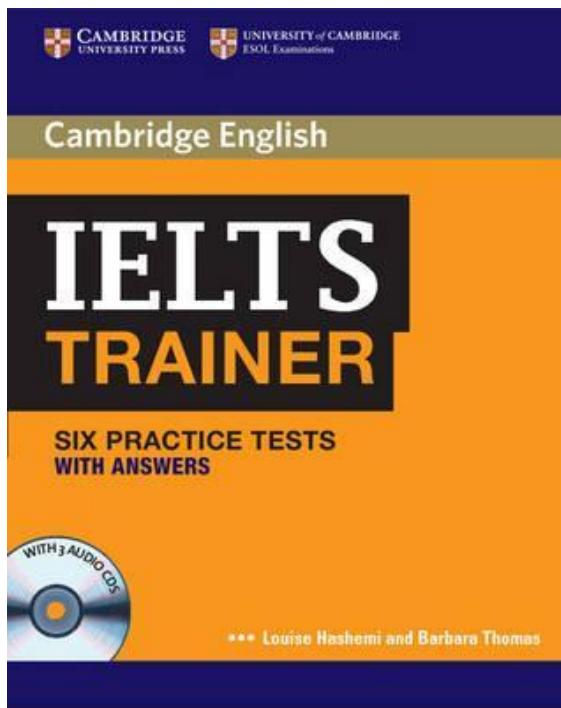
#### *English Grammar In Use*

Intermediate (Ielts Band Score: 5.5 - 6.5) seviyesindeki öğrenciler için hazırlanan bu kitapta toplam 145 ünitede bulunmaktadır. Her bir ünite iki sayfadan oluşmakta olup, ilk sayfada gramer konusuyla ilgili açıklamalar ve önemli noktalar yer almaktayken ikinci sayfada ilgili konuya alakalı egzersizler bulunur. Kitabın sonunda yer alan ekstra pratiklere devam etmek isteyen öğrenciler için kitapla birlikte bir de CD sunulmaktadır.



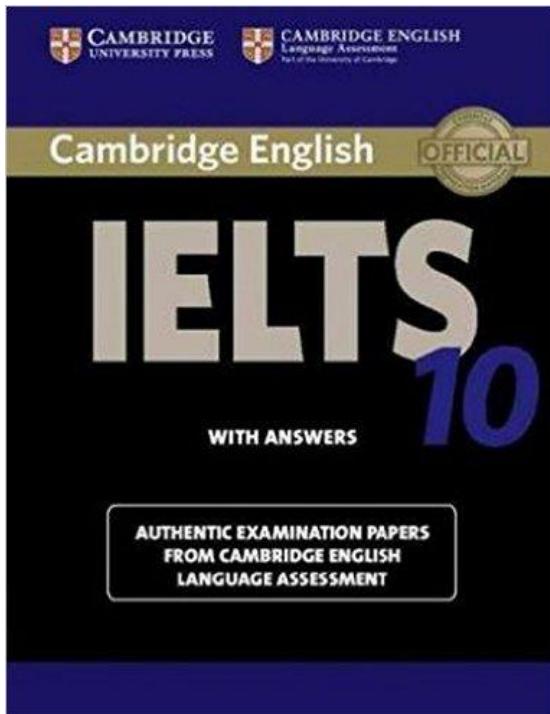
#### *New Insight into IELTS*

IELTS'e hazırlık kursları için oluşturulan bu kitap, kendi kendine çalışarak IELTS puanlarını yükseltmek isteyen öğrenciler tarafından da tercih edilmektedir. Listening, Reading, Writing ve Speaking olmak üzere 4 bölüme ayrılan kitabın her bir bölümde 10 ünite bulunmaktadır; IELTS sınavının içeriği, soru tiplerinin tamamı ve adayların her bir bölümde dikkat etmeleri gereken hususların hepsi anlaşıılır bir biçimde açıklanmaktadır.



### IELTS Trainer

Bu kitapta 6 adet IELTS deneme sınavı bulunmaktadır. İlk iki deneme açıklamalı ve çözümü olup, bu denemelerle adayların her bir bölümde ve soru tipinde nasıl bir yöntem izlemesi gereği uygulamalı bir şekilde anlatılmaktadır. (*Bu kitabı, internet ortamında pdf formatında bulunmaktadır.*)



### Cambridge English IELTS 1-10

Her bir kitapta 4 adet IELTS denemesi bulunan bu 10 kitabı seri sınava hazırlanırken pratik yapmanız için çok yararlı olacaktır. (*Bu kitaplar, internet ortamında pdf formatında bulunmaktadır.*)



### 3.1.2) Web Siteleri

**engVid**  
<http://www.engvid.com/english-exams/ielts/>

Farklı hocalardan IELTS'e ilişkin ücretsiz online derslerin yer aldığı bir sitedir. Her bir bölümle ilgili adayların sınavda ihtiyaç duyacakları faydalı bilgilerin sunulduğu bu

sitede Emma ve Adam'ın dersleri daha çok takip edilmektedir.



**British Council Teacher Trainer**  
<https://www.youtube.com/channel/UCD2cwVatWGVnCn2HcOvpsrA>

Bu youtube kanalında IELTS'in özellikle Writing ve Speaking bölümlerine ilişkin faydalı olabilecek videolar bulabilirsiniz.



**IELTS Official**  
<https://www.youtube.com/channel/UCcZJFoCiX0S9N4Gcn5tD3SA>

Bu youtube kanalında ise farklı band skorları için paylaşılan örnek Speaking bölümlerini takip edebilirsiniz.

### 3.1.3) Akıllı Telefon Uygulamaları



#### BBC English

<http://www.bbc.co.uk/learningenglish> sitesinde yer alan egzersizlerle sürekli güncellenen bu program ile Listening ve Reading pratikleri yapabilirsiniz.



#### NPR One

Sürekli güncellenen podcastleri ile Listening pratikleri yapabileceğiniz bir programdır.



#### Yahoo News Digest

Eğitim, eğlence, politika gibi konular üzerine dünya gündemindeki zengin içerikli en güncel haberlerin ücretsiz olarak sunulduğu bu program ile Reading pratikleri yapabilirsiniz.



#### Memrise

Kelime ezberlemek için özel olarak geliştirilmiş bu uygulama sayesinde kolay, hızlı ve verimli bir şekilde kelime ezberleyebilirsiniz.

### 3.2) Genel Olarak

1. English Grammar In Use (intermediate seviyesi için hazırlanmış olan mavi kitap) kitabını baştan sona kadar bütün pratiklerini yaparak bitirin. Bu kitaptaki gramer bilgisi IELTS'ten 7 alabilmek için yeterlidir.
2. Her hafta bir bölümne çalışmak suretiyle Insight Into IELTS kitabını ve kitabın workbookunu çözerek bitirin. Insight Into IELTS; IELTS'i anlamak, IELTS'te çıkan bütün soru tiplerine çalışabilmek için özenle hazırlanmış çok başarılı bir kitaptır. Örneğin writing çalışığınız hafta çalışmalarınızı, yukarıda bahsi geçen düger kitaplardan, uygulamardan, web sitelerinden ve eklerde yer alan dökümanlardan yapacağınız ekstra pratiklerle destekleyin.
3. Bu iki kitabı bitirdikten sonra IELTS Trainer kitabıın açıklamalı ve çözümü ilk iki IELTS denemesini çözerek sınavı anlamaya çalışın. Kitapta yer alan tip ve advicelara yoğunlaşmayı unutmayın.
4. Bu denemeleri de çözükten sonra kısisel not ve tavsiyelerime göz atmanız da faydanıza olacaktır. Kişisel not ve tavsiyeler kısmının writing kısmında yer alan TASK 1 ve TASK 2 notları [www.ielts-simon.com](http://www.ielts-simon.com) sitesinden kendim için önemli gördüğüm noktalardan derlediğim notlardır.
5. Özellikle writingin mantığını kavramak için eklerde yer alan örnek makalelere (Sample Essays) bakmanızı öneririm. Bu makalelerin hepsi aynı mantık ve sistematikle yazılmış 9 bandında makalelerdir. Yine eklerde yer alan Band Descriptor dosyaları da writing bölümünün hangi kriterlere göre değerlendirildiğini anlamanıza ve bu yolla writinginizi geliştirmenize yardımcı olacaktır. Writing için faydalı olduğuna inandığım bir diğer dosyayı Collocations başlığı altında eklerde bulabilirsiniz. Bu kelime grupları hem writing hem de speakingde çok işinize yarayacaktır. Ancak bunları kullanmayı bir amaç olarak değil araç olarak görmelisiniz. Zira sırf burada ezberlenilen collocationı kullanmaya çalışmak bazen writingin anlam bütünlüğü bozabilir.
6. Speaking bölümü için eklerde yer alan konu ve sorulara (Speaking Common Topics & Questions) göz atmayı unutmayın. Hepsine kendi kendinize cevap vermeye çalışın. Konularla ilgili ihtiyaç duyabileceğiniz kelimeler ve sıfatlar ezberleyin ve bunları cümlelerinizde kullanmaya kendinizi alıştırın.
7. Son olarak sınav tarihinize kadar Cambridge IELTS kitaplarındaki tüm denemeleri süre tutarak çözmeye çalışın.
8. Tüm bunları yaparken kelime ezberlemek isterseniz IELTS sınavlarında çokça kullanıldığı düşünülen kelimelerden oluşan ve eklerde bulunan Academic Word List dosyasından yararlanabilirsiniz.

### 3.3) Önemli Notlar ve Tavsiyeler

#### 3.3.1) Listening

- BBC Learning English sitesi veya akıllı telefon uygulamasından bol bol dinleme pratikleri yapın.
- Cambridge IELTS ve IELTS Trainer kitaplarındaki bütün listening bölümlerini süre tutarak çözün.
- Çözmüş olduğunuz sınavlarda spelling hatası yaptığınız tüm kelimeleri mutlaka bir kenara not edin.
- Sınav anında her bir bölümün sonunda cevapların kontrol edilebilmesi için verilen 30 saniyelik süreleri bir sonraki bölümdeki soruları incelemek için kullanın.
- Bölümlerin başında verilen süre içerisinde soruları incelerken mutlaka key wordlerin altını çizin.
- Bir soruyu veya bölümü duyamadığınızı yahut kötü yaptığınızı düşünüyorsanız bile hemen bir sonraki kısma odaklanmaya çalışın.
- Sınav bitiminde cevaplarınızı cevap kağıdına geçirirken çok dikkatli olun. Kelimeleri doğru yazdığınızdan emin olun. Büyük harf- küçük harflere, bazı kelimeler arasında bulunabilecek ‘-’ işaretine dikkat edin.

#### 3.3.2) Reading

- Insight Into IELTS kitabında anlatılan skimming ve scanning meselesini iyi kavramaya çalışın.
- Reader at Work gibi kitaplardan veya Yahoo News Digest gibi uygulamalardan bol bol makale okuyun.
- Eklerde yer alan Academic Word List'teki kelimeleri ezberlemeye çalışın. Kelimeleri eş anlamlıları ve zıt anlamlarıyla birlikte öğrenmeye çalışın. Zira sorularda yer alan kelimeler birebir olarak parçada bulunmayabilir.
- Cambridge IELTS ve IELTS Trainer kitaplarındaki reading bölümlerini süre tutarak çözmeye çalışın. Her bölüm için kendinize 18 dakikalık süre tanıyın. Bu bölümleri çözerken özellikle skimming ve scanning teknınızı ilerletmeye çalışın.
- Sınav anında Insight Into IELTS kitabında gösterilen teknikleri uygulamaya çalışın.
- YES-NO/TRUE-FALSE ayrimına dikkat edin. Bu kelimeler soruda nasıl yazılmışsa cevap anahtarına da aynı şekilde yazmaya özen gösterin.
- Reading bölümünde cevapları cevap anahtarına geçirmek için ek süre verilmediğini unutmayın. Dolayısıyla her bir bölüm sonunda o bölümün cevaplarını cevap anahtarına yazdıktan sonra bir sonraki bölüme geçmeniz yararınıza olacaktır.

### 3.3.3) Writing

- Insight Into IELTS kitabındaki Writing bölümüne çok iyi çalışın.
- Devam eden sayfalarda bulunan özellikle Task 1 notlarının ve bu notların içerisinde yer alan cümle kalıplarının çok faydasını göreceğinize inanıyorum.
- Sonrasında eklerde yer alan Task 1 ve Task 2(Sample Essays) örneklerini bol bol okuyun. Task 1 bölümünde yer alan makalelerinin hepsini benim ilkinde yaptığım gibi analiz edin, cümle kalıplarını, yapılarını anlamaya ve sonrasında yazacağınız essaylerde bu yapıları uygulamaya çalışın.
- Eklerde yer alan Task 2 örneklerini de aynı şekilde detaylı inceleyin. Makalede nasıl bütünlük sağlandığını ve nasıl bir dil kullanıldığını anlamaya çalışın.
- İmkانınız varsa çalışırken yazdığınız Task 1 ve Task 2 örneklerini, İngilizcesi'nin iyi olduğunu düşündüğünüz kişilere okutun ve yaptığınız yanlışların tekrarlanmaması için onlara yoğunlaşmayı unutmayın.

## TASK 1

### Sentence Structure

#### 1) Info+verb+adverb

The number of tourists visiting Brazil rose considerably from 2 million to 5 million between 1995 and 2000.

#### 2) There was a+adjective+noun+ in info

There was a considerable increase in the number of tourists visiting Brazil from 2 million to 5 million between 1995 and 2000.

#### 3) Info+ experienced/saw/underwent+a+adjective+noun

The number of tourists visiting Brazil saw a considerable increase from 2 million to 5 million between 1995 and 2000.

#### 4) Describing Percentages

In 1999, 35% of British people went abroad for their holidays, while only 28% of Australians spent their holidays in a different country. The figure for the USA stood at 31%.

Around 40% of women in the UK had an undergraduate qualification in 1999, compared to 37% of men. The figures for the year 2000 rose slightly to 42% and 38% respectively.

#### 5) Making Predictions (predict/forecast/estimate)

It is predicted/forecast/estimated that the population will grow. (passive)

The charts/experts predict/forecast/estimate that crime levels will rise. (active)

6) *Forming Complex Sentences by –ing form*

The number of households rose in Canada, reaching 11.8 million in 2004.

7) *Compared to/with/ in comparison with*

Prices are high in the UK in comparison with prices in Canada and Australia.

Around 40% of women in the UK had an undergraduate qualification in 1999, compared to 37% of men

8) *By Contrast*

The proportions of elderly people in the USA and Sweden rose gradually over the next 50 years, reaching just under 15% in 1990. By contrast, the figures for Japan remained below 5% until the early 2000s.

It is clear that teachers' salaries made up the largest proportion of the school's spending in all three years. By contrast, insurance was the smallest cost in each year.

### ***Ways to Prepare***

Before you start writing any task 1 essays, it's a good idea to have an overview of the different types of questions that you might face. Try to get paper copies (printed) of around 10 different questions - it's useful to be able to see them all in one place. Your 'pack' of questions should include: a line graph, bar chart, pie chart, table, 2 different charts, 3 or more similar charts, process diagram, comparison diagram, life cycle, map.

Instead of writing a full essay, try writing 10 introductions - one for each of the questions in your 'pack'. The next time you are studying, just focus on writing overviews. On a different day, practise describing percentages, or comparing numbers etc...

In last week's lesson I showed you some model sentences for describing percentages. If you look through my task 1 essays in the lessons on this site, you'll find all the sentence structures you need for the 10 question types mentioned in point 1. Use my sentences as models, and simply change the content according to the topic.

### ***Checklist***

Here's my preparation checklist for writing task 1. Can you put a tick next to each point on the list?

1. Know what the six types of question are (e.g. line graph, bar graph, table chart...).
2. Try several real test examples of each type.
3. Know the 4-paragraph method suggested in lessons on this site.
4. Practise paraphrasing the question to write introductions.
5. Understand why we don't write a conclusion for task 1.
6. Know how to write an 'overview', and what to include in this paragraph.
7. Practise selecting key information, rather than describing everything.
8. Be able to write good 'comparing' sentences.
9. Be able to describe changes and trends (e.g. increase, decrease).
10. Be able to use the passive to describe steps in a process.

### **Line graphs**

Line graphs always show changes over time. Here's some advice about how to describe them:

- Try to write 4 paragraphs - introduction, summary of main points, 2 detail paragraphs.
- For your summary paragraph, look at the "big picture" - what changes happened to all of the lines from the beginning to the end of the period shown (i.e. from the first year to the last). Is there a trend that all of the lines follow (e.g. an overall increase)?
- You don't need to give numbers in your summary paragraph. Numbers are specific details. Just mention general things like 'overall change', 'highest' and 'lowest', without giving specific figures.
- Never describe each line separately. The examiner wants to see comparisons.
- If the graph shows years, you won't have time to mention all of them. The key years to describe are the first year and the last year. You should also mention any 'special' years (e.g. a peak or a significant rise/fall).
- Start describing details (paragraph 3) with a comparison of the lines for the first year shown on the graph (e.g. In 1990, the number of...).
- Use the past simple (increased, fell) for past years, and 'will' or 'is expected/predicted to' for future years.
- Don't use the passive (e.g. the number was increased), continuous (e.g. the number was increasing), or perfect tenses (e.g. the number has increased).

### **Process diagrams**

Process diagrams show how something is done or made. They always show steps/stages. Here's some advice about how to describe them:

- Try to write 4 paragraphs - introduction, summary of main points, 2 detail paragraphs.
- Write the introduction by paraphrasing the question (rewrite it by changing some of the words).
- For your summary, first say how many steps there are in the process. Then say where/how the process begins and ends (look at the first and last stages).
- In paragraphs 3 and 4, describe the process step by step. Include the first and last steps that you mentioned in the summary, but try to describe them in more detail or in a different way.
- You could describe the steps in one paragraph, but it looks more organised if you break the description into two paragraphs. Just start paragraph 4 somewhere in the middle of the process.
- Mention every stage in the process.
- Use 'sequencing' language e.g. at the first / second / following / final stage of the process, next, after that, then, finally etc.
- Times (e.g. past dates) are not usually shown, so use the present simple tense.
- It's usually a good idea to use the passive e.g. 'At the final stage, the product is delivered to shops' (because we don't need to know who delivered the product).

### **Tables**

Tables seem difficult when they contain a lot of numbers. Here's some advice:

- Try to write 4 paragraphs - introduction, summary of main points, 2 detail paragraphs.
- Before you start writing, highlight some key numbers. Choose the biggest number in each category in the table (i.e. in each column and row). If the table shows years, look for the biggest changes in numbers over the time period. You could also mention the smallest numbers, but you can ignore 'middle' numbers (neither biggest nor smallest).
- For your summary paragraph, try to compare whole categories (columns or rows) rather than individual 'cells' in the table. If you can't compare whole categories, compare the biggest and smallest number. Write 2 sentences for the summary.

- In your two 'details' paragraphs, never describe each category (column or row) separately. The examiner wants to see comparisons. Try to organise the numbers you highlighted into 2 groups - one for each paragraph (e.g. highest numbers for all categories together, and lowest numbers together).
- Describe / compare the numbers you highlighted - include at least 3 numbers in each paragraph.
- Use the past simple for past years, and 'will' or 'is expected/predicted to' for future years. If no time is shown, use the present simple.

### ***Technique***

Let's review the approach (method / technique) that I suggest for writing task 1. Your task 1 essay should contain three elements:

1. You need a short introduction to explain what the graph, chart or diagram shows. The easiest way to write this is by paraphrasing the question. The examiner will be impressed if you can paraphrase effectively.
2. You need an overview of the information. This means that you need to look at the "big picture", not the individual details. I recommend writing a short paragraph with two sentences that summarise two main things that you can see on the chart. If you forget the overview, you'll get a lower score.
3. Finally, you need to describe some specific details. This is where you select, describe and compare individual pieces of information (usually numbers). I try to separate this description of details into two paragraphs.

### ***General to specific***

If you read any of my example essays, you will see that I always write 4 paragraphs, and I use a "general to specific" essay structure.

- The introduction is the most general part of the essay; it tells the reader what the chart is about.
- Then I write a paragraph about the main points or the most general points.
- Finally, I write 2 paragraphs describing specific facts or figures.
- I don't write a conclusion because I have already summarised the information in paragraph 2.

One reason I put the summary near the beginning (rather than at the end) is because I think it's easier to describe general things first, then specific things later.

### ***How to Write an Introduction***

The introduction to an IELTS writing task 1 essay should explain what the chart/graph shows. To do this, just paraphrase the question (rewrite it in your own words).

Here is an example description from an IELTS Task 1 question:

**“The graph below shows the proportion of the population aged 65 and over between 1940 and 2040 in three different countries.”**

By rewriting this description with a few changes, I can quickly create a good introduction:

**“The line graph compares the percentage of people aged 65 or more in three countries over a period of 100 years.”**

If you practise this technique, you will be able to write task 1 introductions very quickly. You will be able to start the writing test quickly and confidently.

### ***Easy Introductions***

Task 1 introductions should be fast and easy. Just paraphrase the question statement (rewrite it in your own words). If you practise this technique, you will be able to start the writing test with confidence.

Look at this question statement from Cambridge IELTS book 2, page 95:

**“The table below shows the figures for imprisonment in five countries between 1930 and 1980.”**

I'll change 3 elements of this sentence:

- 1.table shows = bar chart compares
- 2.figures for imprisonment = number of people in prison
- 3.between... and... = over a period of

So, here's my paraphrased introduction:

**“The bar chart compares the number of people in prison in five different countries over a period of 50 years.”**

### ***Paraphrasing***

If you've read my advice about how to write an introduction for writing task 1, you'll know that we simply paraphrase the question statement (we rewrite it using different words). A good idea would be to go through all of my sample task 1 reports, and make a list of paraphrased items.

Here's some paraphrasing that I used in my introductions:

- graph = line graph

- trends in = changes in
- US consumption = consumption in the United States
- chart = flow chart (also: bar chart, pie chart, table)
- the process of paper recycling = how paper is recycled
- the diagram = the figure
- shows = illustrates
- to produce forecasts = to forecast
- the total number = the overall number
- various mobile phone features = different functions of mobile phones
- maps show = diagrams illustrate
- an island before and after = some changes to an island
- shows = illustrates / compares
- chart = bar chart / pie chart
- the number of = the figure for
- increased = rose / saw an increase / there was a rise
- diagram = figure
- shows = illustrates (or 'compares' if the graph is comparing)
- proportion = percentage
- information = data
- the proportion of = the figure for
- people in the USA = Americans
- from 1999 to 2009 = between 1999 and 2009
- from 1999 to 2009 = over a period of 10 years
- how to produce = the process of producing
- in three countries = in the UK, France and Spain (i.e. name the countries)
- increased = rose / saw an increase / there was a rise

***Tip:***

"The figure for / figures for" is a great phrase that not many people use (e.g. the graph shows figures for unemployment in three countries).

***Variety***

In a comment below last week's lesson, Lynn pointed out that my essay contained some good paraphrasing.

Instead of the phrase "the numbers of residents cycling to work", I wrote:

- the numbers of people who cycled to work
- the number of UK commuters who travelled to work by bicycle

- the number of cycling commuters
- ...residents commuted by bicycle
- this figure
- total numbers of cycling commuters
- figures for

It doesn't matter that I often repeated the word 'number' (it's normal to repeat this word in English). What the examiner will notice is that I am able to express "residents cycling to work" in a **variety** of ways. Doing this is harder than it looks!

### ***The Overview***

A current examiner recently told me that the most common mistake in students' task 1 essays is that there is no overview. This was also true when I was an examiner.

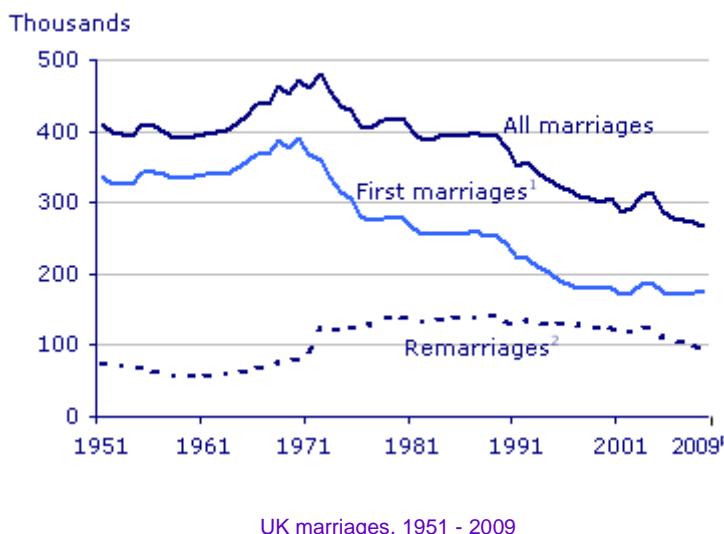
So what makes a good overview? Here are a few tips:

- An overview is simply a summary of the main things you can see.
- Because the overview is so important, I recommend putting it at the beginning of your essay, just after the introduction sentence.
- I write two overview sentences. A one-sentence overview isn't really enough.
- Try not to include specific numbers in the overview. Save the specifics for later paragraphs.
- Look at the 'big picture' e.g. the overall change from the first year to the last year (if years are shown on the chart), the differences between whole categories rather than single numbers, or the total number of stages in a process.

Have another look at the overview paragraphs (paragraph 2) in the essays I've written here on the site. Analyse them carefully, and practise writing your own overviews in the same way.

### ***Describing Numbers***

A good exercise is to choose one piece of information (a number) from a graph or chart, and try to describe it in several different ways.



Here are 5 different sentences describing the 'all marriages' figure for the year 1951 (from the graph above):

- Around 400,000 couples got married in the UK in 1951.
- Around 400,000 weddings took place in the UK in the year 1951.
- In 1951, there were around 400,000 marriages in the UK.
- In 1951, the number of UK marriages stood at about 400,000.
- In 1951, the figure for marriages in the UK was approximately 400,000.

Don't spend all your time writing full essays; do some focused exercises too.

### ***Describing Percentages***

Here are 3 useful techniques for describing percentages:

1. English speakers usually put the percentage at the start of the sentence.
2. Use while, whereas or compared to (after a comma) to add a comparison.
3. Use "the figure for" to add another comparison in the next sentence.

Use these examples as models for your own sentences:

In 1999, 35% of British people went abroad for their holidays, while only 28% of Australians spent their holidays in a different country. The figure for the USA stood at 31%.

Around 40% of women in the UK had an undergraduate qualification in 1999, compared to 37% of men. The figures for the year 2000 rose slightly to 42% and 38% respectively.

### ***Charts Showing Countries***

A few things to remember when the graph or chart shows countries:

1. If the question doesn't name the countries (e.g. "in three countries"), you could name them in your introduction (e.g. "in Britain, France and Germany"). You could even write "in three countries, namely Britain, France and Germany".
2. Don't forget the word "the" when writing about "the USA" and "the UK".
3. Always compare the countries; never describe the figures for each country in separate paragraphs.

Finally, try to vary the way you write about countries. For example:

- The number of elderly people in the USA rose.
- Canada also saw a rise in the number of elderly people.
- However, the figure for Australia fell.

### **Nouns and Verbs**

When describing changes I prefer to avoid words like *soar*, *rocket* and *plummet* because they are too "sensationalist" - they exaggerate too much, and are more journalistic than academic in style.

Instead, we can demonstrate good control of grammar by using words like **increase**, **rise** and **fall** as both nouns and verbs:

- London saw **a significant increase** in the cost of homes. (noun)  
The cost of homes in London **increased significantly**. (verb)
- There was **a rise** in house prices between 1990 and 1995. (noun)  
House prices **rose** between 1990 and 1995. (verb)
- There was **a 7% fall** in the average house price in Tokyo. (noun)  
The average Tokyo house price **fell** by 7%. (verb)

### **Using 'see' in writing task 1**

A few people have asked me about using 'see' to describe numbers on a graph or chart. Look at the following sentence:

- In Britain, CD sales increased dramatically in the 1980s.

We can write the same sentence in various ways using 'see':

- Britain saw a dramatic increase in CD sales in the 1980s.
- The 1980s saw a dramatic increase in CD sales in Britain.
- British shops saw CD sales increase dramatically in the 1980s.

### **Past Simple, Past Perfect**

Several people have asked me to explain how the past perfect tense can be used in writing task 1. The example below might help.

Look at the following description:

In 2002, the cost of an average house in the UK was £130,000. By 2007, the average house price had risen to almost £190,000.

Notice the verbs used with "in" and "by":

- I used "in" with the past simple "was" to talk about what happened in one year only (2002).
- I used "by" with the past perfect "had risen" to talk about an increase that happened in the years **before** 2007 (from 2002 to 2007).

Try writing your own sentences with "in" and "by" to practise describing numbers with the past simple and past perfect.

### **How to Describe Future Years**

Several people have asked me how to write about future years on a graph or chart. For example, what tense should you use if the graph shows the year 2025?

Try this exercise: take a description of past years, and rewrite it with future years.

Past:

In 1999, the proportion of people using the Internet in the USA was about 20%. The figures for Canada and Mexico were lower, at about 10% and 5% respectively. In 2005, Internet usage in both the USA and Canada rose to around 70% of the population, while the figure for Mexico reached just over 25%.

Future (I've changed the years and the verbs):

In 2015, the proportion of people using the Internet in the USA is expected to be about 20%. The figures for Canada and Mexico are likely to be lower, at about 10% and 5% respectively. In 2025, it is predicted that Internet usage in both the USA and Canada will rise to around 70% of the population, while the figure for Mexico should reach just over 25%.

### **to, by, with, at**

Several people have asked me to explain how to use **to, by, with** and **at** when describing numbers. Here are some examples to give you a basic idea of the differences:

- 1) Use **to** when describing what happened to the number:

In 2008, the rate of unemployment rose to 10%.

2) Use **by** when describing the amount of change between two numbers:

In 2009, the rate of unemployment fell **by** 2% (from 10% to 8%).

3) Use **with** to give the idea of 'having' the number:

Obama won the election **with** 52% of the vote.

4) Use **at** to add the number on the end of a sentence:

Unemployment reached its highest level in 2008, **at** 10%.

### 'with' and 'at'

After last week's lesson about 'with' and 'at', a few people told me that they were still confused about the difference. The best way to see the difference is by trying to present the same information using both words. For example:

#### AT:

Petrol prices were particularly high in January, **at** £1.30 per litre.

#### WITH:

Petrol prices were particularly high in January, **with** a litre costing £1.30.

Try doing the same thing with sentences from last week's lesson. For more help, click [here](#) to see another lesson about the use of 'with'.

### 'to' or 'by'

In IELTS writing task 1, you might need to use verbs like increase, decrease, rise and fall. These verbs can be followed by the words 'to' and 'by', but what's the difference?

- Let's use these figures:

Company profit in 2005 = £20,000

Company profit in 2010 = £25,000

- Now compare these sentences:

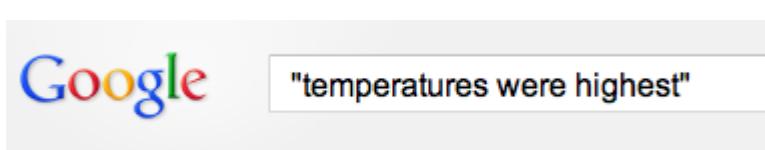
Company profit rose **to** £25,000 in 2010.

Company profit rose **by** £5,000 between 2005 and 2010.

It's easy: 'to' is used before the new figure, and 'by' is used to show the change. It's the same when you are talking about a fall.

**Task:** try Googling the phrases "temperatures were highest" and "temperatures were the highest" (make sure you put the quotation marks so that Google searches for the whole phrase). Compare the number of search results to see which is more common, then look through the results to find good examples of

full sentences for each phrase. You might find that good examples help you more than grammar rules do.



### **Comparisons**

You can use "compared to", "compared with" and "in comparison with" in the same way. For example:

- Prices in the UK are high compared to / with / in comparison with (prices in) Canada and Australia.
- Compared to / with / in comparison with (prices in) Canada and Australia, prices in the UK are high.

When writing about numbers or changes, I find it easier to use "while" or "whereas":

- There are 5 million smokers in the UK, while / whereas only 2 million Canadians and 1 million Australians smoke.
- Between 1990 and 2000, the number of smokers in the UK decreased dramatically, while / whereas the figures for Canada and Australia remained the same.

#### Please note:

We don't say "comparing to".

We say "2 million" not "2 millions"

### **'while' Sentences**

I often write 'while' sentences in my task 2 introductions (see yesterday's lesson for example). I also like using 'while' in writing task 1 to make comparisons.

In the following example sentences, notice the position of 'while' and where I put the comma that separates the items being compared.

#### 1) 'while' at the beginning of the sentence:

While the number of people who travelled by train increased gradually, the number of bus passengers fell steadily.

#### 2) 'while' in the middle of the sentence:

In 1970, around 5 million UK commuters travelled by car on a daily basis, while the bus and train were used by about 4 million and 2 million people respectively.

### **Three Sentence Types**

Here are three 'sentence types' that I like using:

1. **while** sentence
2. **respectively** sentence
3. **saw** sentence

Try using 'while' at the beginning of a sentence when you want to make a contrast between two numbers or trends. Use 'respectively' at the end of a sentence that compares two or three numbers. Use 'saw' to say what happened in a country (e.g. the UK saw an increase in...).

### **Ages and Age Groups**

It's easy to make small mistakes when describing ages and age groups. Here are some examples that should help.

#### **One person:**

- He is 10 years old.
- He is a 10-year-old.
- He is aged 10.

#### **More than one person:**

- The children in the class are all 10 years old.
- It is a class of 10-year-olds (or "10-year-old children").
- The children in the class are all aged 10.

#### **Age groups with more than one person:**

- The chart shows the preferred hobbies of children (who are) between 10 and 12 years old.
- The chart shows the preferred hobbies of 10- to 12-year-olds (or "10- to 12-year-old children").
- The chart shows the preferred hobbies of children aged 10 to 12.

#### **Note:**

If you miss the hyphens (-), it's not a big problem. It won't affect your score.

### **Singular or Plural?**

Students often make simple mistakes with singular and plural forms, especially in Writing Task 1. The problem is that the words used on graphs, charts and tables are usually singular.

So, the labels on a chart could be:

- single parent
- graduate
- only child
- laptop computer

But when you write a sentence, you might need to use a plural:

- The number of single parents increased.
- In 1999 nearly 55% of graduates were female.
- The UK has the highest number of only children .
- More laptop computers were sold in the UK than any other country.

Don't just copy the words from the graph or chart. Think first about how to use them correctly.

### **A Common Mistake**

Students often make mistakes with thousands, millions and billions. It might seem strange, but you should say "10 million" not "10 millions". It's the same with hundred, thousand and billion. Try to avoid this mistake in writing task 1 - examiners notice it!

**Correct:** 10 million people

**Wrong:** 10 millions people, 10 millions of people, 10 million of people

#### Note:

When there is no number, we do write "millions of".

e.g. Millions of people travel abroad each year.

### **How to Use Your 20 Minutes**

You have 20 minutes for task 1, so try spending 5 minutes on each paragraph. This might help you to organise your time better.

#### **First 5 minutes**

Read the question, make sure you understand the chart, write your introduction by paraphrasing the question.

#### **Second 5 minutes**

Look at the chart and try to find 2 general points. Don't look at specific details; look for "the big picture". Write 2 sentences summarising the information.

#### **Final 10 minutes**

Describe specific details. Try to break this part into 2 paragraphs because it looks better. You could spend 5 minutes on each paragraph.

## TASK 2

### **Work on These Areas**

We'll work on these areas:

- How to structure a good Task 2 essay.
- Preparation of ideas, opinions and good vocabulary for each IELTS topic.
- How to build and link sentences to create coherent paragraphs.
- Common mistakes in grammar and word usage.

Some hard work on these areas can make a big difference to your writing score.

### **How to Answer Any Question**

Here are my thinking steps:

1. I read the question very carefully, maybe three times. I ask myself "What's the topic? What is the question asking me to write about?"
2. I underline the key things that must be included in the essay. I always answer every part of the question.
3. Now I think about my 4 paragraph structure. I can write any type of essay in 4 paragraphs; I just need to decide what to put in each paragraph.
4. If I need to give my opinion, I think "What is the easiest opinion to explain? What good vocabulary could I use?"
5. Then I write down some vocabulary ideas that are related to the topic.
6. I try to write 2 sentences for the introduction: I introduce the topic, then give a simple answer (including my opinion if the question asks for it).
7. I write short 'topic sentences' to start each paragraph, then develop my ideas by explaining and supporting with examples.
8. I look at the question from time to time in order to check that I'm answering every part of it.
9. I know that I write about 10 words per line; I can quickly check the approximate number of words that I've written.
10. If I need more words (to reach 250), I expand one of my examples in the main body paragraphs. If necessary, I draw an arrow to show where I want to add the extra words.

### **Question Types**

Here are 4 questions that illustrate the different types of task 2 question. Can you name each type? Can you explain the big difference between the first and the second type?

1. Some people think that the only purpose of working hard is to earn money. To what extent do you agree or disagree with this opinion?
2. Some people believe that punishment is the only purpose of prisons, while others believe that prisons exist for various reasons. Discuss both views and give your opinion.
3. The number of plants and animals is declining. Explain this problem and suggest some solutions.
4. Many people around the world are choosing to move to live in cities. What problems do people experience in big cities? Should governments encourage people to move to smaller towns?
  1. Opinion
  2. Discussion + opinion
  3. Problem + solution
  4. 2-part question

Important points to remember:

1. An 'opinion' question asks for your view, not the views of other people, and you don't have to give both sides of the argument. Just make your opinion clear in the introduction, then explain it in the rest of the essay.
2. A 'discussion' question requires you to write about both sides of the argument, and you should write a similar amount for each view. If the question also asks for your opinion, you don't need an extra paragraph. Just make it clear in the introduction and conclusion which of the two views you agree with.
3. Type 3 is easy. Simply write a paragraph explaining the problem(s) and a paragraph explaining the solution(s). Some questions ask about 'causes' or 'effects': these would be part of the 'problem' paragraph.
4. For type 4, just answer the two questions. Write one paragraph about each.

### ***How to Write an Introduction***

A good IELTS Writing introduction needs only 2 things:

1. A sentence that introduces the topic
2. A sentence that gives a short, general answer to the question

Here is an example of an IELTS Task 2 question:

As computers are being used more and more in education, there will soon be no role for the teacher in the classroom. To what extent do you agree or disagree?

Here is my introduction:

It is true that computers have become an essential tool for teachers and students in all areas of education. However, while computers are extremely useful, I do not agree with the idea that they could soon replace teachers completely.

1. In the first sentence I introduce the topic of computers in education.
2. In the second sentence I answer the question and make my opinion clear. Don't wait until the conclusion to give your opinion.

Remember, do a simple introduction, then you can focus on the main paragraphs.

### ***Introductions***

Here are some example introductions for 3 different types of essay. My technique is to write 2 sentences:

- 1.A sentence to introduce the topic
- 2.A sentence giving a general response to the question or instruction

### **Problem & Solution Essay:**

It is true that children's behaviour seems to be getting worse. There are various reasons for this, and both schools and parents need to work together to improve the situation.

### **Discussion (& Opinion) Essay:**

People have different views about how children should be taught. While there are some good arguments in favour of teaching children to be competitive, I believe that it is better to encourage co-operation.

### **Opinion (Agree / Disagree) Essay:**

In recent years it has become more common for women to return to work after having a child. However, I do not agree that this has been the cause of problems for young people.

### ***to What Extent Do You Agree?***

A good way to answer this question is:

*To a certain extent I agree that... However, I also think that...*

By saying that you agree to a certain extent (not completely), you can now talk about both sides of the argument.

### **Example question:**

People visiting other countries should adapt to the customs and behaviours expected there. They should not expect the host country to welcome different customs and behaviours. To what extent do you agree or disagree?

### **My introduction:**

To a certain extent I agree that visitors to other countries should respect the culture of the host country. However, I also think that host countries should accept visitors' cultural differences.

After this introduction, you can write one paragraph about each view.

### **Plan Your Main Paragraphs**

Before you start writing your task 2 essay, you need a plan:

1. First, think about how you could write 2 main body paragraphs. What would be the main idea/topic of each one?
2. Then make some notes for the first main paragraph. Your notes could follow this formula: Idea, Explain, Example.
3. Do the same thing for the second main paragraph.

Here's an example question with a few ideas below:

People nowadays work hard to buy more things. This has made our lives generally more comfortable, but many traditional values and customs have been lost and this is a pity. To what extent do you agree or disagree?

1. I can see two clear ideas in this question: 1) buying things has made our lives more comfortable. 2) traditional values and customs have been lost. I agree with both of these points, so I'll write one paragraph explaining why I agree with the first point, and another paragraph explaining the second point.
2. Idea: buying things has made life more comfortable. Explain/Examples: we buy appliances like microwave ovens and dishwashers; we use computers to shop online; more people own a car.
3. Idea: traditional values and customs have been lost. Explain/Examples: people buy microwave meals rather than cooking traditional dishes; traditional local shops disappear and are replaced with online shopping; people are more independent, but lack a sense of community.

### **5 sentences paragraphs**

When writing main body paragraphs for IELTS writing task 2, try to aim for five sentences. For example:

1. Topic sentence (e.g. There are several reasons why I believe...)
2. First reason
3. Example
4. Second reason
5. Third reason

Another example:

1. Topic sentence (e.g. Many people believe that...)
2. Explain why
3. Explain in more detail
4. Example

### 5. Explain why they disagree with the opposite view

Example:

*Many people believe that sports professionals earn too much money. They argue that sport is a form of entertainment rather than a vital public service. We could easily live without sportspeople, yet other professionals who contribute much more to society are undervalued and underpaid. For example, football players can earn enormous salaries by simply kicking a ball, while doctors, nurses and teachers earn a fraction of the money despite being essential for our health and prosperity. From this perspective, sports stars do not deserve the salaries they currently earn.*

### Idea, explain, example

A good way to write main body paragraphs is this:

Start with an idea; Explain it in detail; Give an example

Here's an example of how I 'build' a paragraph using the above method:

A sense of competition is necessary for success in life, and should therefore be encouraged. Competition motivates children to get good grades at school or become better at sports, while adults compete to climb the career ladder. In a job interview, for example, candidates compete to show that they are the most qualified, hard-working and competent person for the post.

### Alternatives to firstly, secondly, finally

Some simple alternatives to "firstly, secondly, finally" could be:

- The main reason why I believe... is... / Another argument is... / Also,...
- One problem is that... / Furthermore,... / Another drawback is that...
- From a business perspective,... / In terms of education,... / From a social point of view,...

### Discussion without opinion

Most discussion essays also ask for your opinion. Sometimes, however, the question doesn't ask for your opinion. It might just ask you to discuss two different views, or compare the advantages and disadvantages.

Remember: if the question doesn't ask for your opinion, don't give it.

### Conclusions

Here are some example conclusion phrases for different types of question:

1. Opinion

For the reasons mentioned above, I believe that... (+ repeat your opinion).

2. Discussion (+ Opinion)

In conclusion, there are convincing arguments both for and against... (topic), but I believe that... (if the question asks for your opinion).

3. Advantages and Disadvantages

In conclusion, I would argue that the benefits of... (topic) outweigh the drawbacks.

4. Problem and Solution

In conclusion, it is clear that there are various reasons for... (topic), and steps need to be taken to tackle this problem.

**Both Sides or One Side**

Can you see the difference between the two questions below?

- A) Explain the positives and negatives of this development.
- B) Is this a positive or negative development?

and these two questions:

- A) What are the advantages and disadvantages?
- B) Do the advantages outweigh the disadvantages?

and these two questions:

- A) Discuss both views and give your opinion.
- B) To what extent do you agree or disagree?

Answer:

The difference is that for all of the (A) questions you must explain both sides of the argument, whereas the (B) questions can be answered by giving both sides or by supporting only one side, depending on the view that you express in your introduction.

**No surprises!**

The examiners' band descriptor sheet states that a band 7 essay "presents a clear position throughout the response".

A "clear position" means that your opinion must be clear (if the question asks for it), and "throughout the response" means from the beginning to the end of your essay.

For this reason, it's a bad idea to save your opinion for the conclusion. We don't like 'surprise conclusions' in English academic writing. Instead, you should state your position in the introduction, support it in your main paragraphs, and repeat or summarise it in the conclusion.

### **Band 7 vocabulary**

I sometimes use the term 'band 7 vocabulary' and several people have asked me to explain what I mean by this. Here goes:

1. First, when I say 'band 7 vocabulary', I'm talking about vocabulary that could help you to get a band 7 **or higher**.
2. There is no list of band 7 vocabulary that you can use in any essay.
3. 'Band 7 vocabulary' refers to words and phrases that **relate to the question topic**. For example, a phrase like "delay the development of a child's first language" would be band 7 vocabulary, but a linking word like "moreover" would not.
4. Examiners are looking for 'less common' vocabulary. They wouldn't expect many students to write "delay the development of a child's first language", so this phrase would impress them.
5. Remember that we are **not** looking for 'big' words that are difficult to understand. We are looking for groups of words used naturally and accurately together. The phrase "delay the development of a child's first language" is easy to understand, but not many students would think to use it.

### **How to use your 40 minutes**

You have 40 minutes for task 2, so try organising your time in the following way. Please note that these are suggestions, not rules.

#### **First 10 minutes**

Read the question and make sure you understand what it is asking you to do. Write a plan for a 4-paragraph essay (introduction, 2 main paragraphs, conclusion) and spend most of the 10 minutes thinking of ideas for the 2 main paragraphs.

#### **5 minutes**

Write your introduction: 2 sentences are enough.

#### **20 minutes**

Spend 10 minutes on each of your main body paragraphs. These are the most important part of your essay, and the key to a high score.

#### **Last 5 minutes**

Write a quick conclusion then check your work.

### 3.3.4) Speaking

- Youtube'da yer alan örnek speaking videolarını mutlaka izleyin.
- Eklerde yer alan örnek speaking sorularına kendi kendinize cevap vermeye çalışın. *Girdiğim sınavlardan ikisinde eklerde yer alan sorulardan sorulduğunu önemle belirtmeliyim.* Cevaplarınızı telefonunuza ses kaydı olarak kaydedin ve kayıt bittikten sonra dinleyip eksiklerinizi ve hatalarınızı tespit etmeye çalışın.
- Belli bir soru havuzu olduğu ve zaman zaman aynı ya da benzer soruların adaylara sorulduğu doğrudur. Ancak siz yine de cevap ezberi yapmayın. Ezberden konuştuğunuzun anlaşılması halinde puan kaybedeceğinizi unutmayın. Ancak sorulara daha önceden bakıp kendi kendinize cevap vermekten de geri durmayın.
- Sınav anında güleryüzlü olmaya ve rahat görünmeye özen gösterin. Girerken ve çıkarken selam vermekten çekinmeyin.
- Speaking sınavının birinci bölümünde soruların sorulara güzel, kompleks iki cümleyle cevap vermeye çalışın. Cevabınız ne çok uzun ne de çok kısa olsun.
- İkinci bölümde bol bol adjective kullanmaya ve kompleks cümle kurmaya gayret edin.
- Üçüncü kısımda yine kompleks cümlelerle kurmaya çalışın. Third conditionallı cümleler kurmak sizing avantajınıza olacaktır.

**EK 1 - Örnek Listening Bölümü****Test 1****LISTENING****SECTION 1 Questions 1–10**

Complete the notes below.

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

**JOB ENQUIRY***Example*

- **Work at:** ..... a restaurant .....
  
- **Type of work:** 1 .....
- **Number of hours per week:** 12 hours
- **Would need work permit**
- **Work in the:** 2 ..... branch
- **Nearest bus stop:** next to 3 .....
- **Pay:** 4 £ ..... an hour
- **Extra benefits:**
  - a free dinner
  - extra pay when you work on 5 .....
  - transport home when you work 6 .....
- **Qualities required:**
  - 7 .....
  - ability to 8 .....
- **Interview arranged for:** Thursday 9 ..... at 6 p.m.
- **Bring the names of two referees**
- **Ask for:** Samira 10 .....

*Listening*

**SECTION 2      Questions 11–20**

**Questions 11–16**

Complete the notes below.

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

## **SPORTS WORLD**

- a new 11 ..... of an international sports goods company
- located in the shopping centre to the 12 ..... of Bradcaster
- has sports 13 ..... and equipment on floors 1 – 3
- can get you any item within 14 ..... days
- shop specialises in equipment for 15 .....
- has a special section which just sells 16 .....

Test 1

Questions 17 and 18

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

17 A champion athlete will be in the shop

- A** on Saturday morning only.
- B** all day Saturday.
- C** for the whole weekend.

18 The first person to answer 20 quiz questions correctly will win

- A** gym membership.
- B** a video.
- C** a calendar.

Questions 19 and 20

Choose **TWO** letters, **A–E**.

Which **TWO** pieces of information does the speaker give about the fitness test?

- A** You need to reserve a place.
- B** It is free to account holders.
- C** You get advice on how to improve your health.
- D** It takes place in a special clinic.
- E** It is cheaper this month.

*Listening***SECTION 3      Questions 21–30**

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

**Course Feedback**

- 21 One reason why Spiros felt happy about his marketing presentation was that
- A** he was not nervous.
  - B** his style was good.
  - C** the presentation was the best in his group.
- 22 What surprised Hiroko about the other students' presentations?
- A** Their presentations were not interesting.
  - B** They found their presentations stressful.
  - C** They didn't look at the audience enough.
- 23 After she gave her presentation, Hiroko felt
- A** delighted.
  - B** dissatisfied.
  - C** embarrassed.
- 24 How does Spiros feel about his performance in tutorials?
- A** not very happy
  - B** really pleased
  - C** fairly confident
- 25 Why can the other students participate so easily in discussions?
- A** They are polite to each other.
  - B** They agree to take turns in speaking.
  - C** They know each other well.
- 26 Why is Hiroko feeling more positive about tutorials now?
- A** She finds the other students' opinions more interesting.
  - B** She is making more of a contribution.
  - C** The tutor includes her in the discussion.
- 27 To help her understand lectures, Hiroko
- A** consulted reference materials.
  - B** had extra tutorials with her lecturers.
  - C** borrowed lecture notes from other students.

Test 1 tailieutienganh.net

**28** What does Spiros think of his reading skills?

- A** He reads faster than he used to.
- B** It still takes him a long time to read.
- C** He tends to struggle with new vocabulary.

**29** What is Hiroko's subject area?

- A** environmental studies
- B** health education
- C** engineering

**30** Hiroko thinks that in the reading classes the students should

- A** learn more vocabulary.
- B** read more in their own subject areas.
- C** develop better reading strategies.

*Listening***SECTION 4      Questions 31–40**

*Complete the notes below.*

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

## Mass Strandings of Whales and Dolphins

Mass strandings: situations where groups of whales, dolphins, etc. swim onto the beach and die

Common in areas where the 31 ..... can change quickly

Several other theories:

### Parasites

e.g. some parasites can affect marine animals' 32 ..... , which they depend on for navigation

### Toxins

Poisons from 33 ..... or ..... are commonly consumed by whales

e.g. Cape Cod (1988) – whales were killed by saxitoxin

### Accidental Strandings

Animals may follow prey ashore, e.g. Thurston (1995)

Unlikely because the majority of animals were not 34 ..... when they stranded

### Human Activity

35 ..... from military tests are linked to some recent strandings

The Bahamas (2000) stranding was unusual because the whales

- were all 36 .....
- were not in a 37 .....

*Test 1*

**Group Behaviour**

- More strandings in the most **38** ..... species of whales
- 1994 dolphin stranding – only the **39** ..... was ill

**Further Reading**

*Marine Mammals Ashore* (Connor) – gives information about stranding **40** .....

## EK 2 - Örnek Reading Bölümü

*Reading*

### READING

#### READING PASSAGE 1

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

## William Henry Perkin

### *The man who invented synthetic dyes*

William Henry Perkin was born on March 12, 1838, in London, England. As a boy, Perkin's curiosity prompted early interests in the arts, sciences, photography, and engineering. But it was a chance stumbling upon a run-down, yet functional, laboratory in his late grandfather's home that solidified the young man's enthusiasm for chemistry.

As a student at the City of London School, Perkin became immersed in the study of chemistry. His talent and devotion to the subject were perceived by his teacher, Thomas Hall, who encouraged him to attend a series of lectures given by the eminent scientist Michael Faraday at the Royal Institution. Those speeches fired the young chemist's enthusiasm further, and he later went on to attend the Royal College of Chemistry, which he succeeded in entering in 1853, at the age of 15.

At the time of Perkin's enrolment, the Royal College of Chemistry was headed by the noted German chemist August Wilhelm Hofmann. Perkin's scientific gifts soon caught Hofmann's attention and, within two years, he became Hofmann's youngest assistant. Not long after that, Perkin made the scientific breakthrough that would bring him both fame and fortune.

At the time, quinine was the only viable medical treatment for malaria. The drug is derived from the bark of the cinchona tree, native to South America, and by 1856 demand for the drug was surpassing the available supply. Thus, when Hofmann made some passing comments about the desirability of a synthetic substitute for quinine, it was unsurprising that his star pupil was moved to take up the challenge.

During his vacation in 1856, Perkin spent his time in the laboratory on the top floor of his family's house. He was attempting to manufacture quinine from aniline, an inexpensive and readily available coal tar waste product. Despite his best efforts, however, he did not end up with quinine. Instead, he produced a mysterious dark sludge. Luckily, Perkin's scientific training and nature prompted him to investigate the substance further. Incorporating potassium dichromate and alcohol into the aniline at various stages of the experimental process, he finally produced a deep purple solution. And, proving the truth of the famous scientist Louis Pasteur's words 'chance favours only the prepared mind', Perkin saw the potential of his unexpected find.

**Test 1**

Historically, textile dyes were made from such natural sources as plants and animal excretions. Some of these, such as the glandular mucus of snails, were difficult to obtain and outrageously expensive. Indeed, the purple colour extracted from a snail was once so costly that in society at the time only the rich could afford it. Further, natural dyes tended to be muddy in hue and fade quickly. It was against this backdrop that Perkin's discovery was made.

Perkin quickly grasped that his purple solution could be used to colour fabric, thus making it the world's first synthetic dye. Realising the importance of this breakthrough, he lost no time in patenting it. But perhaps the most fascinating of all Perkin's reactions to his find was his nearly instant recognition that the new dye had commercial possibilities.

Perkin originally named his dye Tyrian Purple, but it later became commonly known as mauve (from the French for the plant used to make the colour violet). He asked advice of Scottish dye works owner Robert Pullar, who assured him that manufacturing the dye would be well worth it if the colour remained fast (i.e. would not fade) and the cost was relatively low. So, over the fierce objections of his mentor Hofmann, he left college to give birth to the modern chemical industry.

With the help of his father and brother, Perkin set up a factory not far from London. Utilising the cheap and plentiful coal tar that was an almost unlimited byproduct of London's gas street lighting, the dye works began producing the world's first synthetically dyed material in 1857. The company received a commercial boost from the Empress Eugénie of France, when she decided the new colour flattered her. Very soon, mauve was the necessary shade for all the fashionable ladies in that country. Not to be outdone, England's Queen Victoria also appeared in public wearing a mauve gown, thus making it all the rage in England as well. The dye was bold and fast, and the public clamoured for more. Perkin went back to the drawing board.

Although Perkin's fame was achieved and fortune assured by his first discovery, the chemist continued his research. Among other dyes he developed and introduced were aniline red (1859) and aniline black (1863) and, in the late 1860s, Perkin's green. It is important to note that Perkin's synthetic dye discoveries had outcomes far beyond the merely decorative. The dyes also became vital to medical research in many ways. For instance, they were used to stain previously invisible microbes and bacteria, allowing researchers to identify such bacilli as tuberculosis, cholera, and anthrax. Artificial dyes continue to play a crucial role today. And, in what would have been particularly pleasing to Perkin, their current use is in the search for a vaccine against malaria.

**Questions 1–7**

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

In boxes 1–7 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 Michael Faraday was the first person to recognise Perkin's ability as a student of chemistry.
- 2 Michael Faraday suggested Perkin should enrol in the Royal College of Chemistry.
- 3 Perkin employed August Wilhelm Hofmann as his assistant.
- 4 Perkin was still young when he made the discovery that made him rich and famous.
- 5 The trees from which quinine is derived grow only in South America.
- 6 Perkin hoped to manufacture a drug from a coal tar waste product.
- 7 Perkin was inspired by the discoveries of the famous scientist Louis Pasteur.

*Test 1*

**Questions 8–13**

*Answer the questions below.*

*Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

*Write your answers in boxes 8–13 on your answer sheet.*

- 8 Before Perkin's discovery, with what group in society was the colour purple associated?
- 9 What potential did Perkin immediately understand that his new dye had?
- 10 What was the name finally used to refer to the first colour Perkin invented?
- 11 What was the name of the person Perkin consulted before setting up his own dye works?
- 12 In what country did Perkin's newly invented colour first become fashionable?
- 13 According to the passage, which disease is now being targeted by researchers using synthetic dyes?

*Reading***READING PASSAGE 2**

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

**Questions 14–17**

Reading Passage 2 has five paragraphs, **A–E**.

Choose the correct heading for paragraphs **B–E** from the list of headings below.

Write the correct number, **i–vii**, in boxes 14–17 on your answer sheet.

**List of Headings**

- i** Seeking the transmission of radio signals from planets
- ii** Appropriate responses to signals from other civilisations
- iii** Vast distances to Earth's closest neighbours
- iv** Assumptions underlying the search for extra-terrestrial intelligence
- v** Reasons for the search for extra-terrestrial intelligence
- vi** Knowledge of extra-terrestrial life forms
- vii** Likelihood of life on other planets

<i>Example</i>	<i>Answer</i>
Paragraph A	v

**14** Paragraph B

**15** Paragraph C

**16** Paragraph D

**17** Paragraph E

Test 1

## IS THERE ANYBODY OUT THERE?

### The Search for Extra-terrestrial Intelligence

*The question of whether we are alone in the Universe has haunted humanity for centuries, but we may now stand poised on the brink of the answer to that question, as we search for radio signals from other intelligent civilisations. This search, often known by the acronym SETI [search for extra-terrestrial intelligence], is a difficult one. Although groups around the world have been searching intermittently for three decades, it is only now that we have reached the level of technology where we can make a determined attempt to search all nearby stars for any sign of life.*

**A**

The primary reason for the search is basic curiosity – the same curiosity about the natural world that drives all pure science. We want to know whether we are alone in the Universe. We want to know whether life evolves naturally if given the right conditions, or whether there is something very special about the Earth to have fostered the variety of life forms that we see around us on the planet. The simple detection of a radio signal will be sufficient to answer this most basic of all questions. In this sense, SETI is another cog in the machinery of pure science which is continually pushing out the horizon of our knowledge. However, there are other reasons for being interested in whether life exists elsewhere. For example, we have had civilisation on Earth for perhaps only a few thousand years, and the threats of nuclear war and pollution over the last few decades have told us that our survival may be tenuous. Will we last another two thousand years or will we wipe ourselves out? Since the lifetime of a planet like ours is several billion years, we can expect that, if other civilisations do survive in our galaxy, their ages will range from zero to several billion years. Thus any other civilisation that we hear from is likely to be far older, on average, than ourselves. The mere existence of such a civilisation will tell us that long-term survival is possible, and gives us some cause for optimism. It is even possible that the older civilisation may pass on the benefits of their experience in dealing with threats to survival such as nuclear war and global pollution, and other threats that we haven't yet discovered.

**B**

In discussing whether we are alone, most SETI scientists adopt two ground rules. First, UFOs (Unidentified Flying Objects) are generally ignored since most scientists don't consider the evidence for them to be strong enough to bear serious consideration [although it is also important to keep an open mind in case any really convincing evidence emerges in the future]. Second, we make a very conservative assumption that we are looking for a life form that is pretty well like us, since if it differs radically from us we may well not recognise it as a life form, quite apart from whether we are able to communicate

with it. In other words, the life form we are looking for may well have two green heads and seven fingers, but it will nevertheless resemble us in that it should communicate with its fellows, be interested in the Universe, live on a planet orbiting a star like our Sun, and perhaps most restrictively, have a chemistry, like us, based on carbon and water.

#### C

Even when we make these assumptions, our understanding of other life forms is still severely limited. We do not even know, for example, how many stars have planets, and we certainly do not know how likely it is that life will arise naturally, given the right conditions. However, when we look at the 100 billion stars in our galaxy (the Milky Way), and 100 billion galaxies in the observable Universe, it seems inconceivable that at least one of these planets does not have a life form on it; in fact, the best educated guess we can make, using the little that we do know about the conditions for carbon-based life, leads us to estimate that perhaps one in 100,000 stars might have a life-bearing planet orbiting it. That means that our nearest neighbours are perhaps 100 light years away, which is almost next door in astronomical terms.

#### D

An alien civilisation could choose many different ways of sending information across the galaxy, but many of these either require too much energy, or else are severely attenuated while traversing the vast distances across the galaxy. It turns out that, for a given amount of transmitted power, radio waves in the frequency range 1000 to 3000 MHz travel the greatest distance, and so all searches to date have concentrated on looking for radio waves in this frequency range. So far there have been a number of searches by various groups around the world, including Australian searches using the radio telescope at Parkes, New South Wales. Until now there have not been any detections from the few hundred stars which have been searched. The scale of the searches has been increased dramatically since 1992, when the US Congress voted NASA \$10 million per year for ten years to conduct a thorough search for extra-terrestrial life. Much of the money in this project is being spent on developing the special hardware needed to search many frequencies at once. The project has two parts. One part is a targeted search using the world's largest radio telescopes, the American-operated telescope in Arecibo, Puerto Rico and the French telescope in Nancy in France. This part of the project is searching the nearest 1000 likely stars with high sensitivity for signals in the frequency range 1000 to 3000 MHz. The other part of the project is an undirected search which is monitoring all of space with a lower sensitivity, using the smaller antennas of NASA's Deep Space Network.

#### E

There is considerable debate over how we should react if we detect a signal from an alien civilisation. Everybody agrees that we should not reply immediately. Quite apart from the impracticality of sending a reply over such large distances at short notice, it raises a host of ethical questions that would have to be addressed by the global community before any reply could be sent. Would the human race face the culture shock if faced with a superior and much older civilisation? Luckily, there is no urgency about this. The stars being searched are hundreds of light years away, so it takes hundreds of years for their signal to reach us, and a further few hundred years for our reply to reach them. It's not important, then, if there's a delay of a few years, or decades, while the human race debates the question of whether to reply, and perhaps carefully drafts a reply.

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**Questions 18–20**

*Answer the questions below.*

*Choose NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage for each answer.*

*Write your answers in boxes 18–20 on your answer sheet.*

- 18 What is the life expectancy of Earth?
- 19 What kind of signals from other intelligent civilisations are SETI scientists searching for?
- 20 How many stars are the world's most powerful radio telescopes searching?

**Questions 21–26**

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

*In boxes 21–26 on your answer sheet, write*

<b>YES</b>	<i>if the statement agrees with the views of the writer</i>
<b>NO</b>	<i>if the statement contradicts the views of the writer</i>
<b>NOT GIVEN</b>	<i>if it is impossible to say what the writer thinks about this</i>

- 21 Alien civilisations may be able to help the human race to overcome serious problems.
- 22 SETI scientists are trying to find a life form that resembles humans in many ways.
- 23 The Americans and Australians have co-operated on joint research projects.
- 24 So far SETI scientists have picked up radio signals from several stars.
- 25 The NASA project attracted criticism from some members of Congress.
- 26 If a signal from outer space is received, it will be important to respond promptly.

*Reading***READING PASSAGE 3**

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

# The history of the tortoise

If you go back far enough, everything lived in the sea. At various points in evolutionary history, enterprising individuals within many different animal groups moved out onto the land, sometimes even to the most parched deserts, taking their own private seawater with them in blood and cellular fluids. In addition to the reptiles, birds, mammals and insects which we see all around us, other groups that have succeeded out of water include scorpions, snails, crustaceans such as woodlice and land crabs, millipedes and centipedes, spiders and various worms. And we mustn't forget the plants, without whose prior invasion of the land none of the other migrations could have happened.

Moving from water to land involved a major redesign of every aspect of life, including breathing and reproduction. Nevertheless, a good number of thoroughgoing land animals later turned around, abandoned their hard-earned terrestrial re-tooling, and returned to the water again. Seals have only gone part way back. They show us what the intermediates might have been like, on the way to extreme cases such as whales and dugongs. Whales (including the small whales we call dolphins) and dugongs, with their close cousins the manatees, ceased to be land creatures altogether and reverted to the full marine habits of

their remote ancestors. They don't even come ashore to breed. They do, however, still breathe air, having never developed anything equivalent to the gills of their earlier marine incarnation. Turtles went back to the sea a very long time ago and, like all vertebrate returnees to the water, they breathe air. However, they are, in one respect, less fully given back to the water than whales or dugongs, for turtles still lay their eggs on beaches.

There is evidence that all modern turtles are descended from a terrestrial ancestor which lived before most of the dinosaurs. There are two key fossils called *Proganochelys quenstedti* and *Palaeochersis talampayensis* dating from early dinosaur times, which appear to be close to the ancestry of all modern turtles and tortoises. You might wonder how we can tell whether fossil animals lived on land or in water, especially if only fragments are found. Sometimes it's obvious. Ichthyosaurs were reptilian contemporaries of the dinosaurs, with fins and streamlined bodies. The fossils look like dolphins and they surely lived like dolphins, in the water. With turtles it is a little less obvious. One way to tell is by measuring the bones of their forelimbs.

Walter Joyce and Jacques Gauthier, at Yale University, obtained three measurements in these particular bones

**Test 1**

of 71 species of living turtles and tortoises. They used a kind of triangular graph paper to plot the three measurements against one another. All the land tortoise species formed a tight cluster of points in the upper part of the triangle; all the water turtles cluster in the lower part of the triangular graph. There was no overlap, except when they added some species that spend time both in water and on land. Sure enough, these amphibious species show up on the triangular graph approximately half way between the 'wet cluster' of sea turtles and the 'dry cluster' of land tortoises. The next step was to determine where the fossils fell. The bones of *P. quenstedti* and *P. talampayensis* leave us in no doubt. Their points on the graph are right in the thick of the dry cluster. Both these fossils were dry-land tortoises. They come from the era before our turtles returned to the water.

You might think, therefore, that modern land tortoises have probably stayed on land ever since those early terrestrial times, as most mammals did after a few of them went back to the sea. But apparently

not. If you draw out the family tree of all modern turtles and tortoises, nearly all the branches are aquatic. Today's land tortoises constitute a single branch, deeply nested among branches consisting of aquatic turtles. This suggests that modern land tortoises have not stayed on land continuously since the time of *P. quenstedti* and *P. talampayensis*. Rather, their ancestors were among those who went back to the water, and they then re-emerged back onto the land in (relatively) more recent times.

Tortoises therefore represent a remarkable double return. In common with all mammals, reptiles and birds, their remote ancestors were marine fish and before that various more or less worm-like creatures stretching back, still in the sea, to the primeval bacteria. Later ancestors lived on land and stayed there for a very large number of generations. Later ancestors still evolved back into the water and became sea turtles. And finally they returned yet again to the land as tortoises, some of which now live in the driest of deserts.

**Questions 27–30**

Answer the questions below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 27–30 on your answer sheet.

- 27 What had to transfer from sea to land before any animals could migrate?
- 28 Which **TWO** processes are mentioned as those in which animals had to make big changes as they moved onto land?
- 29 Which physical feature, possessed by their ancestors, do whales lack?
- 30 Which animals might ichthyosaurs have resembled?

**Questions 31–33**

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

In boxes 31–33 on your answer sheet, write

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

- 31 Turtles were among the first group of animals to migrate back to the sea.
- 32 It is always difficult to determine where an animal lived when its fossilised remains are incomplete.
- 33 The habitat of ichthyosaurs can be determined by the appearance of their fossilised remains.

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**Questions 34–39**

Complete the flow-chart below.

Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.

Write your answers in boxes 34–39 on your answer sheet.

**Method of determining where the ancestors of turtles and tortoises come from**

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**Step 1**

71 species of living turtles and tortoises were examined and a total of 34 ..... were taken from the bones of their forelimbs.



**Step 2**

The data was recorded on a 35 ..... (necessary for comparing the information).

Outcome: Land tortoises were represented by a dense 36 ..... of points towards the top.

Sea turtles were grouped together in the bottom part.



**Step 3**

The same data was collected from some living 37 ..... species and added to the other results.

Outcome: The points for these species turned out to be positioned about 38 ..... up the triangle between the land tortoises and the sea turtles.



**Step 4**

Bones of *P. quenstedti* and *P. talampayensis* were examined in a similar way and the results added.

Outcome: The position of the points indicated that both these ancient creatures were 39 .....

*Reading*

**Question 40**

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

*Write the correct letter in box 40 on your answer sheet.*

According to the writer, the most significant thing about tortoises is that

- A** they are able to adapt to life in extremely dry environments.
- B** their original life form was a kind of primeval bacteria.
- C** they have so much in common with sea turtles.
- D** they have made the transition from sea to land more than once.

## EK 3 - Örnek Writing Bölümü

Test 1

### WRITING

#### WRITING TASK 1

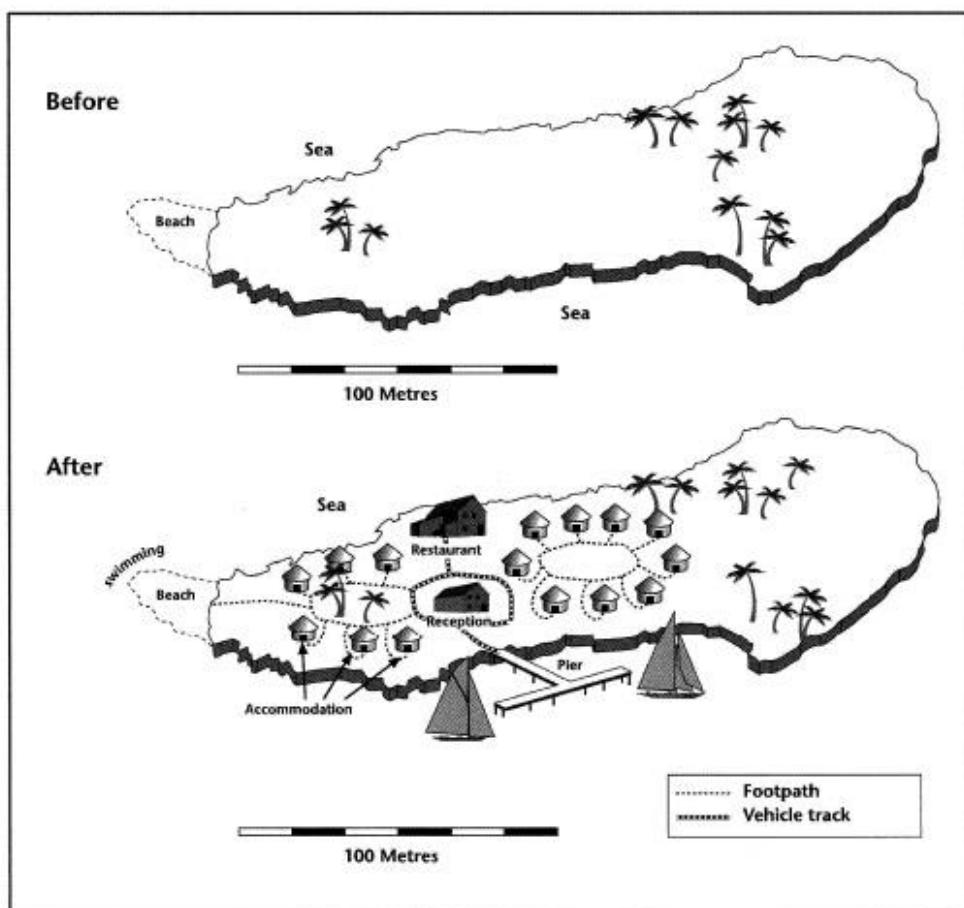
You should spend about 20 minutes on this task.

***The two maps below show an island, before and after the construction of some tourist facilities.***

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

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Write at least 150 words.



*Writing*

**WRITING TASK 2**

You should spend about 40 minutes on this task.

Write about the following topic:

***Some experts believe that it is better for children to begin learning a foreign language at primary school rather than secondary school.***

***Do the advantages of this outweigh the disadvantages?***

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

Write at least 250 words.

## EK 4 - Örnek Speaking Bölümü

Test 1

### SPEAKING

#### PART 1

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

#### EXAMPLE

##### Games

- What games are popular in your country? [Why?]
- Do you play any games? [Why/Why not?]
- How do people learn to play games in your country?
- Do you think it's important for people to play games? [Why/Why not?]

#### PART 2

**Describe an open-air or street market which you enjoyed visiting.**

**You should say:**  
**where the market is**  
**what the market sells**  
**how big the market is**  
**and explain why you enjoyed visiting this market.**

You will have to talk about the topic for one to two minutes.

You have one minute to think about what you are going to say.

You can make some notes to help you if you wish.

#### PART 3

##### *Discussion topics:*

##### Shopping at markets

###### *Example questions:*

Do people in your country enjoy going to open-air markets that sell things like food or clothes or old objects? Which type of market is more popular? Why?

Do you think markets are more suitable places for selling certain types of things? Which ones? Why do you think this is?

Do you think young people feel the same about shopping at markets as older people? Why is that?

##### Shopping in general

###### *Example questions:*

What do you think are the advantages of buying things from shops rather than markets?

How does advertising influence what people choose to buy? Is this true for everyone?

Do you think that any recent changes in the way people live have affected general shopping habits? Why is this?

## EK 5 - IELTS Band Descriptors

# WRITING TASK 1: Band Descriptors (public version)



Band	Task achievement	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	<ul style="list-style-type: none"> <li>fully satisfies all the requirements of the task</li> <li>clearly presents a fully developed response</li> </ul>	<ul style="list-style-type: none"> <li>uses cohesion in such a way that it attracts no attention</li> <li>skillfully manages paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'</li> </ul>
8	<ul style="list-style-type: none"> <li>covers all requirements of the task sufficiently</li> <li>presents, highlights and illustrates key features/bullet points clearly and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>sequences information and ideas logically</li> <li>manages all aspects of cohesion well</li> <li>uses paragraphing sufficiently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary fluently and flexibly to convey precise meanings</li> <li>skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</li> <li>produces rare errors in spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures</li> <li>the majority of sentences are error-free</li> <li>makes only very occasional errors or inappropriacies</li> </ul>
7	<ul style="list-style-type: none"> <li>covers the requirements of the task</li> <li>(A) presents a clear overview of main trends, differences or stages</li> <li>(GT) presents a clear purpose, with the tone consistent and appropriate</li> <li>clearly presents and highlights key features/bullet points but could be more fully extended</li> </ul>	<ul style="list-style-type: none"> <li>logically organises information and ideas; there is clear progression throughout</li> <li>uses a range of cohesive devices appropriately although there may be some under-/over-use</li> </ul>	<ul style="list-style-type: none"> <li>uses a sufficient range of vocabulary to allow some flexibility and precision</li> <li>uses less common lexical items with some awareness of style and collocation</li> <li>may produce occasional errors in word choice, spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of complex structures</li> <li>produces frequent error-free sentences</li> <li>has good control of grammar and punctuation but may make a few errors</li> </ul>
6	<ul style="list-style-type: none"> <li>addresses the requirements of the task</li> <li>(A) presents an overview with information appropriately selected</li> <li>(GT) presents a purpose that is generally clear; there may be inconsistencies in tone</li> <li>presents and adequately highlights key features/bullet points but details may be irrelevant, inappropriate or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>arranges information and ideas coherently and there is a clear overall progression</li> <li>uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</li> <li>may not always use referencing clearly or appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses an adequate range of vocabulary for the task</li> <li>attempts to use less common vocabulary but with some inaccuracy</li> <li>makes some errors in spelling and/or word formation, but they do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>uses a mix of simple and complex sentence forms</li> <li>makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>
5	<ul style="list-style-type: none"> <li>generally addresses the task; the format may be inappropriate in places</li> <li>(A) recounts detail mechanically with no clear overview; there may be no data to support the description</li> <li>(GT) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate</li> <li>presents, but inadequately covers, key features/bullet points; there may be a tendency to focus on details</li> </ul>	<ul style="list-style-type: none"> <li>presents information with some organisation but there may be a lack of overall progression</li> <li>makes inadequate, inaccurate or over-use of cohesive devices</li> <li>may be repetitive because of lack of referencing and substitution</li> </ul>	<ul style="list-style-type: none"> <li>uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a limited range of structures but these tend to be less accurate than simple sentences</li> <li>may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>
4	<ul style="list-style-type: none"> <li>attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate</li> <li>(GT) fails to clearly explain the purpose of the letter; the tone may be inappropriate</li> <li>may confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>presents information and ideas but these are not arranged coherently and there is no clear progression in the response</li> <li>uses some basic cohesive devices but these may be inaccurate or repetitive</li> </ul>	<ul style="list-style-type: none"> <li>uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</li> <li>has limited control of word formation and/or spelling; errors may cause strain for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of structures with only rare use of subordinate clauses</li> <li>some structures are accurate but errors predominate, and punctuation is often faulty</li> </ul>
3	<ul style="list-style-type: none"> <li>fails to address the task, which may have been completely misunderstood</li> <li>presents limited ideas which may be largely irrelevant/repetitive</li> </ul>	<ul style="list-style-type: none"> <li>does not organise ideas logically</li> <li>may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of words and expressions with very limited control of word formation and/or spelling</li> <li>errors may severely distort the message</li> </ul>	<ul style="list-style-type: none"> <li>attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning</li> </ul>
2	<ul style="list-style-type: none"> <li>answer is barely related to the task</li> </ul>	<ul style="list-style-type: none"> <li>has very little control of organisational features</li> </ul>	<ul style="list-style-type: none"> <li>uses an extremely limited range of vocabulary, essentially no control of word formation and/or spelling</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms except in memorised phrases</li> </ul>
1	<ul style="list-style-type: none"> <li>answer is completely unrelated to the task</li> </ul>	<ul style="list-style-type: none"> <li>fails to communicate any message</li> </ul>	<ul style="list-style-type: none"> <li>can only use a few isolated words</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms at all</li> </ul>
0	<ul style="list-style-type: none"> <li>does not attend</li> <li>does not attempt the task in any way</li> <li>writes a totally memorised response</li> </ul>			

## WRITING TASK 2: Band Descriptors (public version)

Band	Task response	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	<ul style="list-style-type: none"> <li>fully addresses all parts of the task</li> <li>presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses cohesion in such a way that it attracts no attention</li> <li>skillfully manages paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'</li> </ul>
8	<ul style="list-style-type: none"> <li>sufficiently addresses all parts of the task</li> <li>presents a well-developed response to the question with relevant, extended and supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>sequences information and ideas logically</li> <li>manages all aspects of cohesion well</li> <li>uses paragraphing sufficiently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary fluently and flexibly to convey precise meanings</li> <li>skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</li> <li>produces rare errors in spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures</li> <li>the majority of sentences are error-free</li> <li>makes only very occasional errors or inappropriacies</li> </ul>
7	<ul style="list-style-type: none"> <li>addresses all parts of the task</li> <li>presents a clear position throughout the response</li> <li>presents, extends and supports main ideas, but there may be a tendency to over-generalise and/or supporting ideas may lack focus</li> </ul>	<ul style="list-style-type: none"> <li>logically organises information and ideas; there is clear progression throughout</li> <li>uses a range of cohesive devices appropriately although there may be some under-/over-use</li> <li>presents a clear central topic within each paragraph</li> </ul>	<ul style="list-style-type: none"> <li>uses a sufficient range of vocabulary to allow some flexibility and precision</li> <li>uses less common lexical items with some awareness of style and collocation</li> <li>may produce occasional errors in word choice, spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of complex structures</li> <li>produces frequent error-free sentences</li> <li>has good control of grammar and punctuation but may make a few errors</li> </ul>
6	<ul style="list-style-type: none"> <li>addresses all parts of the task although some parts may be more fully covered than others</li> <li>presents a relevant position although the conclusions may become unclear or repetitive</li> <li>presents relevant main ideas but some may be inadequately developed/unclear</li> </ul>	<ul style="list-style-type: none"> <li>arranges information and ideas coherently and there is a clear overall progression</li> <li>uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</li> <li>may not always use referencing clearly or appropriately</li> <li>uses paragraphing, but not always logically</li> </ul>	<ul style="list-style-type: none"> <li>uses an adequate range of vocabulary for the task</li> <li>attempts to use less common vocabulary but with some inaccuracy</li> <li>makes some errors in spelling and/or word formation, but they do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>uses a mix of simple and complex sentence forms</li> <li>makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>
5	<ul style="list-style-type: none"> <li>addresses the task only partially; the format may be inappropriate in places</li> <li>expresses a position but the development is not always clear and there may be no conclusions drawn</li> <li>presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail</li> </ul>	<ul style="list-style-type: none"> <li>presents information with some organisation but there may be a lack of overall progression</li> <li>makes inadequate, inaccurate or over-use of cohesive devices</li> <li>may be repetitive because of lack of referencing and substitution</li> <li>may not write in paragraphs, or paragraphing may be inadequate</li> </ul>	<ul style="list-style-type: none"> <li>uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a limited range of structures with only rare attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>
4	<ul style="list-style-type: none"> <li>responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate</li> <li>presents a position but this is unclear</li> <li>presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported</li> </ul>	<ul style="list-style-type: none"> <li>presents information and ideas but these are not arranged coherently and there is no clear progression in the response</li> <li>uses some basic cohesive devices but these may be inaccurate or repetitive</li> <li>may not write in paragraphs or their use may be confusing</li> </ul>	<ul style="list-style-type: none"> <li>uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</li> <li>has limited control of word formation and/or spelling; errors may cause strain for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of structures with only rare use of subordinate clauses</li> <li>some structures are accurate but errors predominate, and punctuation is often faulty</li> </ul>
3	<ul style="list-style-type: none"> <li>does not adequately address any part of the task</li> <li>does not express a clear position</li> <li>presents few ideas, which are largely undeveloped or irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>does not organise ideas logically</li> <li>may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of words and expressions with very limited control of word formation and/or spelling</li> <li>errors may severely distort the message</li> </ul>	<ul style="list-style-type: none"> <li>attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning</li> </ul>
2	<ul style="list-style-type: none"> <li>barely responds to the task</li> <li>does not express a clear position</li> <li>may attempt to present one or two ideas but there is no development</li> </ul>	<ul style="list-style-type: none"> <li>has very little control of organisational features</li> </ul>	<ul style="list-style-type: none"> <li>uses an extremely limited range of vocabulary, essentially no control of word formation and/or spelling</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms except in memorised phrases</li> </ul>
1	<ul style="list-style-type: none"> <li>answer is completely unrelated to the task</li> </ul>	<ul style="list-style-type: none"> <li>fails to communicate any message</li> </ul>	<ul style="list-style-type: none"> <li>can only use a few isolated words</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms at all</li> </ul>
0	<ul style="list-style-type: none"> <li>does not attend</li> <li>writes a totally memorised response</li> </ul>			

# SPEAKING: Band Descriptors (public version)

Band	Lexical resource	Grammatical range and accuracy	Pronunciation
9	<ul style="list-style-type: none"> <li>speaks fluently with only rare repetition or self-correction;</li> <li>any hesitation is content-related rather than to find words or grammar</li> <li>speaks coherently with fully appropriate cohesive features</li> <li>develops topics fully and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses vocabulary with full flexibility and precision in all topics</li> <li>uses idiomatic language naturally and accurately</li> </ul>	<ul style="list-style-type: none"> <li>uses a full range of structures naturally and appropriately</li> <li>produces consistently accurate structures apart from 'slips' characteristic of native speaker speech</li> <li>is effortless to understand</li> </ul>
8	<ul style="list-style-type: none"> <li>speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language</li> <li>develops topics coherently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide vocabulary resource readily and flexibly to convey precise meaning</li> <li>uses less common and idiomatic vocabulary skillfully, with occasional inaccuracies</li> <li>uses paraphrase effectively as required</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures flexibly</li> <li>produces a majority of error-free sentences with only very occasional inappropriacies or basic non-systematic errors</li> <li>is easy to understand throughout; L1 accent has minimal effect on intelligibility</li> </ul>
7	<ul style="list-style-type: none"> <li>speaks at length without noticeable effort or loss of coherence</li> <li>may demonstrate language-related hesitation at times, or some repetition and/or self-correction</li> <li>uses a range of connectives and discourse markers with some flexibility</li> </ul>	<ul style="list-style-type: none"> <li>uses vocabulary resource flexibly to discuss a variety of topics</li> <li>uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices</li> <li>uses paraphrase effectively</li> </ul>	<ul style="list-style-type: none"> <li>uses a range of complex structures with some flexibility</li> <li>Frequently produces error-free sentences, though some grammatical mistakes persist</li> <li>shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8</li> </ul>
6	<ul style="list-style-type: none"> <li>is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation</li> <li>uses a range of connectives and discourse markers but not always appropriately</li> </ul>	<ul style="list-style-type: none"> <li>has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies</li> <li>generally paraphrases successfully</li> </ul>	<ul style="list-style-type: none"> <li>uses a mix of simple and complex structures, but with limited flexibility</li> <li>may make frequent mistakes with complex structures though these rarely cause comprehension problems</li> <li>mispronunciation of individual words or sounds reduces clarity at times</li> </ul>
5	<ul style="list-style-type: none"> <li>usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going</li> <li>may over-use certain connectives and discourse markers</li> <li>produces simple speech fluently, but more complex communication causes fluency problems</li> </ul>	<ul style="list-style-type: none"> <li>manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility</li> <li>attempts to use paraphrase but with mixed success</li> </ul>	<ul style="list-style-type: none"> <li>produces basic sentence forms with reasonable accuracy</li> <li>uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems</li> <li>shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6</li> </ul>
4	<ul style="list-style-type: none"> <li>cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction</li> <li>links basic sentences but with repetitive use of simple connectives and some breakdowns in coherence</li> <li>produces simple speech fluently, but more complex communication causes fluency problems</li> </ul>	<ul style="list-style-type: none"> <li>is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice</li> <li>rarely attempts paraphrase</li> </ul>	<ul style="list-style-type: none"> <li>produces basic sentence forms and some correct simple sentences but subordinate structures are rare</li> <li>errors are frequent and may lead to misunderstanding</li> <li>uses a limited range of pronunciation features</li> <li>attempts to control features but lapses are frequent</li> <li>mispronunciations are frequent and cause some difficulty for the listener</li> </ul>
3	<ul style="list-style-type: none"> <li>speaks with long pauses</li> <li>has limited ability to link simple sentences</li> <li>gives only simple responses and is frequently unable to convey basic message</li> </ul>	<ul style="list-style-type: none"> <li>uses simple vocabulary to convey personal information</li> <li>has insufficient vocabulary for less familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>attempts basic sentence forms but with limited success, or relies on apparently memorised utterances</li> <li>makes numerous errors except in memorised expressions</li> <li>shows some of the features of Band 2 and some, but not all, of the positive features of Band 4</li> </ul>
2	<ul style="list-style-type: none"> <li>pauses lengthily before most words</li> <li>little communication possible</li> </ul>	<ul style="list-style-type: none"> <li>only produces isolated words or memorised utterances</li> <li>cannot produce basic sentence forms</li> </ul>	<ul style="list-style-type: none"> <li>Speech is often unintelligible</li> </ul>
1	<ul style="list-style-type: none"> <li>no communication possible</li> <li>no rateable language</li> </ul>		
0	<ul style="list-style-type: none"> <li>does not attend</li> </ul>		

## EK 6 - Answer Sheets



UNIVERSITY of CAMBRIDGE  
ESOL Examinations

IELTS Listening and Reading Answer Sheet

**Centre number:**

Pencil must be used to complete this sheet.

Please write your full name in CAPITAL letters on the line below:

Then write your six digit Candidate number in the boxes and shade the number in the grid on the right.



**Test date** (shade ONE box for the day, ONE box for the month and ONE box for the year):

**Day:** 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

**Month:** 01 02 03 04 05 06 07 08 09 10 11 12    **Year (last 2 digits):** 09 10 11 12 13 14 15 16 17 18

Listening	Listening	Listening	Listening	Listening	Listening	Listening
		Marker use only				Marker use only
1		✓ 1 X — —	21			✓ 21 X — —
2		✓ 2 X — —	22			✓ 22 X — —
3		✓ 3 X — —	23			✓ 23 X — —
4		✓ 4 X — —	24			✓ 24 X — —
5		✓ 5 X — —	25			✓ 25 X — —
6		✓ 6 X — —	26			✓ 26 X — —
7		✓ 7 X — —	27			✓ 27 X — —
8		✓ 8 X — —	28			✓ 28 X — —
9		✓ 9 X — —	29			✓ 29 X — —
10		✓ 10 X — —	30			✓ 30 X — —
11		✓ 11 X — —	31			✓ 31 X — —
12		✓ 12 X — —	32			✓ 32 X — —
13		✓ 13 X — —	33			✓ 33 X — —
14		✓ 14 X — —	34			✓ 34 X — —
15		✓ 15 X — —	35			✓ 35 X — —
16		✓ 16 X — —	36			✓ 36 X — —
17		✓ 17 X — —	37			✓ 37 X — —
18		✓ 18 X — —	38			✓ 38 X — —
19		✓ 19 X — —	39			✓ 39 X — —
20		✓ 20 X — —	40			✓ 40 X — —

Marker 2  
Initials

Marker 1  
Initials

Band  
Score

**Listening**

Please write your full name in CAPITAL letters on the line below:

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Please write your Candidate number on the line below:

---

Please write your three digit language code in the boxes and shade the numbers in the grid on the right.



0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9



Are you: Female? — Male? —

Reading    Reading    Reading    Reading    Reading    Reading

Module taken (shade one box):

Academic —

General Training —

	Marker use only		Marker use only
1	✓ 1 X — —	21	✓ 21 X — —
2	✓ 2 X — —	22	✓ 22 X — —
3	✓ 3 X — —	23	✓ 23 X — —
4	✓ 4 X — —	24	✓ 24 X — —
5	✓ 5 X — —	25	✓ 25 X — —
6	✓ 6 X — —	26	✓ 26 X — —
7	✓ 7 X — —	27	✓ 27 X — —
8	✓ 8 X — —	28	✓ 28 X — —
9	✓ 9 X — —	29	✓ 29 X — —
10	✓ 10 X — —	30	✓ 30 X — —
11	✓ 11 X — —	31	✓ 31 X — —
12	✓ 12 X — —	32	✓ 32 X — —
13	✓ 13 X — —	33	✓ 33 X — —
14	✓ 14 X — —	34	✓ 34 X — —
15	✓ 15 X — —	35	✓ 35 X — —
16	✓ 16 X — —	36	✓ 36 X — —
17	✓ 17 X — —	37	✓ 37 X — —
18	✓ 18 X — —	38	✓ 38 X — —
19	✓ 19 X — —	39	✓ 39 X — —
20	✓ 20 X — —	40	✓ 40 X — —

Marker 2 Initials	
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Marker 1 Initials	
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Band Score	
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Reading Total	
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## EK 7 - Collocations

Combination	Türkçesi
solve serious social problems	ciddi sosyal problemleri çözmek
take adequate security measures	yeterli güvenlik önlemleri almak
will have to get used to	alışmak zorunda kalacak
will increase the number of homeless families	evsiz ailelerin sayısını artıracak
plays a significant role in water pollution	su kirliliğinde önemli bir rol oynar
Policies aimed at tackling...	... ile mücadele etmeyi hedefleyen politikalar
poor working conditions lead to	kötü çalışma koşulları... yol açar
huge amounts of data	büyük miktarda veri
realistic solutions	gerçekçi çözümler
rapid technological and cultural changes	hızlı teknolojik ve kültürel değişimler
the international society	uluslararası toplum
some of the world's most polluted cities	Dünyanın en kirli şehirlerinden bazıları
rapid expansion of online shopping	online alışverişin hızla yayılması
Educational inequalities are linked to higher rates of violent crime	eğitimde fırsat eşitsizliği ile şiddet içeren yüksek suç oranları bağlantılıdır.
attracts hikers from around the world	dünyanın dört bir yanından yürüyüş yapan kişileri cezpede eder.
cleaning up contaminated water	kirlenen/kirletilen suyu temizlemek
profound changes in individuals' lives	bireylerin hayatlarındaki büyük değişiklikler
stick to their budgets by avoiding credit-card	kredi kartı kullanımından kaçınarak bütçeye bağlı kalmak
have time to hang out with my friends on the weekend	hafta sonu arkadaşlarla takılmak için zaman bulmak
accelerate innovation	yeniliklere hız vermek
address social and environmental problems	toplumsal ve çevresel sorunlara yönelme
have been a major tourist attraction for decades	onlarca yıl turistlerin büyük ilgiyleraigbet bulmuştur.
may face discrimination at work	işte ayrımcılıkla yüz yüze gelebilirler
college tuition and fees	üniversite öğretim ücreti ve harçlar
could adversely affect	tersine, kötü yönde etkileyebilmek
difficult to implement	uygulaması güç, yerine getirmesi zor
listening to classical music to boost brain performance	zeka performansını artırmak için klasik müzik dinleme
enable users to share their lives with friends around the world	kullanıcırlara, hayatlarını dünyanın birçok yerindeki arkadaşlarıyla paylaşma imkanı sağlamak
food prices are soaring to historical levels	yiyecek fiyatları önemli boyutlara fırlıyor

Combination	Türkçesi
Although college enrollment has continued to rise in recent years	son yıllarda üniversite kayıtlarındaki artışın devam etmesine karşın
are vital for all of us	hepimiz için hayatı derece önemli
eating habits can be influenced by factors	yeme alışkanlıklarını dış faktörlerden etkilenebilir
demand for air travel continues to decline	hava taşımacılığına olan talep azalmaya devam ediyor
are facing ecological disaster	çevresel felaketlerle karşı karşıya kalıyorlar
experience stress at workplace	iş yerinde stres yaşamak
face grave water shortages	ciddi su kıtlığı ile karşı karşıya kalmak
forbid the consumption of alcohol	alkol tüketimini yasaklamak
receive less education than boys because of discrimination, education expenses, and household duties	ayrımcılık, eğitim masrafları ve evdeki sorumluluklar yüzünden erkeklerden daha az eğitim almak
reduce crime	suçu azaltmak
reduce water pollution	su kirliliğini azaltmak
thanks to modern advances such as the rapid transportation	hızlı ulaşım gibi modern gelişmeler sayesinde
have attracted significant attention in the last few years	son yıllarda büyük ölçüde dikkat çekmiştir
judge people by their external appearances	insanları dış görünümleriyle yargılamak
has become a far less desirable place to live	yaşamak için çok daha az istenen bir yer haline gelmiştir
the number of offences committed by girls	kızlar tarafından işlenen suçların sayısı
threaten food and water supplies	yiyecek ve su kaynaklarını tehdit etmek
widespread use of advanced transport technology	gelişmiş ulaşım teknolojisinin yaygın kullanımı
die from disease or starvation	hastalıktan ya da açlıktan ölmek
discuss a range of topics, including economic growth, the environment	ekonomik büyümeye ve çevreyi içeren çeşitli konularda tartışmak
encouraging people to use less water	insanları daha az su kullanmaya teşvik etmek
must be saved at all costs	her ne pahasına olursa olsun korunmalıdır, kurtarılmalıdır
keen to promote the city as a tourist	şehir bir turistik bölge olarak tanıtmaya istekli olmak
feel very isolated and alone	çok dışlanmış ve yalnız hissetmek
has changed a lot over the years	yıllar içinde çok değişmiştir
has changed fundamentally over the past decade	son on yılda büyük oranda değişmiştir.
low fuel consumption	düşük yakıt tüketimi
have been swept under the carpet	hasır altı edildi

Combination	Türkçesi
it is unrealistic to expect people to give up private cars in favor of mass transit	insanların toplu taşıma için özel arabalarını bırakmalarını beklemek gerçekçi değildir
Not only would this save energy and cut carbon dioxide emissions, it would also enhance the...	sadece enerji tasarrufu ve karbondioksit salınımını azaltmaz, aynı zamanda... arttırr.
would also help slow the rates of climate change and deforestation	iklim değişikliğini ve ormanların yok olmasını yavaşlatmaya yardımcı olabilir
persistent and serious threat to marine life	deniz hayatına süregelen ve ciddi tehdit
come up with new and innovative and creative ways	yeni, yenilikçi ve yaratıcı yollar ortaya çıkarmak, önermek
the country has undergone massive changes recently	ülke son zamanlarda çok büyük değişiklikler geçirdi
have a tremendous impact on	(...üzerinde) çok büyük etkisi olmak
have made significant advances in technical fields	teknik alanda önemli gelişmeler sağlamıştır
capitalism and consumerism have brought the world to the brink of economic and environmental collapse	kapitalizm ve tüketim toplumu dünyayı ekonomik ve çevresel çöküşün eşiğine getirdi
help consumers identify what is good for them	tüketicilere onlar için neyin iyi olduğunu belirlemeye yardımcı olmak
exploitation of resources	kaynakların sömürülmesi
one of the most devastating obstacles to development in Africa	Afrika'nın gelişimindeki en büyük engellerden biri
to implement a comprehensive strategy to tackle	...ile baş etmek için kapsamlı bir strateji uygulamak
invest in natural resources around the world	dünya genelinde doğal kaynaklara yatırım yapmak
provide convenience to consumers	müşterilere kolaylık, rahatlık sağlamak
provide uncensored information	sansürsüz bilgi sağlamak
tough techniques to discipline children	çocukları terbiye etmek için sert yöntemler kullanmak
do not have sufficient Access to nutritious food	besleyici besinlere yeteri kadar ulaşamamak
provide people with basic human needs such as water, food, energy and shelter	insanlara su, yiyecek, enerji ve barınma gibi temel ihtiyaçları sağlamak
may be insufficient to prevent	önlemede yetersiz kalabilir
get to know each other better	birbirini daha iyi tanımak
means of communication	İletişim aracı
affect many areas of our lives	hayatımızın pek çok alanını etkilemek
fight against climate change	iklim değişikliğine karşı mücadele etmek
have been the main causes of warming in the past half century	geçen yarı yüzyılda küresel ısınmanın ana sebepleri olmuştur
could have a disastrous effect on the world's economy	dünya ekonomisi üzerinde tahrip edici bir etkiye sahip olabilir

Combination	Türkçesi
can have a negative effect on the environment	çevre üzerinde olumsuz bir etkisi olabilir
hit agricultural production across the world	dünya genelindeki tarımsal üretimi etkilemek/vurmak
raise awareness of the critical link between forest and climate change	ormanlar ve iklim değişimi arasındaki kritik bağlantıyla olan farkındalığı artırmak
live without access to electricity, to healthcare and education	elektriğe, sağlık hizmetlerine ve eğitime erişimi olmadan yaşamak
spend your time on interesting things rather than repetitive work	benzer/monoton işler yerine ilginç şeylere vakit harcamak
lead to more extreme weather, worse floods and stronger winds	daha çetin hava koşullarına, daha kötü sellere ve güçlü rüzgarlara sebep olmak
to take action over greenhouse gases	sera etkisi yaratan karşı önlem almak
take immediate action to address the problem	problemle baş etmek için acil önlemler almak
could adversely affect	kötü(olumsuz yönde) etkileyebilir
buy more fuel-efficient vehicles	yakıt tasarrufu yapan araçlar satın almak
alleviate pollution	kirliliği azaltmak
can double its current electrical generating capacity from wind	şu anki rüzgardan elektrik üretme kapasitesini ikiye katlayabilir
encourage countries to take steps to reduce their greenhouse emissions	ülkeleri sera etkisi yaratan gazların yayılmasını azaltmak için önlemler almaya teşvik etmek
seek out like-minded people with similar interests	benzer ilgi alanlarına sahip aynı kafa yapısında insanları arayıp bulmak
develop clean energy sources like solar and wind power	güneş ve rüzgar gücü gibi temiz enerji kaynakları geliştirmek
may lead to a greener future for all cities in the world	dünyadaki tüm şehirlerde daha yeşil bir geleceğe yol açabilir
create renewable energy from wind, sun and other Technologies	rüzgardan, güneşten ve diğer teknolojilerden yenilenebilir enerji yaratmak
have disastrous consequences for the world	dünya için tahrip edici/feci sonuçları olmak
climate researchers predict that	iklim araştırmacıları tahmin ediyor ki
take a central role in tackling climate change	iklim değişimi ile mücadelede kilit rol üstlenmek
Not only have countries become more economically and environmentally interdependent, but people have, too.	Sadece ülkeler değil insanlar da ekonomik ve çevresel olarak birbirine bağlı hale geldiler.
significantly fewer women apply for senior positions in comparison with men	erkeklerle kıyasla çok daha az kadın üst mertebelere başvuruyor
tend to be better qualified	daha kalifiyeli olma eğilimine sahiplerdir
provide a range of opportunities for women to enhance their skills and contacts	kadınlara yeteneklerini ve ilişkilerini geliştirmeleri için geniş bir fırsat yelpazesi sağlamak

Combination	Türkçesi
release more carbon into the atmosphere	atmosfere daha çok karbon salmak
curbing climate change	iklim değişimini kontrol altına almak
come up with predictions for our future environment and weather	gelecekteki çevremiz ve havamız ile ilgili tahminler ortaya atmak
are all dependent on our climate and weather	iklimimize ve havamıza bağlı olmak
in the last thirty years disasters have been happening more frequently	son otuz yıldır felaketler daha sık gerçekleşmektedir
does not pose any environmental risk	çevresel bir risk oluşturmamak
depend heavily on economic circumstances	büyük oranda ekonomik koşullara bağlı olmak
for this to happen	bunun olması için
make college more affordable and attainable	üniversiteyi ucuz ve ulaşılabilir yapmak
exercise not only makes us healthy but also happy	spor bizi sadece sağlıklı yapmaz, mutlu da eder
yearn for	can atmak
win back the public trust	halkın güvenini geri kazanmak
make a lot of money	çok para kazanmak
make an enormous effort	çok çabalamak
make considerable progress	çok büyük gelişim göstermek
make outstanding contributions	büyük katkılarda bulunmak
make universities less competitive	üniversiteleri daha az rekabetçi hale getirmek
online shopping is booming in the UK	online alışveriş İngiltere'de hızla artıyor
left a marked impact upon him	üzerinde belirgin bir etki bıraktı
postpone having a family	aile sahibi olmayı ertelemek
poverty is widespread across the developing countries	fakirlik gelişmekte olan ülkelerde yaygındır
reusable shopping bags	tekrar kullanılabilen alışveriş çantaları
scientist estimate that smoking reduces life expectancy by around 12 years on average	bilim adamları sigaranın ortalama ömrü 12 yıl kısalttığını tahmin ediyor
worries about immigration and globalization	göç ve küreselleşme hakkında endişelenmek
throughout their entire life	bütün yaşamları boyunca
cultural bias	kültürel önyargı
support reform and promote development	değişimi desteklemek ve gelişimi teşvik etmek
contribute to economic development and employment creation	ekonomik gelişme ve istihdam oluşturmaya katkıda bulunmak
will grow rapidly over the coming decades	gelecek on yıllarda hızla artacak
people living in the EU	Avrupa Birliği'ne üye ülkelerde yaşayan insanlar

Combination	Türkçesi
implement a comprehensive strategy to tackle	mücadele etmek için kapsamlı bir strateji uygulamak
face far more serious hazards	çok daha ciddi tehlikelerle karşılaşmak
peace, prosperity and freedom	huzur, refah ve özgürlük
improving the everyday lives of people	insanların günlük hayatlarını geliştirmek
Access to education and health services	eğitim ve sağlık hizmetlerine erişim
strong female participation in the workforce	işgücüne kadınların fazla katılımı
about two million people die prematurely every year due to air pollution	hava kirliliği yüzünden her yıl yaklaşık iki milyon insan erken ölü
reduce greenhouse gas production	sera gazlarının üretimini azaltmak
renewable energy sources	yenilenebilir enerji kaynakları
millions of people who earn their living from farming	yaşamını tarımdan kazanan milyonlarca insan
hold conferences on globalization in recent years	son yıllarda küreselleşme üzerine konferanslar düzenlemek
talk about current events	güncel konularda konuşmak
lost faith in political solutions	politik çözümlere olan inancı kaybetmek
play a critical role in children's educational achievement	çocukların eğitim hayatlarındaki başarısında önemli bir rol oynamak
develop different learning skills	farklı öğrenme becerileri geliştirmek
reduce poverty and improve living standards for people in the developing world	yoksulluğu azaltmak ve gelişmekte olan ülkelerdeki insanların yaşam standartlarını geliştirmek
confront the threat of climate change	iklim değişimi sorunu/tehditi ile karşı karşıya kalmak
provide better education and employment opportunities	daha iyi eğitim ve iş imkanı sağlamak
the rest of his life	hayatının geri kalanı
the quality of the product	ürünün kalitesi
technological innovations	teknolojik yenilikler
the city's growing demand for drinking water	içme suyu için şehrin artan talebi
underestimate the possible economic consequences	olası ekonomik sonuçları küçümsemek
are so addicted to the internet that	internete o kadar bağımlılar ki
one-third of the population	nüfusun üçte biri
is leading to dramatic declines in numbers of fish	balık sayısında önemli ölçüde düşüşe yol açıyor
phone addiction	telefon bağımlılığı
prepare students for the information society	öğrencileri bilgi toplumuna hazırlamak
reduce taxes on food stuffs	gıda maddelerinin vergisini azaltmak
focus on economic issues	ekonomik konular üzerine odaklanmak
lack access to safe drinking water	temiz içme suyuna erişimden yoksunluk

Combination	Türkçesi
protect people from secondhand smoke	insanları pasif içicilikten korumak
overcome social and economic inequality	sosyal ve ekonomik eşitsizliğin üstesinden gelmek
mitigating global warming	küresel ısınmanın etkilerini azaltmak
more common in women than in men	kadınlarda erkeklerde olduğundan daha yaygındır
must be realistic about the prospects of success	başarı ihtimali konusunda gerçekçi olmalı
enhancing the quality of their education	eğitimlerinin kalitesini artırmak
find it hard to keep up with	ayak uydurmakta zorlanmak
for a significant period of time	uzun bir süre boyunca
for a variety of purposes	çeşitli amaçlardan dolayı
has to be taken seriously	ciddiye alınması gerek
growing populations in developing economies	gelişmekte olan ekonomilerin artan nüfusu
will worsen over the next few years	gelecek birkaç yılda kötüleşecek
affect the quality of life	yaşam kalitesini etkilemek
unemployment rate has climbed	işsizlik oranı tırmanmıştır
foreign investment	yabancı yatırım
are still heavily depend on	hala çokça ...'ya bağımlı olmak
bring up children	çocuk yetiştirmek
has very limited resources	sınırlı sayıda kaynağa sahip olmak
have a beneficial effect on health	sağlık üzerinde olumlu bir etkiye sahip olmak
have a devastating impact upon many economies	pek çok ekonomi üzerinde yıkıcı etkisi olmak
have become increasingly common in recent years	son yıllarda oldukça yaygın hale gelmiştir
has been an essential component of the industrial age	endüstri çağının çok gereklili bir parçası haline gelmiştir
needs foreign investment to create jobs and spur infrastructure development	istihdam yaratmak ve alt yapıyı desteklemek için yabancı yatırıma ihtiyaç duymak
deterioration in the behavior of primary school pupils	ilkokul öğrencilerinin davranışlarındaki bozukluklar
despite a massive effort to provide safe drinking water	güvenli içme suyu tedarik etmek için yapılan büyük gayrete rağmen
the effect of advertising on children	reklamin çocukların üzerindeki etkisi
various countries around the world	dünya çapındaki çeşitli ülkeler
the negative consequences of drinking alcohol	alkol kullanımının olumsuz sonuçları
revolution in communications technology	İletişim teknolojisinde devrim niteliğinde gelişmeler

Combination	Türkçesi
tackle poverty and hunger	fakirlikle ve açılıkla mücadele etmek
has neither enough water nor electricity for the population	nüfus için ne yeterli suya ne de elektriğe sahip olmak
a society where wide economic inequalities remain	hala çok büyük ekonomik eşitsizliklerin bulunduğu bir toplum
should be tightly controlled	çok sıkı bir şekilde kontrol edilmesi gereklidir
economic consequences of technological progress	teknolojik ilerlemenin ekonomik sonuçları
offer courses over the Internet	internet üzerinden ders vermek
market their goods to customers anywhere in the country	ürünlerini ülkenin her yerindeki müşterilere pazarlamak
large urban areas where job opportunities are more plentiful	iş imkanlarının daha çok olduğu büyük kentsel bölgeler
should be given much higher priority than is now	şimdikinden daha fazla öncelik verilmeli
city dwellers	kent sakinleri
run on electricity rather than petrol	petrolden ziyade elektrikle çalışır
attract people's interest	insanların ilgisini çekmek
struggle with depression	depresyonla mücadele etmek
get rid of depression	depresyondan kurtulmak
get rid of stress	stres atmak
develop different learning skills	farklı öğrenme becerileri geliştirmek
can occur any at any stage of your life	hayatının her alanında meydana çıkabilir
underestimate the psychological importance of having friends	arkadaş sahibi olmanın psikolojik önemini hafife almak
will be much worse than expected	beklenenden çok daha kötü olacak
has deep roots in Turkish culture	Türk kültüründe derin kökleri var
In order to become healthy, happy and successful individuals	sağlıklı, mutlu ve başarılı bireyler olmak için
use of multimedia materials in research and education	araştırmada ve eğitimde multimedya materyallerin kullanımı
abandon the countryside seeking better jobs or education in metropolitan areas	kentsel alanlarda daha iyi iş ve eğitim imkanları aramak için kırsal alanları terk etmek
one of the most serious and politically delicate problems facing Turkey today	Türkiye'nin bugün karşılaştığı en ciddi ve politik açıdan hassas problemlerinden biri
attract 25 million shoppers every year despite the financial downturn	finansal krize rağmen her yıl 25 milyon müşteri çekmek
regard migration as a problem, not as a an opportunity	göçü bir fırsat olarak değil de bir problem olarak görmek
pay in cash	nakit ödemek
have greatly improved during the past 20 years	son yirmi yılda çok gelişmiştir
for a variety of reasons	pek çok neden yüzünden

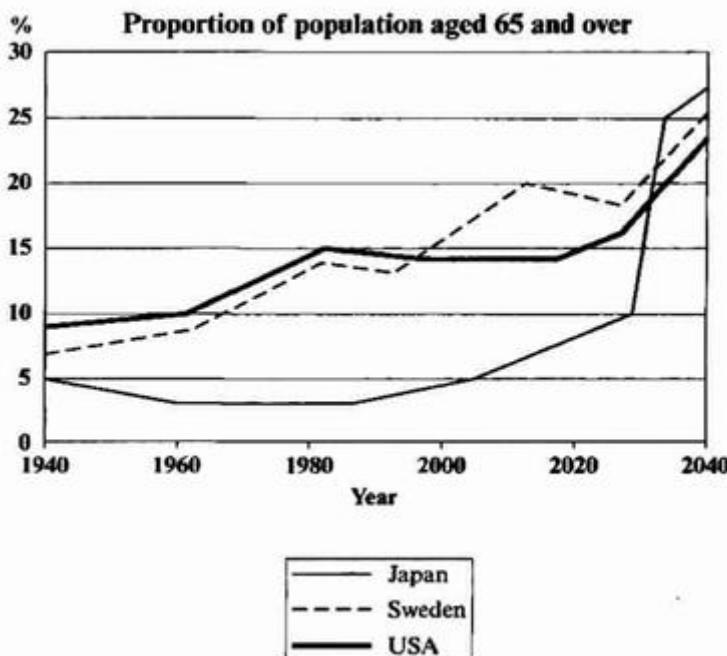
Combination	Türkçesi
cell phones that have access to the Internet	internete erişimi olan cep telefonları
breathtaking view	nefes kesen manzara
an important part of human life	insan hayatının önemli bir parçası
an effective means of communication	etkili bir iletişim aracı
commit crime	suç işlemek
is an everyday feature of life	günlük hayatın olağan bir parçası
provide better sport facilities for young people	gençlere daha iyi spor tesisleri sağlamak
the reasons why people turn to crime	insanların suça yönelmelerinin nedenleri
have significant adverse health effects	sağlık açısından önemli derecede zararlı etkileri vardır
on the other side of the equation	madalyonun diğer yüzünde
ageing populations and low birth rates	yaşlanan nüfus ve düşük doğum oranları
spend a greater proportion of their income on food	gelirlerinin çok büyük bir kısmını yemeğe harcamak
spend most of their time watching TV	zamanlarının çoğunu televizyon izleyerek geçirmek
take responsibility	sorumluluk almak
take the problem more seriously	sorunu daha ciddiye almak
work under difficult circumstances	zor koşullar altında çalışmak
a healthy economy	sağlıklı bir ekonomi
the harmful effects of smoking	sigara içmenin zararlı etkileri
very few people	çok az insan
fewer people	daha az insan
lack of education	eğitim eksikliği
lack of experience	tecrübe eksikliği
the main cause of road accidents	trafik kazalarının ana sebebi
transportation means	ulaşım aracı
old-fashioned clothes/ideas	demode kıyafetler/fikirler
old-fashioned farming methods	modası geçmiş çiftçilik metodları
less developed nations	az gelişmiş ülkeler
a healthy lifestyle	sağlıklı bir yaşam tarzı
chemicals that are harmful to the environment	çevreye zararlı kimyasallar
high levels of unemployment in the advanced industrial societies	gelişmiş endüstriyel toplumlardaki yüksek orandaki işsizlik seviyeleri
scarcity of public parking	park alanlarının yetersizliği
water scarcity	su kıtlığı/azlığı
multinational corporations	çok uluslu şirketler
poverty rate	yoksulluk oranı
junk food	abur cubur
advertising campaigns	reklam kampanyaları
sit at a computer all day	bütün gün bilgisayar başında oturmak
is more beneficial	daha faydalı

Combination	Türkçesi
are fairly common among children	çocuklar arasında oldukça yaygındır
harms children's development	çocukların gelişimine zarar verir
should take at least an hour of moderate exercise a week	haftada en az bir saat düzenli egzersiz yapmalı
affect people positively	insanları olumlu etkilemek
consume fewer resources	daha az kaynak tüketmek
will become more valuable in coming years	gelecek yıllarda çok daha değerli olacak
is more effective than many of us realize	pek çoğumuzun fark ettiğinden çok daha etkili
face many obstacles	pek çok engelle karşılaşmak
to overcome obstacles	engellerin üstesinden gelmek
are vital for cognitive and social development	bilişsel ve sosyal gelişim için çok önemli olmak
are damaging family ties	aile bağlarına zarar veriyor
is increasing faster in comparison to other countries in Europe	Avrupa'daki diğer ülkelere kıyasla çok daha hızlı artıyor
take climate change seriously	iklim değişikliğini ciddiye almak
gain experience in work life	iş yaşamında tecrübe kazanmak
have little in common	çok az ortak noktası olmak
permanent employment	kalıcı istihdam
an indispensable part of human life	insan hayatının vazgeçilmez parçası
research facilities	araştırma tesisi
far more drastic measures	çok daha etkili önlemler
increased consumption of petrol	artan petrol tüketimi
live in a crowded family	kalabalık bir ailedede yaşamak
Amazon rainforest will probably disappear entirely by the end of this century	abu yüzyılın sonuna kadar Amazon yağmur ormanları büyük ihtimalle tamamen yok olacak
have lost faith in government	devlete olan inancını yitirdi
people should bear in mind that	insanlar şunu akıllarında tutmalıdır ki
protein-rich foods such as fish and meat	balık ve kırmızı et gibi protein bakımından zengin yiyecekler
bring a lasting peace to the region	bölgeye kalıcı barış getirmek
lack reliable information	güvenilir bilgiden yoksun olmak
human beings are naturally dependent on one another	insanoğlu tabiatı gereği birbirine bağımlıdır.
cope with problems	problemlerle baş etmek
needs of young people	gençlerin ihtiyaçları
recognize Internet addiction as a clinical disease	internet bağımlılığını klinik bir rahatsızlık olarak kabul etmek
to tackle increasing level of obesity	artan obezite seviyesiyle mücadele etmek
for their own sake	kendi iyilikleri için
growing use of computers and the Internet by children	bilgisayar ve internetin çocukların tarafından artan kullanımı



## EK 8 - Sample Essays (Writing Task 1)

*The graph below shows the proportion of the population aged 65 and over between 1940 and 2040 in three different countries.*



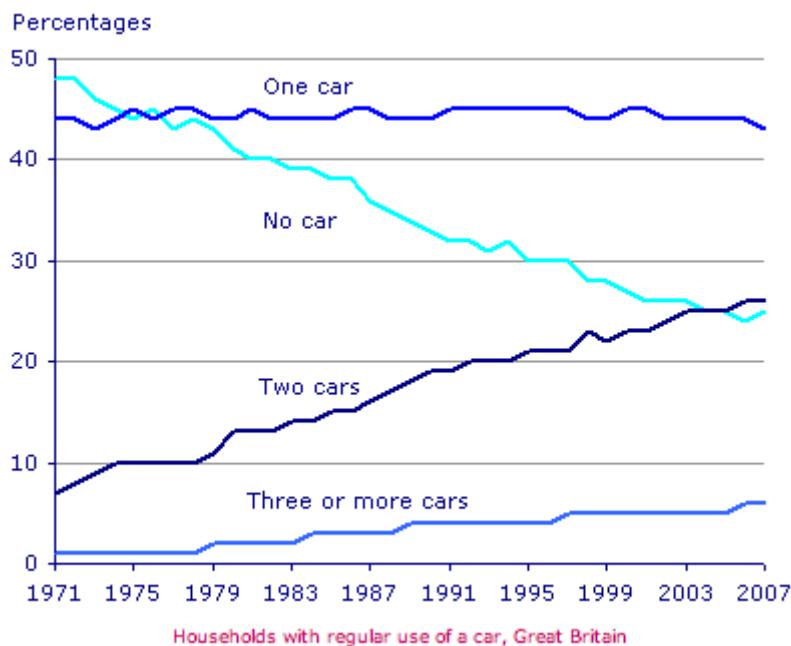
The line graph compares the percentage of people aged 65 or more in three countries over a period of 100 years.

It is clear that the proportion of elderly people increases in each country between 1940 and 2040. Japan is expected to see the most dramatic changes in its elderly population.

In 1940, around 9% of Americans were aged 65 or over, compared to about 7% of Swedish people and 5% of Japanese people. The proportions of elderly people in the USA and Sweden rose gradually over the next 50 years, reaching just under 15% in 1990. By contrast, the figures for Japan remained below 5% until the early 2000s.

Looking into the future, a sudden increase in the percentage of elderly people is predicted for Japan, with a jump of over 15% in just 10 years from 2030 to 2040. By 2040, it is thought that around 27% of the Japanese population will be 65 years old or more, while the figures for Sweden and the USA will be slightly lower, at about 25% and 23% respectively.

(178 words, band 9)

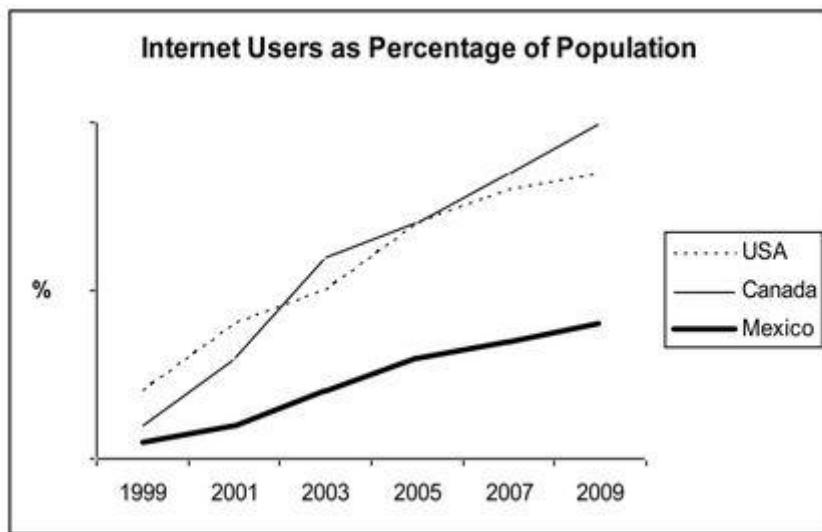


The chart gives information about UK immigration, emigration and net migration between 1999 and 2008.

Both immigration and emigration rates rose over the period shown, but the figures for immigration were significantly higher. Net migration peaked in 2004 and 2007.

In 1999, over 450,000 people came to live in the UK, while the number of people who emigrated stood at just under 300,000. The figure for net migration was around 160,000, and it remained at a similar level until 2003. From 1999 to 2004, the immigration rate rose by nearly 150,000 people, but there was a much smaller rise in emigration. Net migration peaked at almost 250,000 people in 2004.

After 2004, the rate of immigration remained high, but the number of people emigrating fluctuated. Emigration fell suddenly in 2007, before peaking at about 420,000 people in 2008. As a result, the net migration figure rose to around 240,000 in 2007, but fell back to around 160,000 in 2008.



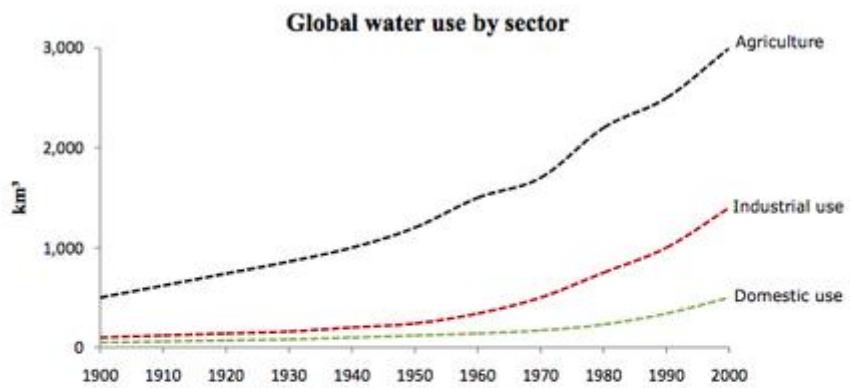
The line graph compares the percentage of people in three countries who used the Internet between 1999 and 2009.

It is clear that the proportion of the population who used the Internet increased in each country over the period shown. Overall, a much larger percentage of Canadians and Americans had access to the Internet in comparison with Mexicans, and Canada experienced the fastest growth in Internet usage.

In 1999, the proportion of people using the Internet in the USA was about 20%. The figures for Canada and Mexico were lower, at about 10% and 5% respectively. In 2005, Internet usage in both the USA and Canada rose to around 70% of the population, while the figure for Mexico reached just over 25%.

By 2009, the percentage of Internet users was highest in Canada. Almost 100% of Canadians used the Internet, compared to about 80% of Americans and only 40% of Mexicans.

**The graph and table below give information about water use worldwide and water consumption in two different countries.**



**Water consumption in Brazil and Congo in 2000**

Country	Population	Irrigated land	Water consumption per person
Brazil	176 million	26,500 km <sup>2</sup>	359 m <sup>3</sup>
Democratic Republic of Congo	5.2 million	100 km <sup>2</sup>	8 m <sup>3</sup>

The charts compare the amount of water used for agriculture, industry and homes around the world, and water use in Brazil and the Democratic Republic of Congo.

It is clear that global water needs rose significantly between 1900 and 2000, and that agriculture accounted for the largest proportion of water used. We can also see that water consumption was considerably higher in Brazil than in the Congo.

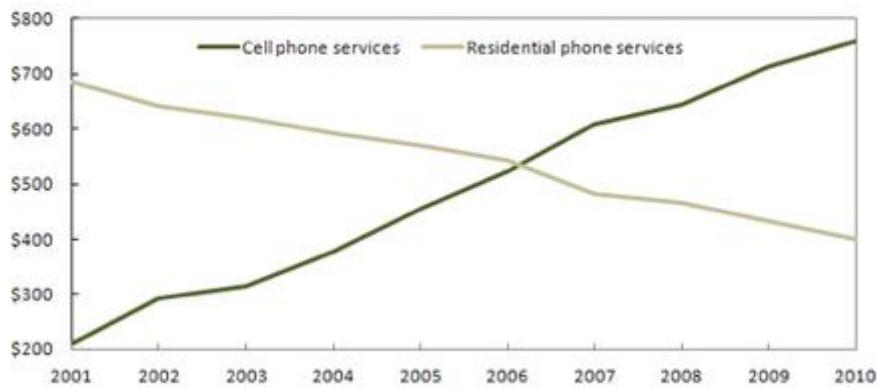
In 1900, around 500km<sup>3</sup> of water was used by the agriculture sector worldwide. The figures for industrial and domestic water consumption stood at around one fifth of that amount. By 2000, global water use for agriculture had increased to around 3000km<sup>3</sup>, industrial water use had risen to just under half that amount, and domestic consumption had reached approximately 500km<sup>3</sup>.

In the year 2000, the populations of Brazil and the Congo were 176 million and 5.2 million respectively. Water consumption per person in Brazil, at 359m<sup>3</sup>, was much higher than that in the Congo, at only 8m<sup>3</sup>, and this could be explained by the fact that Brazil had 265 times more irrigated land.

(184 words, band 9)

**The graph below shows US consumers' average annual expenditures on cell phone and residential phone services between 2001 and 2010.**

**Chart 1. Average annual expenditures on cell phone and residential phone services, 2001–2010**



SOURCE: U.S. Bureau of Labor Statistics, Consumer Expenditure Survey

The line graph compares average yearly spending by Americans on mobile and landline phone services from 2001 to 2010.

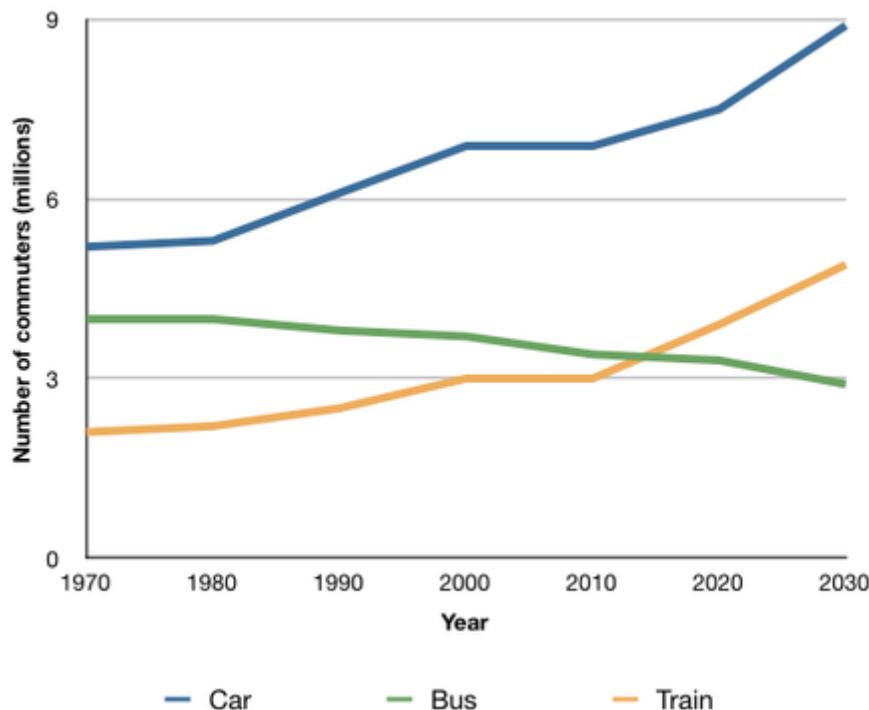
It is clear that spending on landline phones fell steadily over the 10-year period, while mobile phone expenditure rose quickly. The year 2006 marks the point at which expenditure on mobile services overtook that for residential phone services.

In 2001, US consumers spent an average of nearly \$700 on residential phone services, compared to only around \$200 on cell phone services. Over the following five years, average yearly spending on landlines dropped by nearly \$200. By contrast, expenditure on mobiles rose by approximately \$300.

In the year 2006, the average American paid out the same amount of money on both types of phone service, spending just over \$500 on each. By 2010, expenditure on mobile phones had reached around \$750, while the figure for spending on residential services had fallen to just over half this amount.

(162 words, band 9)

*The graph below shows the average number of UK commuters travelling each day by car, bus or train between 1970 and 2030.*

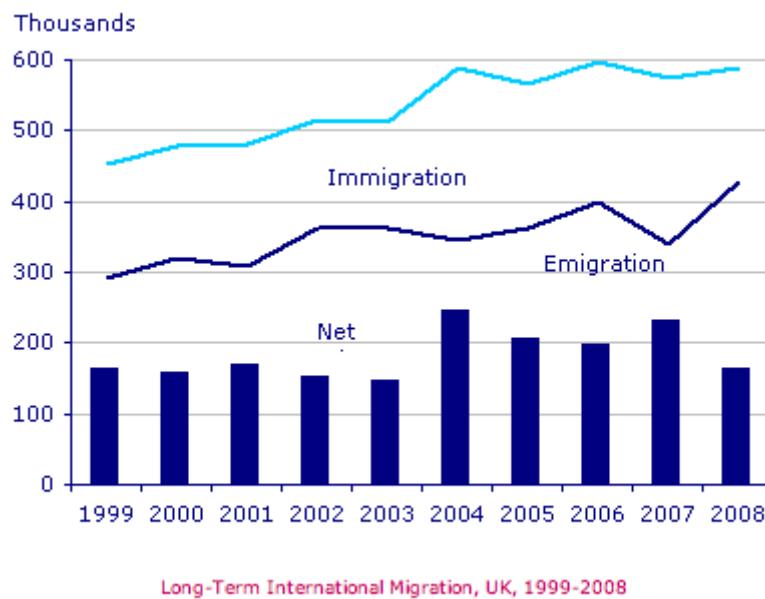


The line graph compares figures for daily travel by workers in the UK using three different forms of transport over a period of 60 years.

It is clear that the car is by far the most popular means of transport for UK commuters throughout the period shown. Also, while the numbers of people who use the car and train increase gradually, the number of bus users falls steadily.

In 1970, around 5 million UK commuters travelled by car on a daily basis, while the bus and train were used by about 4 million and 2 million people respectively. In the year 2000, the number of those driving to work rose to 7 million and the number of commuting rail passengers reached 3 million. However, there was a small drop of approximately 0.5 million in the number of bus users.

By 2030, the number of people who commute by car is expected to reach almost 9 million, and the number of train users is also predicted to rise, to nearly 5 million. By contrast, buses are predicted to become a less popular choice, with only 3 million daily users.



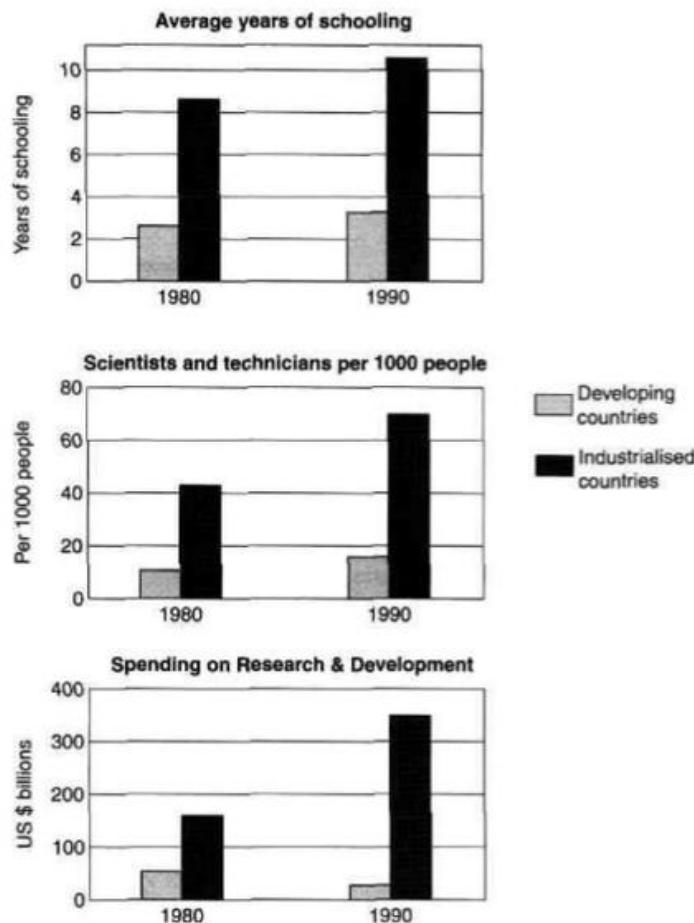
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*The charts below show the levels of participation in education and science in developing and industrialised countries in 1980 and 1990.*



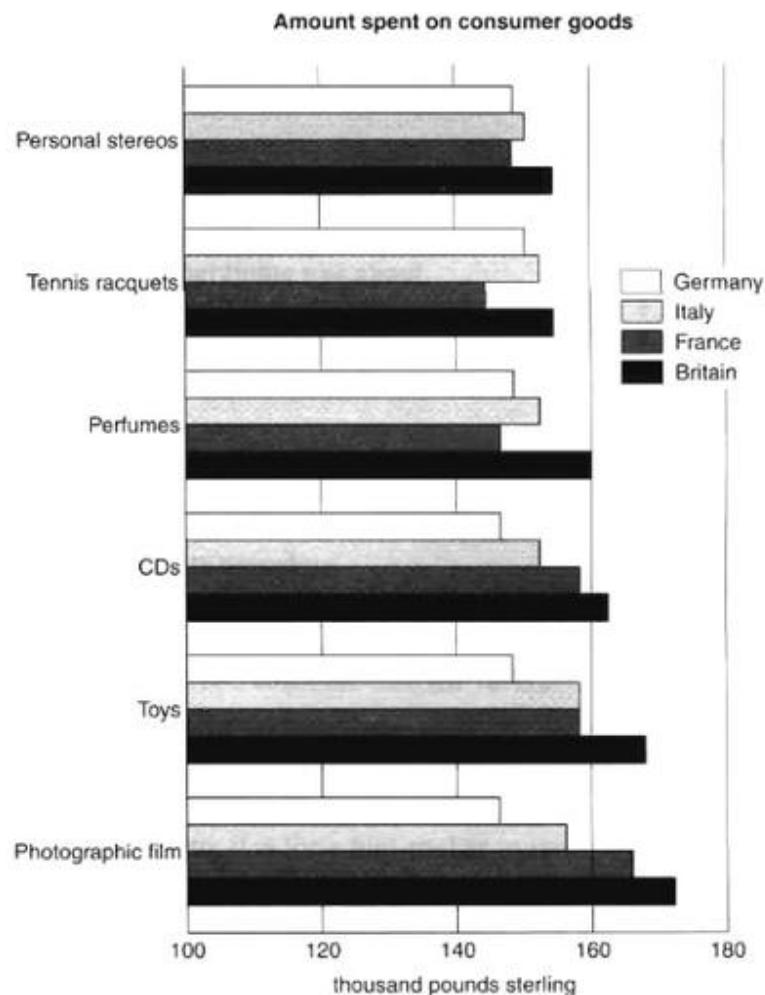
The three bar charts show average years of schooling, numbers of scientists and technicians, and research and development spending in developing and developed countries. Figures are given for 1980 and 1990.

It is clear from the charts that the figures for developed countries are much higher than those for developing nations. Also, the charts show an overall increase in participation in education and science from 1980 to 1990.

People in developing nations attended school for an average of around 3 years, with only a slight increase in years of schooling from 1980 to 1990. On the other hand, the figure for industrialised countries rose from nearly 9 years of schooling in 1980 to nearly 11 years in 1990.

From 1980 to 1990, the number of scientists and technicians in industrialised countries almost doubled to about 70 per 1000 people. Spending on research and development also saw rapid growth in these countries, reaching \$350 billion in 1990. By contrast, the number of science workers in developing countries remained below 20 per 1000 people, and research spending fell from about \$50 billion to only \$25 billion.

(187 words)



The bar chart compares consumer spending on six different items in Germany, Italy, France and Britain.

It is clear that British people spent significantly more money than people in the other three countries on all six goods. Of the six items, consumers spent the most money on photographic film.

People in Britain spent just over £170,000 on photographic film, which is the highest figure shown on the chart. By contrast, Germans were the lowest overall spenders, with roughly the same figures (just under £150,000) for each of the six products.

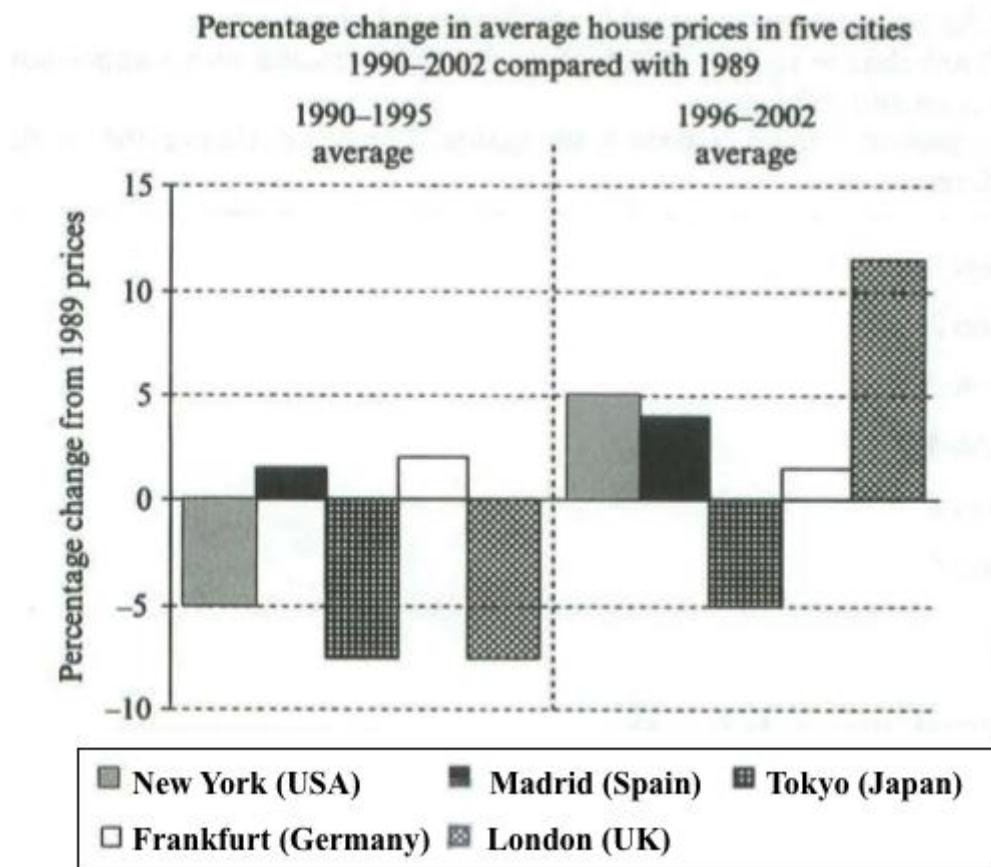
The figures for spending on toys were the same in both France and Italy, at nearly £160,000. However, while French people spent more than Italians on photographic film and CDs, Italians paid out more for personal stereos, tennis racquets and perfumes. The amount spent by French people on tennis racquets, around £145,000, is the lowest figure shown on the chart.

Note:

-I tried to keep the essay short (154 words) by selecting carefully.

-It's difficult to change spend, but I used spending, spenders and paid out.

*The chart below shows information about changes in average house prices in five different cities between 1990 and 2002 compared with the average house prices in 1989.*



The bar chart compares the cost of an average house in five major cities over a period of 13 years from 1989.

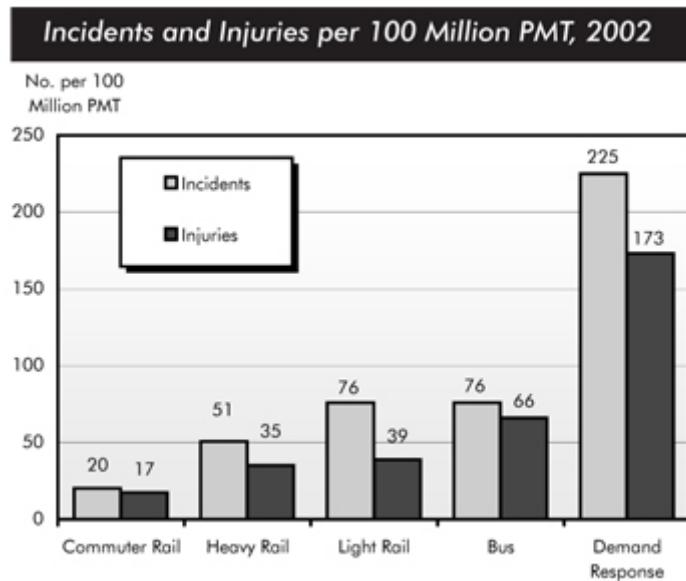
We can see that house prices fell overall between 1990 and 1995, but most of the cities saw rising prices between 1996 and 2002. London experienced by far the greatest changes in house prices over the 13-year period.

Over the 5 years after 1989, the cost of average homes in Tokyo and London dropped by around 7%, while New York house prices went down by 5%. By contrast, prices rose by approximately 2% in both Madrid and Frankfurt.

Between 1996 and 2002, London house prices jumped to around 12% above the 1989 average. Homebuyers in New York also had to pay significantly more, with prices rising to 5% above the 1989 average, but homes in Tokyo remained cheaper than they were in 1989. The cost of an average home in Madrid rose by a further 2%, while prices in Frankfurt remained stable.

(165 words)

*The chart below shows numbers of incidents and injuries per 100 million passenger miles travelled (PMT) by transportation type in 2002.*



The bar chart compares the number of incidents and injuries for every 100 million passenger miles travelled on five different types of public transport in 2002.

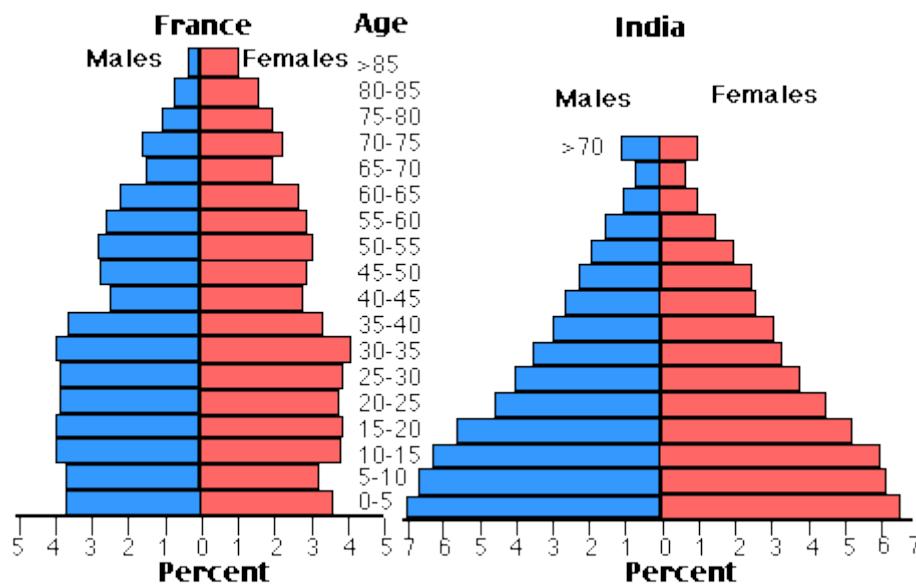
It is clear that the most incidents and injuries took place on demand-response vehicles. By contrast, commuter rail services recorded by far the lowest figures.

A total of 225 incidents and 173 injuries, per 100 million passenger miles travelled, took place on demand-response transport services. These figures were nearly three times as high as those for the second highest category, bus services. There were 76 incidents and 66 people were injured on buses.

Rail services experienced fewer problems. The number of incidents on light rail trains equalled the figure recorded for buses, but there were significantly fewer injuries, at only 39. Heavy rail services saw lower numbers of such events than light rail services, but commuter rail passengers were even less likely to experience problems. In fact, only 20 incidents and 17 injuries occurred on commuter trains.

(165 words, band 9)

*The charts below compare the age structure of the populations of France and India in 1984.*



The two charts compare the populations of France and India in terms of age distribution by gender in the year 1984.

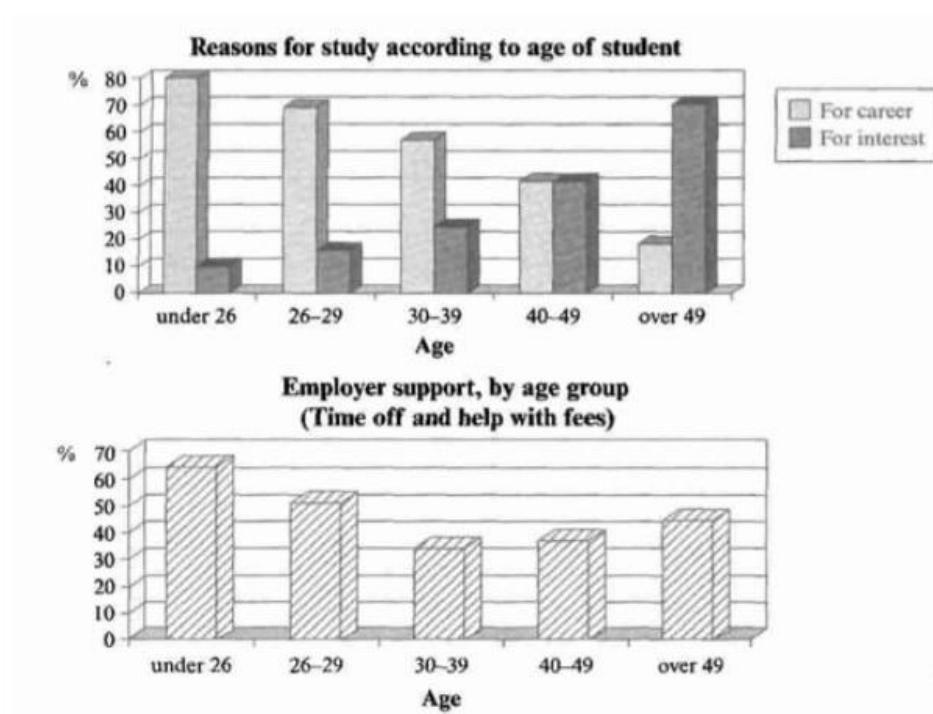
It is clear that the population of India was younger than that of France in 1984, with a noticeably larger proportion of people aged under 20. France, on the other hand, had a significantly larger percentage of elderly inhabitants.

In India, close to 14% of people were aged 5 or under, and each five-year age bracket above this contained an increasingly smaller proportion of the population. France's population, by contrast, was more evenly distributed across the age ranges, with similar figures (around 7% to 8% of all people) for each five-year cohort between the ages of 0 and 40. Somewhere between 10% and 15% of all French people were aged 70 or older, but the equivalent figure for India was only 2%.

Looking more closely at gender, there was a noticeably higher proportion of French women than men in every cohort from age 50 upwards. For example, almost 3% of French 70- to 75-year-olds were women, while just under 2% were men. No significant gender differences can be seen on the Indian population chart.

(199 words, band 9)

*The charts below show the main reasons for study among students of different age groups and the amount of support they received from employers.*



The bar charts compare students of different ages in terms of why they are studying and whether they are supported by an employer.

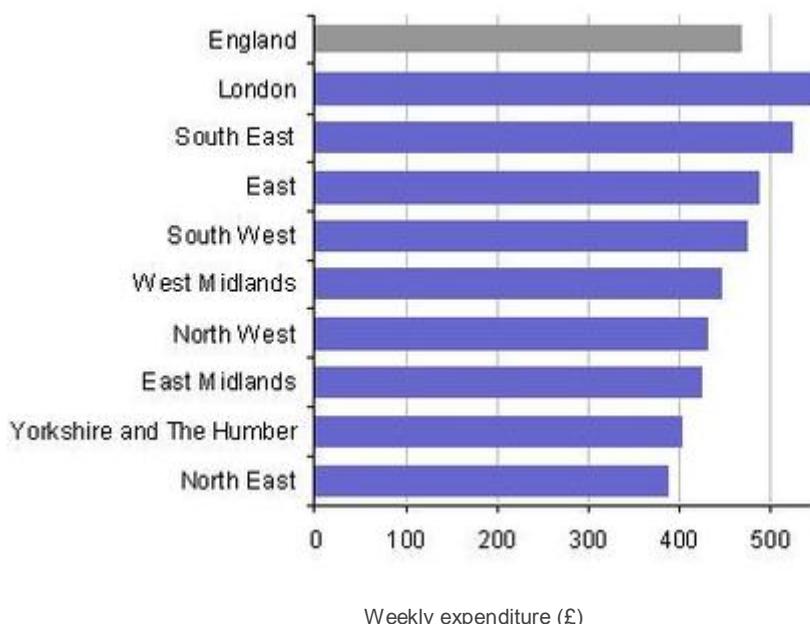
It is clear that the proportion of students who study for career purposes is far higher among the younger age groups, while the oldest students are more likely to study for interest. Employer support is more commonly given to younger students.

Around 80% of students aged under 26 study to further their careers, whereas only 10% study purely out of interest. The gap between these two proportions narrows as students get older, and the figures for those in their forties are the same, at about 40%. Students aged over 49 overwhelmingly study for interest (70%) rather than for professional reasons (less than 20%).

Just over 60% of students aged under 26 are supported by their employers. By contrast, the 30-39 age group is the most self-sufficient, with only 30% being given time off and help with fees. The figures rise slightly for students in their forties and for those aged 50 or more.

(178 words, band 9)

**Average weekly household expenditure by region, 2007-09**



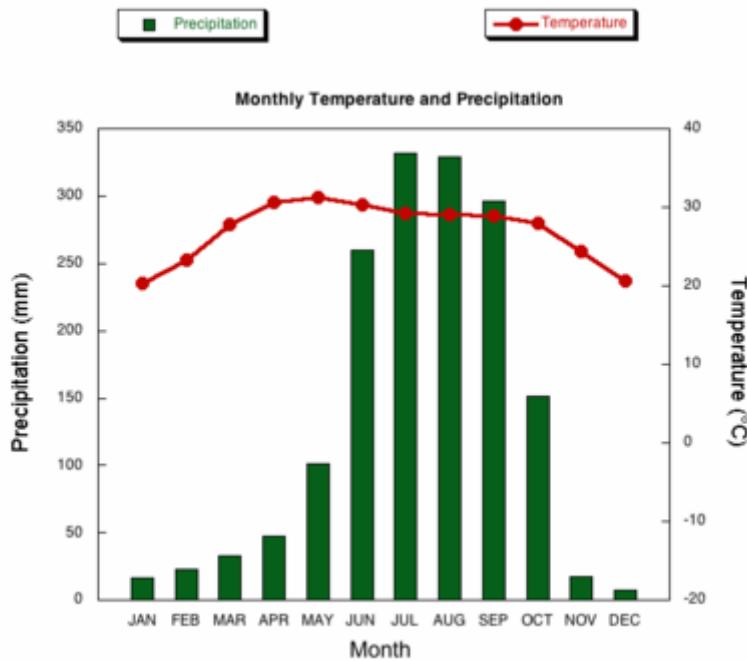
The bar chart shows average weekly spending by households in different areas of England between 2007 and 2009.

Households in the south of the country spent more on average than those in the north. Average weekly spending by households was highest in London and lowest in the North East.

English households spent on average around £470 per week. The average expenditure for households in London was about £560 per week, almost £100 more than the overall figure for England. Households in the South East, East and South West also spent more than the national average. Weekly household spending figures for those three regions were approximately £520, £490 and £480 respectively.

Similar levels of household spending were seen in the West Midlands, the North West and the East Midlands, at about £430 to £450 per week. In the region of Yorkshire and the Humber, households spent approximately £400 per week, while expenditure in the North East was around £10 per week lower than this. It is noticeable that average weekly expenditure by households in the North East was around £80 less than the national average, and around £170 less than the London average.

*The climograph below shows average monthly temperatures and rainfall in the city of Kolkata (or Calcutta).*



The chart compares average figures for temperature and precipitation over the course of a calendar year in Kolkata.

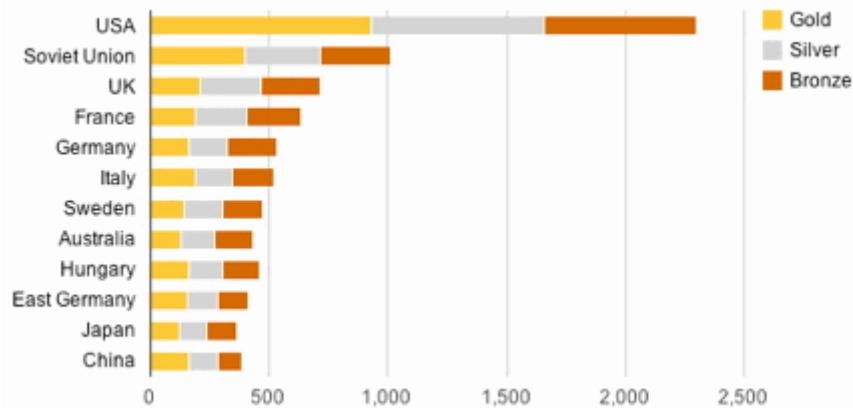
It is noticeable that monthly figures for precipitation in Kolkata vary considerably, whereas monthly temperatures remain relatively stable. Rainfall is highest from July to August, while temperatures are highest in April and May.

Between the months of January and May, average temperatures in Kolkata rise from their lowest point at around 20°C to a peak of just over 30°C. Average rainfall in the city also rises over the same period, from approximately 20mm of rain in January to 100mm in May.

While temperatures stay roughly the same for the next four months, the amount of rainfall more than doubles between May and June. Figures for precipitation remain above 250mm from June to September, peaking at around 330mm in July. The final three months of the year see a dramatic fall in precipitation, to a low of about 10mm in December, and a steady drop in temperatures back to the January average.

(173 words, band 9)

*The chart below shows the total number of Olympic medals won by twelve different countries.*



The bar chart compares twelve countries in terms of the overall number of medals that they have won at the Olympic Games.

It is clear that the USA is by far the most successful Olympic medal winning nation. It is also noticeable that the figures for gold, silver and bronze medals won by any particular country tend to be fairly similar.

The USA has won a total of around 2,300 Olympic medals, including approximately 900 gold medals, 750 silver and 650 bronze. In second place on the all-time medals chart is the Soviet Union, with just over 1,000 medals. Again, the number of gold medals won by this country is slightly higher than the number of silver or bronze medals.

Only four other countries - the UK, France, Germany and Italy - have won more than 500 Olympic medals, all with similar proportions of each medal colour. Apart from the USA and the Soviet Union, China is the only other country with a noticeably higher proportion of gold medals (about 200) compared to silver and bronze (about 100 each).

(178 words, band 9)

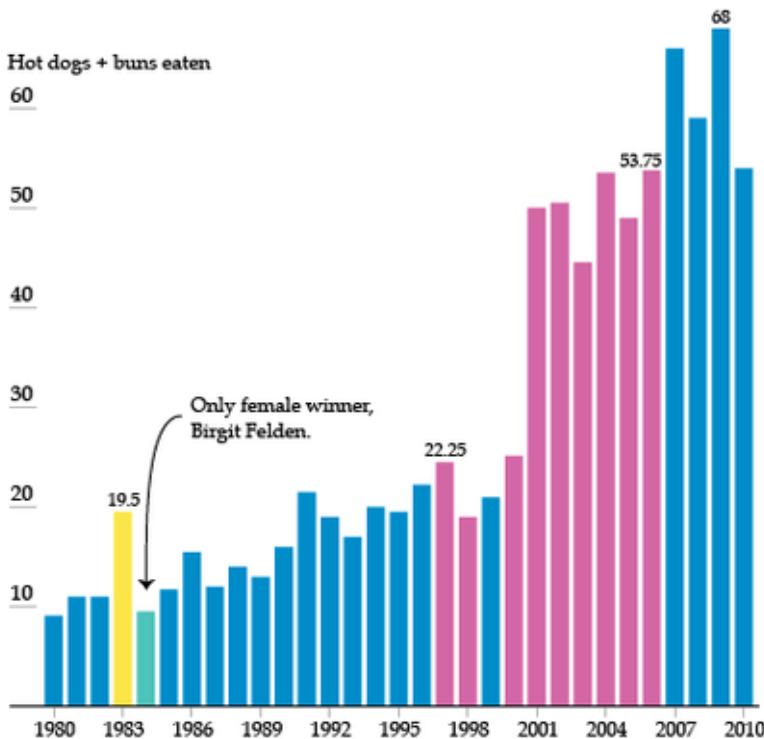
## Nathan's Hot Dog Eating Contest

Nathan's hot dog eating contest is held in Brooklyn's Coney Island every 4th of July. The current record of 68 hot dogs and buns consumed in 15 minutes is held by American Joey Chestnut. Prior to Chestnut's reign, Takeru Kobayashi of Japan won six years in a row.

Winners from:

- US
- Japan
- Mexico
- Germany

Source: Wikipedia | Nathan Yau



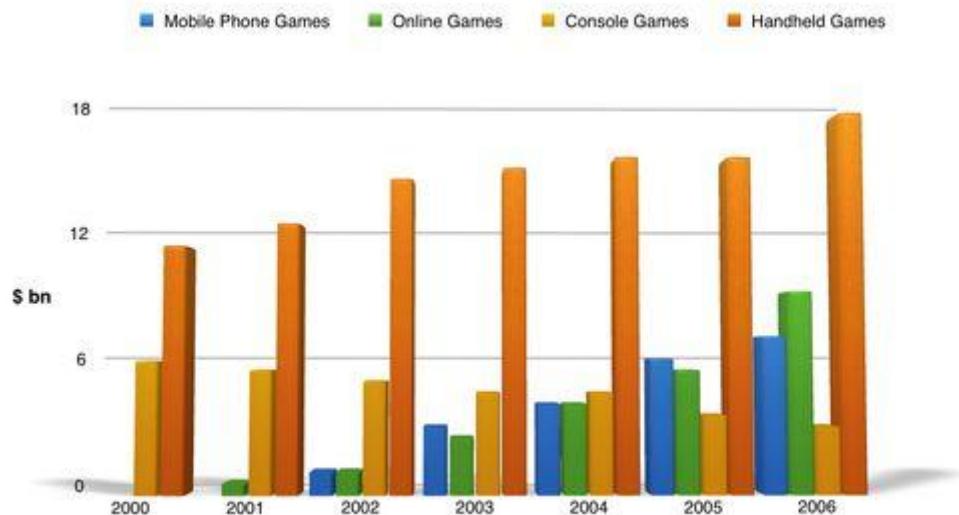
The bar chart shows the number of hot dogs and buns eaten in 15 minutes by the winners of 'Nathan's Hot Dog Eating Contest' in Brooklyn, USA between 1980 and 2010.

It is noticeable that the number of hot dogs and buns eaten by winners of the contest increased dramatically over the period shown. The majority of winners were American or Japanese, and only one woman had ever won the contest.

Americans dominated the contest from 1980 to 1996, and the winning number of hot dogs and buns consumed rose from only 8 to around 21 during that time. 1983 and 1984 were notable exceptions to the trend for American winners. In 1983 a Mexican won the contest after eating 19.5 hot dogs, almost double the amount that any previous winner had eaten, and 1984 saw the only female winner, Birgit Felden from Germany.

A Japanese contestant, Takeru Kobayashi, reigned as hot dog eating champion for six years from 2001 to 2006. Kobayashi's winning totals of around 50 hot dogs were roughly double the amount that any previous winner had managed. However, the current champion, American Joey Chestnut, took hot dog eating to new heights in 2009 when he consumed an incredible 68 hot dogs and buns in the allotted 15 minutes.

*The bar graph shows the global sales (in billions of dollars) of different types of digital games between 2000 and 2006.*



The bar chart compares the turnover in dollars from sales of video games for four different platforms, namely mobile phones, online, consoles and handheld devices, from 2000 to 2006.

It is clear that sales of games for three out of the four platforms rose each year, leading to a significant rise in total global turnover over the 7-year period. Sales figures for handheld games were at least twice as high as those for any other platform in almost every year.

In 2000, worldwide sales of handheld games stood at around \$11 billion, while console games earned just under \$6 billion. No figures are given for mobile or online games in that year. Over the next 3 years, sales of handheld video games rose by about \$4 billion, but the figure for consoles decreased by \$2 billion. Mobile phone and online games started to become popular, with sales reaching around \$3 billion in 2003.

In 2006, sales of handheld, online and mobile games reached peaks of 17, 9 and 7 billion dollars respectively. By contrast, turnover from console games dropped to its lowest point, at around \$2.5 billion.

*The table below gives information about the underground railway systems in six cities.*

<b>City</b>	<b>Date opened</b>	<b>Kilometres of route</b>	<b>Passengers per year (in millions)</b>
<b>London</b>	1863	394	775
<b>Paris</b>	1900	199	1191
<b>Tokyo</b>	1927	155	1927
<b>Washington DC</b>	1976	126	144
<b>Kyoto</b>	1981	11	45
<b>Los Angeles</b>	2001	28	50

The table shows data about the underground rail networks in six major cities.

The table compares the six networks in terms of their age, size and the number of people who use them each year. It is clear that the three oldest underground systems are larger and serve significantly more passengers than the newer systems.

The London underground is the oldest system, having opened in 1863. It is also the largest system, with 394 kilometres of route. The second largest system, in Paris, is only about half the size of the London underground, with 199 kilometres of route. However, it serves more people per year. While only third in terms of size, the Tokyo system is easily the most used, with 1927 million passengers per year.

Of the three newer networks, the Washington DC underground is the most extensive, with 126 kilometres of route, compared to only 11 kilometres and 28 kilometres for the Kyoto and Los Angeles systems. The Los Angeles network is the newest, having opened in 2001, while the Kyoto network is the smallest and serves only 45 million passengers per year.

(185 words)

*The table below shows the proportion of different categories of families living in poverty in Australia in 1999.*

Family type	Proportion of people from each household type living in poverty
single aged person	6% (54,000)
aged couple	4% (48,000)
single, no children	19% (359,000)
couple, no children	7% (211,000)
sole parent	21% (232,000)
couple with children	12% (933,000)
<b>all households</b>	<b>11% (1,837,000)</b>

The table gives information about poverty rates among six types of household in Australia in the year 1999.

It is noticeable that levels of poverty were higher for single people than for couples, and people with children were more likely to be poor than those without. Poverty rates were considerably lower among elderly people.

Overall, 11% of Australians, or 1,837,000 people, were living in poverty in 1999. Aged people were the least likely to be poor, with poverty levels of 6% and 4% for single aged people and aged couples respectively.

Just over one fifth of single parents were living in poverty, whereas only 12% of parents living with a partner were classed as poor. The same pattern can be seen for people with no children: while 19% of single people in this group were living below the poverty line, the figure for couples was much lower, at only 7%.

(150 words, band 9)

**The table below gives information on consumer spending on different items in five different countries in 2002.**

Percentage of national consumer expenditure by category - 2002

Country	Food/Drinks/ Tobacco	Clothing/ Footwear	Leisure/ Education
Ireland	28.91%	6.43%	2.21%
Italy	16.36%	9.00%	3.20%
Spain	18.80%	6.51%	1.98%
Sweden	15.77%	5.40%	3.22%
Turkey	32.14%	6.63%	4.35%

The table shows percentages of consumer expenditure for three categories of products and services in five countries in 2002.

It is clear that the largest proportion of consumer spending in each country went on food, drinks and tobacco. On the other hand, the leisure/education category has the lowest percentages in the table.

Out of the five countries, consumer spending on food, drinks and tobacco was noticeably higher in Turkey, at 32.14%, and Ireland, at nearly 29%. The proportion of spending on leisure and education was also highest in Turkey, at 4.35%, while expenditure on clothing and footwear was significantly higher in Italy, at 9%, than in any of the other countries.

It can be seen that Sweden had the lowest percentages of national consumer expenditure for food/drinks/tobacco and for clothing/footwear, at nearly 16% and just over 5% respectively. Spain had slightly higher figures for these categories, but the lowest figure for leisure/education, at only 1.98%.

### Sales of Fairtrade-labelled coffee and bananas (1999 & 2004)

Coffee	1999 (millions of euros)	2004 (millions of euros)
UK	1.5	20
Switzerland	3	6
Denmark	1.8	2
Belgium	1	1.7
Sweden	0.8	1

Bananas	1999 (millions of euros)	2004 (millions of euros)
UK	15	47
Switzerland	1	5.5
Denmark	0.6	4
Belgium	1.8	1
Sweden	2	0.9

The tables show the amount of money spent on Fairtrade coffee and bananas in two separate years in the UK, Switzerland, Denmark, Belgium and Sweden.

It is clear that sales of Fairtrade coffee rose in all five European countries from 1999 to 2004, but sales of Fairtrade bananas only went up in three out of the five countries. Overall, the UK saw by far the highest levels of spending on the two products.

In 1999, Switzerland had the highest sales of Fairtrade coffee, at €3 million, while revenue from Fairtrade bananas was highest in the UK, at €15 million. By 2004, however, sales of Fairtrade coffee in the UK had risen to €20 million, and this was over three times higher than Switzerland's sales figure for Fairtrade coffee in that year. The year 2004 also saw dramatic increases in the money spent on Fairtrade bananas in the UK and Switzerland, with revenues rising by €32 million and €4.5 million respectively.

Sales of the two Fairtrade products were far lower in Denmark, Belgium and Sweden. Small increases in sales of Fairtrade coffee can be seen, but revenue remained at €2 million or below in all three countries in both years. Finally, it is noticeable that the money spent on Fairtrade bananas actually fell in Belgium and Sweden.

**Percentages of mobile phone owners using various mobile phone features**

	2006	2008	2010
Make calls	100	100	99
Take photos	66	71	76
Send & receive text messages	73	75	79
Play games	17	42	41
Search the Internet	no data	41	73
Play music	12	18	26
Record video	no data	9	35

The table compares the percentages of people using different functions of their mobile phones between 2006 and 2010.

Throughout the period shown, the main reason why people used their mobile phones was to make calls. However, there was a marked increase in the popularity of other mobile phone features, particularly the Internet search feature.

In 2006, 100% of mobile phone owners used their phones to make calls, while the next most popular functions were text messaging (73%) and taking photos (66%). By contrast, less than 20% of owners played games or music on their phones, and there were no figures for users doing Internet searches or recording video.

Over the following 4 years, there was relatively little change in the figures for the top three mobile phone features. However, the percentage of people using their phones to access the Internet jumped to 41% in 2008 and then to 73% in 2010. There was also a significant rise in the use of mobiles to play games and to record video, with figures reaching 41% and 35% respectively in 2010.

*The table below shows changes in the numbers of residents cycling to work in different areas of the UK between 2001 and 2011.*

Area	2001	2011	Percentage Change (%)
Inner London	43,494	106,219	144
Brighton and Hove	3,168	6,635	109
Bristol, City of	8,108	15,768	94
Manchester	4,610	8,426	83
Newcastle upon Tyne	1,781	3,223	81
Sheffield	2,365	4,267	80
Cardiff	3,514	5,791	65
Gateshead	816	1,314	61
Exeter	2,304	3,542	54
Leeds	4,189	6,237	49
Liverpool	2,686	3,970	48
Outer London	33,836	49,070	45

The table compares the numbers of people who cycled to work in twelve areas of the UK in the years 2001 and 2011.

Overall, the number of UK commuters who travelled to work by bicycle rose considerably over the 10-year period. Inner London had by far the highest number of cycling commuters in both years.

In 2001, well over 43 thousand residents of inner London commuted by bicycle, and this figure rose to more than 106 thousand in 2011, an increase of 144%. By contrast, although outer London had the second highest number of cycling commuters in each year, the percentage change, at only 45%, was the lowest of the twelve areas shown in the table.

Brighton and Hove saw the second biggest increase (109%) in the number of residents cycling to work, but Bristol was the UK's second city in terms of total numbers of cycling commuters, with 8,108 in 2001 and 15,768 in 2011. Figures for the other eight areas were below the 10 thousand mark in both years.

(172 words, band 9)

*The table below shows the amount of waste production (in millions of tonnes) in six different countries over a twenty-year period.*

	<b>1980</b>	<b>1990</b>	<b>2000</b>
<b>Ireland</b>	0.6	*	5
<b>Japan</b>	28	32	53
<b>Korea</b>	*	31	19
<b>Poland</b>	4	5	6.6
<b>Portugal</b>	2	3	5
<b>US</b>	131	151	192

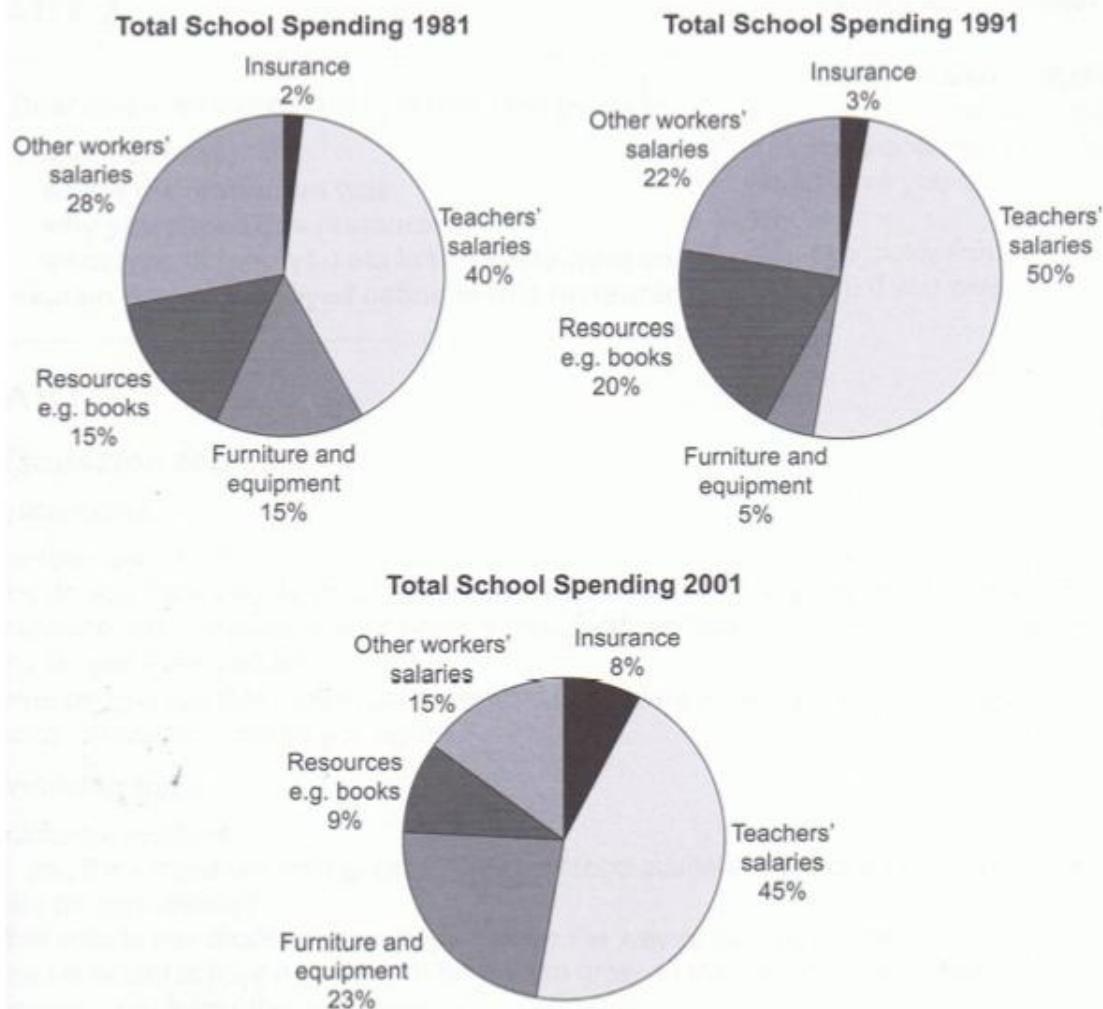
\*Figure not available

The chart compares the amounts of waste that were produced in six countries in the years 1980, 1990 and 2000.

In each of these years, the US produced more waste than Ireland, Japan, Korea, Poland and Portugal combined. It is also noticeable that Korea was the only country that managed to reduce its waste output by the year 2000.

Between 1980 and 2000, waste production in the US rose from 131 to 192 million tonnes, and rising trends were also seen in Japan, Poland and Portugal. Japan's waste output increased from 28 to 53 million tonnes, while Poland and Portugal saw waste totals increase from 4 to 6.6 and from 2 to 5 million tonnes respectively.

The trends for Ireland and Korea were noticeably different from those described above. In Ireland, waste production increased more than eightfold, from only 0.6 million tonnes in 1980 to 5 million tonnes in 2000. Korea, by contrast, cut its waste output by 12 million tonnes between 1990 and 2000.



The pie charts compare the expenditure of a school in the UK in three different years over a 20-year period.

It is clear that teachers' salaries made up the largest proportion of the school's spending in all three years (1981, 1991 and 2001). By contrast, insurance was the smallest cost in each year.

In 1981, 40% of the school's budget went on teachers' salaries. This figure rose to 50% in 1991, but fell again by 5% in 2001. The proportion of spending on other workers' wages fell steadily over the 20-year period, from 28% of the budget in 1981 to only 15% in 2001.

Expenditure on insurance stood at only 2% of the total in 1981, but reached 8% in 2001. Finally, the percentages for resources and furniture/equipment fluctuated. The figure for resources was highest in 1991, at 20%, and the proportion of spending on furniture and equipment reached its peak in 2001, at 23%.

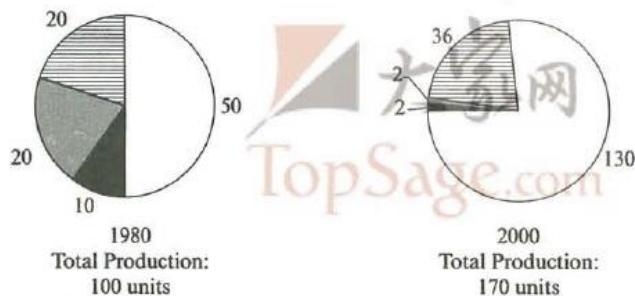
(158 words, band 9)

*The pie charts below show units of electricity production by fuel source in Australia and France in 1980 and 2000.*

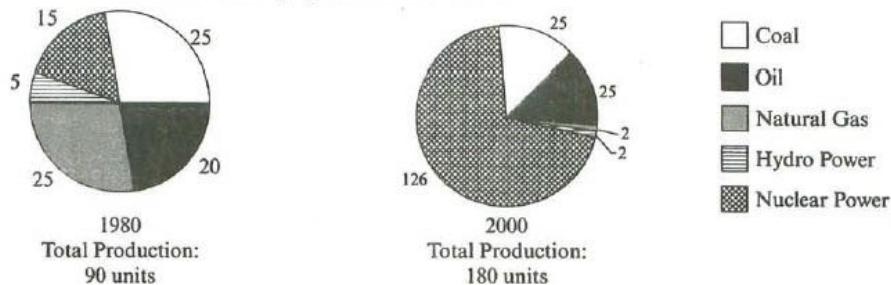
*Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

Write at least 150 words.

Units of electricity by fuel source in Australia



Units of electricity by fuel source in France



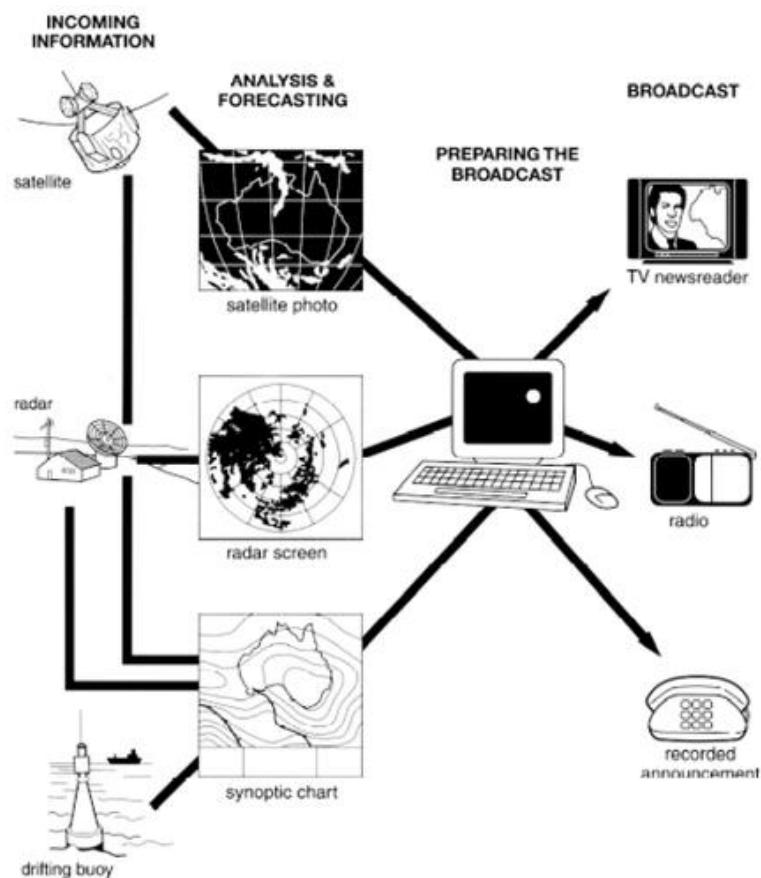
The pie charts compare the amount of electricity produced using five different sources of fuel in two countries over two separate years.

Total electricity production increased dramatically from 1980 to 2000 in both Australia and France. While the totals for both countries were similar, there were big differences in the fuel sources used.

Coal was used to produce 50 of the total 100 units of electricity in Australia in 1980, rising to 130 out of 170 units in 2000. By contrast, nuclear power became the most important fuel source in France in 2000, producing almost 75% of the country's electricity.

Australia depended on hydro power for just under 25% of its electricity in both years, but the amount of electricity produced using this type of power fell from 5 to only 2 units in France. Oil, on the other hand, remained a relatively important fuel source in France, but its use declined in Australia. Both countries relied on natural gas for electricity production significantly more in 1980 than in 2000.

(170 words)



The figure illustrates the process used by the Australian Bureau of Meteorology to forecast the weather.

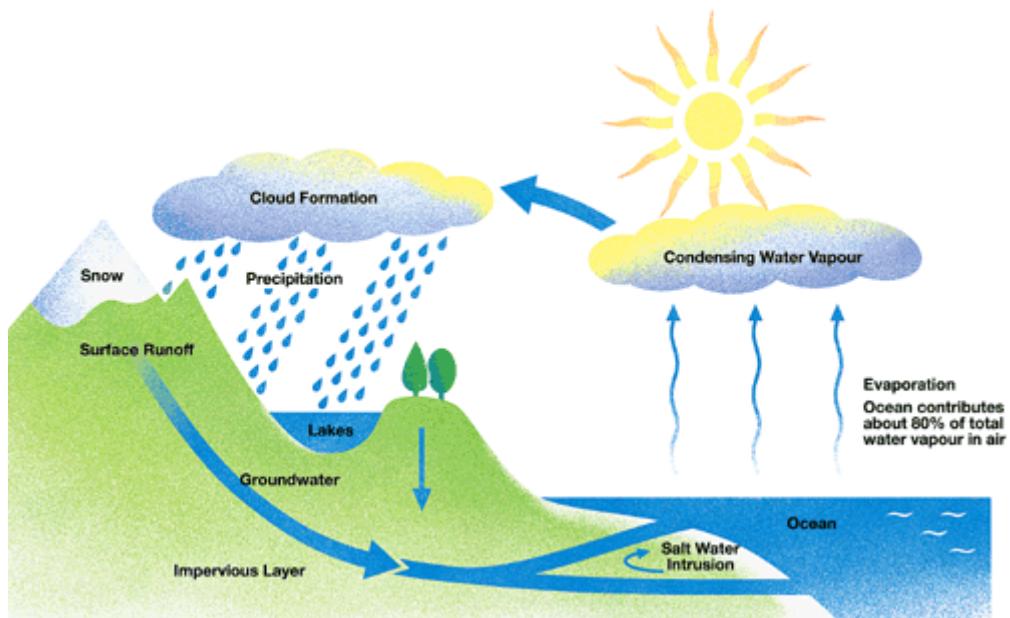
There are four stages in the process, beginning with the collection of information about the weather. This information is then analysed, prepared for presentation, and finally broadcast to the public.

Looking at the first and second stages of the process, there are three ways of collecting weather data and three ways of analysing it. Firstly, incoming information can be received by satellite and presented for analysis as a satellite photo. The same data can also be passed to a radar station and presented on a radar screen or synoptic chart. Secondly, incoming information may be collected directly by radar and analysed on a radar screen or synoptic chart. Finally, drifting buoys also receive data which can be shown on a synoptic chart.

At the third stage of the process, the weather broadcast is prepared on computers. Finally, it is delivered to the public on television, on the radio, or as a recorded telephone announcement.

(170 Words Band 9)

*The diagram below shows the water cycle, which is the continuous movement of water on, above and below the surface of the Earth.*



The picture illustrates the way in which water passes from ocean to air to land during the natural process known as the water cycle.

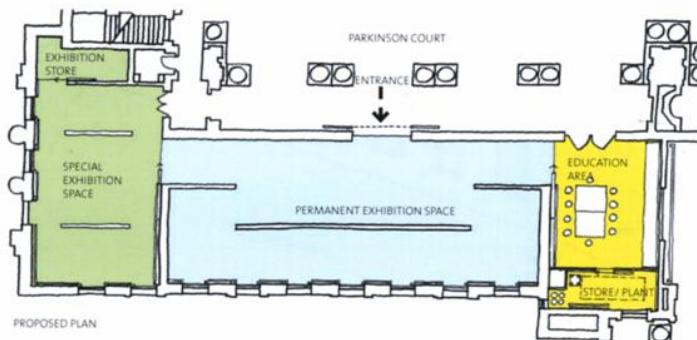
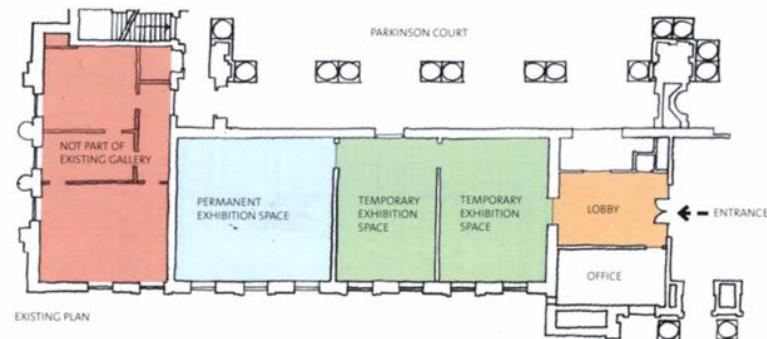
Three main stages are shown on the diagram. Ocean water evaporates, falls as rain, and eventually runs back into the oceans again.

Beginning at the evaporation stage, we can see that 80% of water vapour in the air comes from the oceans. Heat from the sun causes water to evaporate, and water vapour condenses to form clouds. At the second stage, labelled 'precipitation' on the diagram, water falls as rain or snow.

At the third stage in the cycle, rainwater may take various paths. Some of it may fall into lakes or return to the oceans via 'surface runoff'. Otherwise, rainwater may filter through the ground, reaching the impervious layer of the earth. Salt water intrusion is shown to take place just before groundwater passes into the oceans to complete the cycle.

(156 words, band 9)

*The diagrams below are existing and proposed floor plans for the redevelopment of an art gallery.*



The first picture shows the layout of an art gallery, and the second shows some proposed changes to the gallery space.

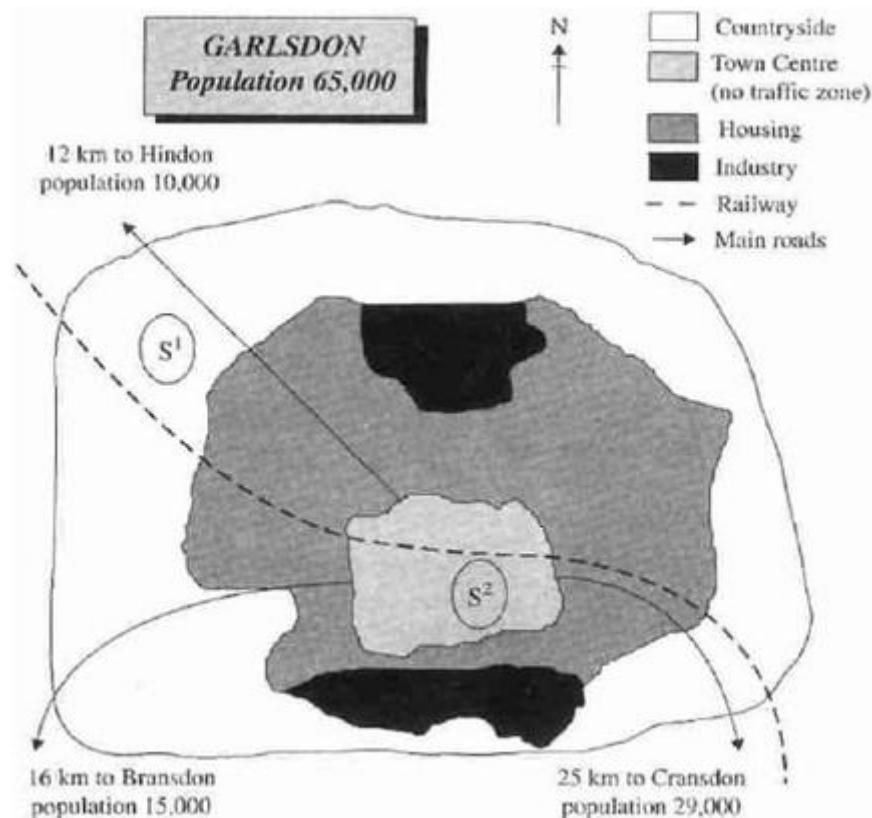
It is clear that significant changes will be made in terms of the use of floor space in the gallery. There will be a completely new entrance and more space for exhibitions.

At present, visitors enter the gallery through doors which lead into a lobby. However, the plan is to move the entrance to the Parkinson Court side of the building, and visitors will walk straight into the exhibition area. In place of the lobby and office areas, which are shown on the existing plan, the new gallery plan shows an education area and a small storage area.

The permanent exhibition space in the redeveloped gallery will be about twice as large as it is now because it will occupy the area that is now used for temporary exhibitions. There will also be a new room for special exhibitions. This room is shown in red on the existing plan and is not currently part of the gallery.

(178 words, band 9)

*The map below is of the town of Garlsdon. A new supermarket (S) is planned for the town. The map shows two possible sites for the supermarket.*



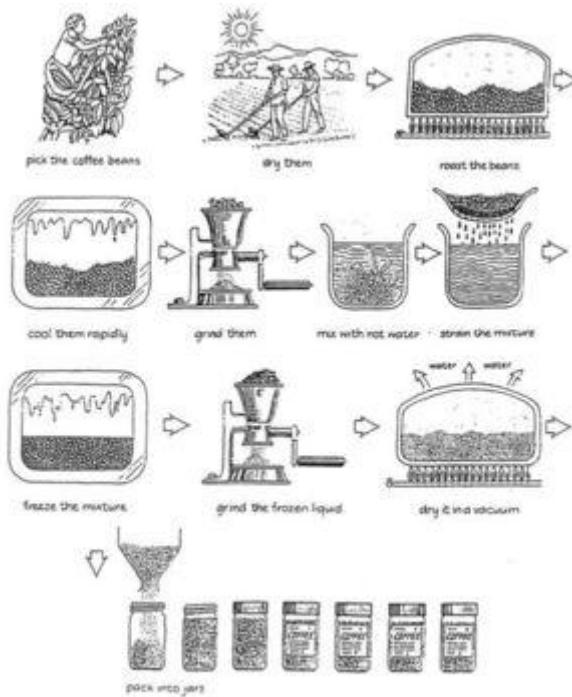
The map shows two potential locations (S1 and S2) for a new supermarket in a town called Garlsdon.

The main difference between the two sites is that S1 is outside the town, whereas S2 is in the town centre. The sites can also be compared in terms of access by road or rail, and their positions relative to three smaller towns.

Looking at the information in more detail, S1 is in the countryside to the north west of Garlsdon, but it is close to the residential area of the town. S2 is also close to the housing area, which surrounds the town centre.

There are main roads from Hindon, Bransdon and Cransdon to Garlsdon town centre, but this is a no traffic zone, so there would be no access to S2 by car. By contrast, S1 lies on the main road to Hindon, but it would be more difficult to reach from Bransdon and Cransdon. Both supermarket sites are close to the railway that runs through Garlsdon from Hindon to Cransdon.

*The diagram below shows how coffee is produced and prepared for sale in supermarkets and shops.*

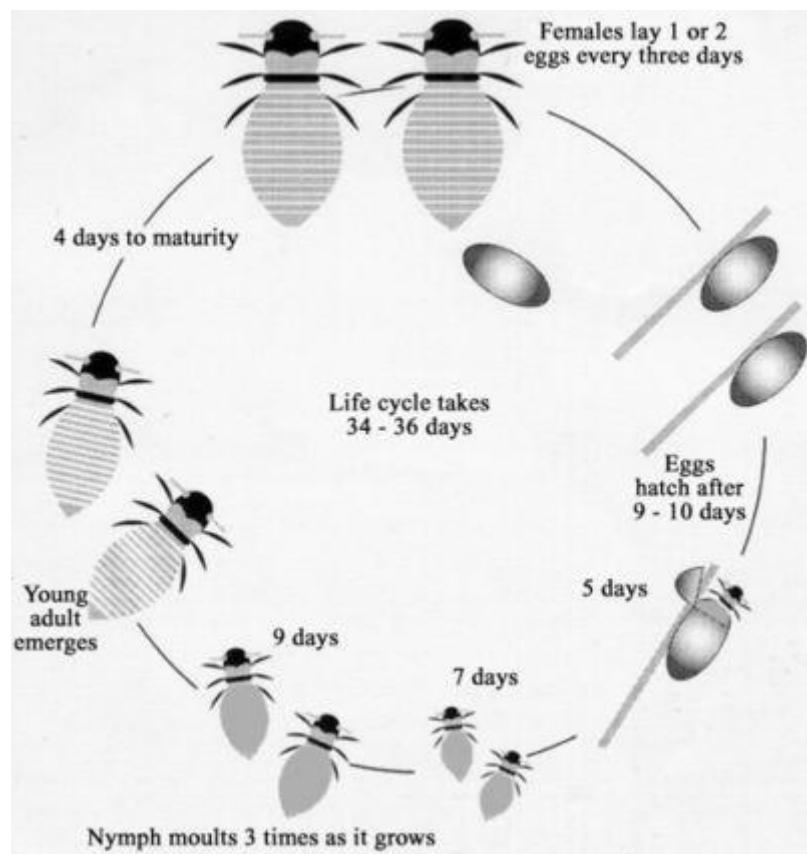


The picture illustrates the process of coffee manufacture and preparation for sale on the market.

It is clear that there are 11 stages in the production of coffee. The process begins with the picking of coffee beans, and ends at the packing stage.

Looking at the coffee production process in detail, coffee beans must first be picked in the fields. These beans are then dried, roasted, and cooled before being put in a grinding machine, which turns the beans into coffee granules.

At the sixth stage in the process, the ground coffee is mixed with hot water, and the resulting mixture is strained. Next, the mixture is frozen and then passed once again through the grinder. After that, the ground, frozen liquid is dried in a vacuum so that the water evaporates, leaving the coffee granules. Finally, these granules are packed into coffee jars for delivery to shops.



*nymph = immature form of an insect*

*moult = shed or lose old feathers, hair or skin to allow for new growth*

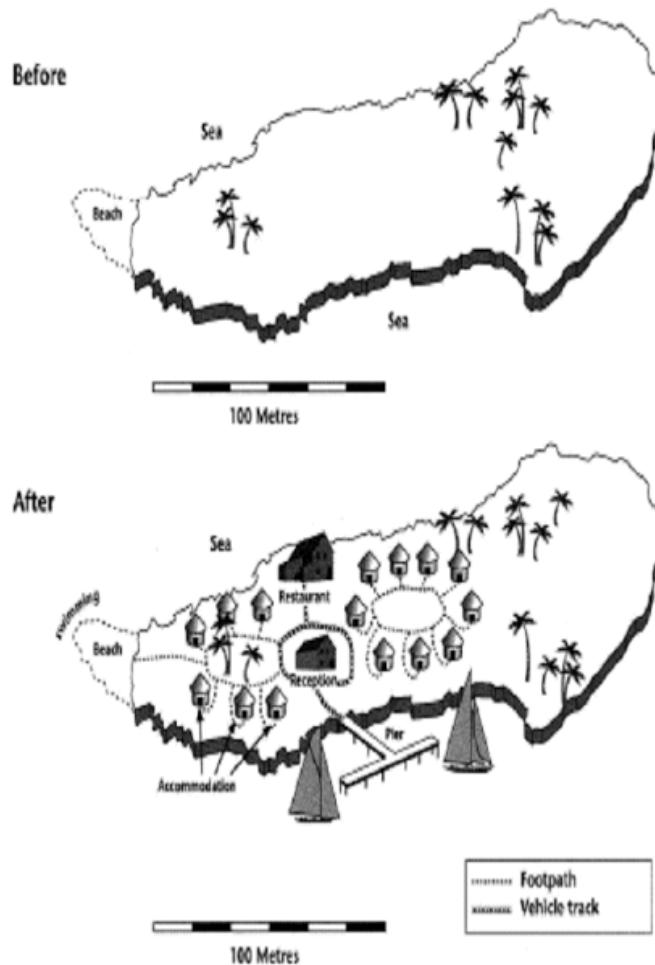
The diagram illustrates the various stages in the life of a honey bee. We can see that the complete life cycle lasts between 34 and 36 days. It is also noticeable that there are five main stages in the development of the honey bee, from egg to mature adult insect.

The life cycle of the honey bee begins when the female adult lays an egg; the female typically lays one or two eggs every 3 days. Between 9 and 10 days later, each egg hatches and the immature insect, or nymph, appears.

During the third stage of the life cycle, the nymph grows in size and sheds its skin three times. This moulting first takes place 5 days after the egg hatches, then 7 days later, and again another 9 days later. After a total of 30 to 31 days from the start of the cycle, the young adult honey bee emerges from its final moulting stage, and in the space of only 4 days it reaches full maturity.

(169 words, band 9)

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



The diagrams illustrate some changes to a small island which has been developed for tourism.

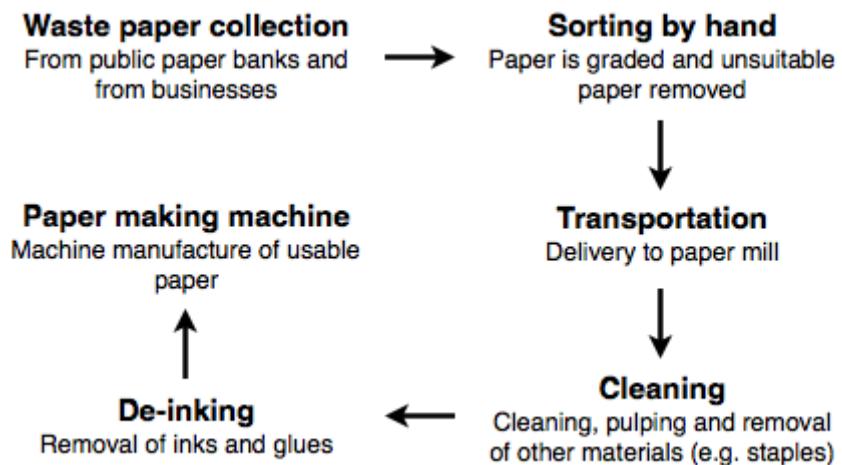
It is clear that the island has changed considerably with the introduction of tourism, and six new features can be seen in the second diagram. The main developments are that the island is accessible and visitors have somewhere to stay.

Looking at the maps in more detail, we can see that small huts have been built to accommodate visitors to the island. The other physical structures that have been added are a reception building, in the middle of the island, and a restaurant to the north of the reception. Before these developments, the island was completely bare apart from a few trees.

As well as the buildings mentioned above, the new facilities on the island include a pier, where boats can dock. There is also a short road linking the pier with the reception and restaurant, and footpaths connect the huts. Finally, there is a designated swimming area for tourists off a beach on the western tip of the island.

(175 words, band 9)

*The chart below shows the process of waste paper recycling.*

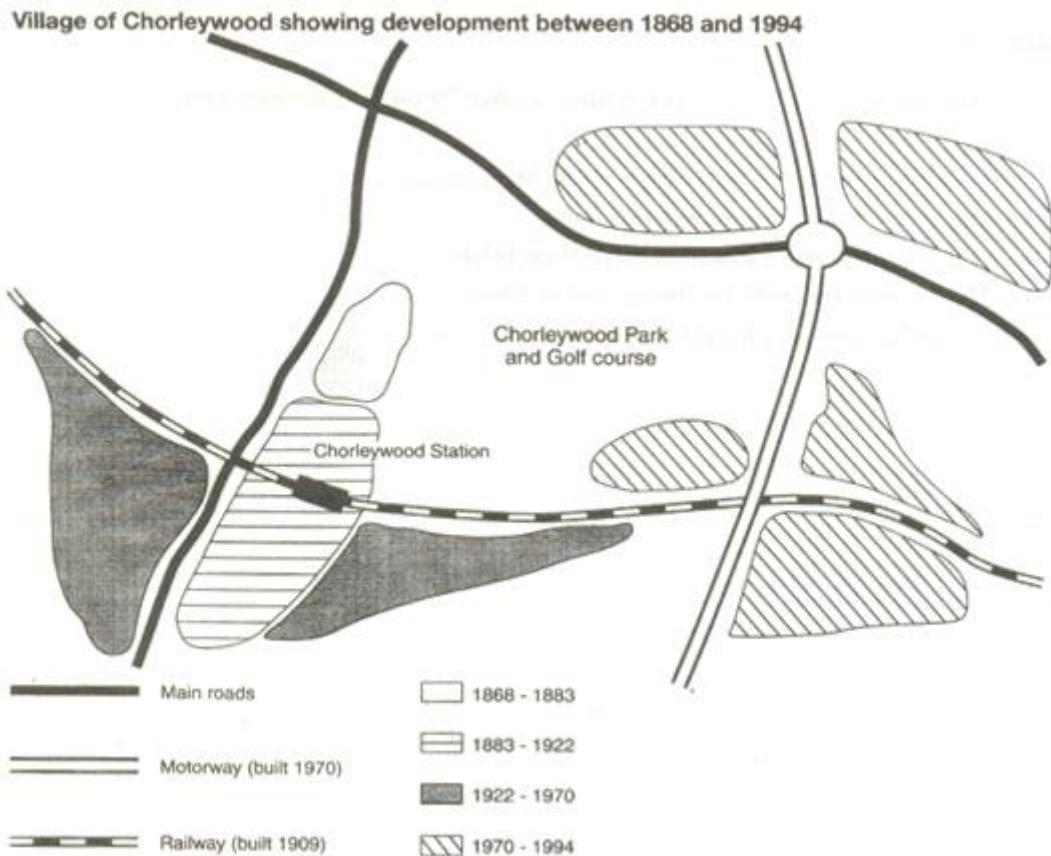


The flow chart shows how waste paper is recycled. It is clear that there are six distinct stages in this process, from the initial collection of waste paper to the eventual production of usable paper.

At the first stage in the paper recycling process, waste paper is collected either from paper banks, where members of the public leave their used paper, or directly from businesses. This paper is then sorted by hand and separated according to its grade, with any paper that is not suitable for recycling being removed. Next, the graded paper is transported to a paper mill.

Stages four and five of the process both involve cleaning. The paper is cleaned and pulped, and foreign objects such as staples are taken out. Following this, all remnants of ink and glue are removed from the paper at the de-inking stage. Finally, the pulp can be processed in a paper making machine, which makes the end product: usable paper.

(160 words, band 9)



The map shows the growth of a village called Chorleywood between 1868 and 1994.

It is clear that the village grew as the transport infrastructure was improved. Four periods of development are shown on the map, and each of the populated areas is near to the main roads, the railway or the motorway.

From 1868 to 1883, Chorleywood covered a small area next to one of the main roads. Chorleywood Park and Golf Course is now located next to this original village area. The village grew along the main road to the south between 1883 and 1922, and in 1909 a railway line was built crossing this area from west to east. Chorleywood station is in this part of the village.

The expansion of Chorleywood continued to the east and west alongside the railway line until 1970. At that time, a motorway was built to the east of the village, and from 1970 to 1994, further development of the village took place around motorway intersections with the railway and one of the main roads.

## EK 9 - Sample Essays (Writing Task 2)

**Some people think that strict punishments for driving offences are the key to reducing traffic accidents. Others, however, believe that other measures would be more effective in improving road safety. Discuss both these views and give your own opinion.**

People have differing views with regard to the question of how to make our roads safer. In my view, both punishments and a range of other measures can be used together to promote better driving habits.

On the one hand, strict punishments can certainly help to encourage people to drive more safely. Penalties for dangerous drivers can act as a deterrent, meaning that people avoid repeating the same offence. There are various types of driving penalty, such as small fines, licence suspension, driver awareness courses, and even prison sentences. The aim of these punishments is to show dangerous drivers that their actions have negative consequences. As a result, we would hope that drivers become more disciplined and alert, and that they follow the rules more carefully.

On the other hand, I believe that safe driving can be promoted in several different ways that do not punish drivers. Firstly, it is vitally important to educate people properly before they start to drive, and this could be done in schools or even as part of an extended or more difficult driving test. Secondly, more attention could be paid to safe road design. For example, signs can be used to warn people, speed bumps and road bends can be added to calm traffic, and speed cameras can help to deter people from driving too quickly. Finally, governments or local councils could reduce road accidents by investing in better public transport, which would mean that fewer people would need to travel by car.

In conclusion, while punishments can help to prevent bad driving, I believe that other road safety measures should also be introduced.

(269 words, band 9)

**Some people think that all university students should study whatever they like. Others believe that they should only be allowed to study subjects that will be useful in the future, such as those related to science and technology.**

**Discuss both these views and give your own opinion.**

People have different views about how much choice students should have with regard to what they can study at university. While some argue that it would be better for students to be forced into certain key subject areas, I believe that everyone should be able to study the course of their choice.

There are various reasons why people believe that universities should only offer subjects that will be useful in the future. They may assert that university courses like medicine, engineering and information technology are more likely to be beneficial than certain art degrees. From a personal perspective, it can be argued that these courses provide more job opportunities, career progression, better salaries, and therefore an improved quality of life for students who take them. On the societal level, by forcing people to choose particular university subjects, governments can ensure that any knowledge and skill gaps in the economy are covered. Finally, a focus on technology in higher education could lead to new inventions, economic growth, and greater future prosperity.

In spite of these arguments, I believe that university students should be free to choose their preferred areas of study. In my opinion, society will benefit more if our students are passionate about what they are learning. Besides, nobody can really predict which areas of knowledge will be most useful to society in the future, and it may be that employers begin to value creative thinking skills above practical or technical skills. If this were the case, perhaps we would need more students of art, history and philosophy than of science or technology.

In conclusion, although it might seem sensible for universities to focus only on the most useful subjects, I personally prefer the current system in which people have the right to study whatever they like.

(297 words, band 9)

***Some people who have been in prison become good citizens later, and it is often argued that these are the best people to talk to teenagers about the dangers of committing a crime.***

**To what extent do you agree or disagree?**

It is true that ex-prisoners can become normal, productive members of society. I completely agree with the idea that allowing such people to speak to teenagers about their experiences is the best way to discourage them from breaking the law.

In my opinion, teenagers are more likely to accept advice from someone who can speak from experience. Reformed offenders can tell young people about how they became involved in crime, the dangers of a criminal lifestyle, and what life in prison is really like. They can also dispel any ideas that teenagers may have about criminals leading glamorous lives. While adolescents are often indifferent to the guidance given by older people, I imagine that most of them would be extremely keen to hear the stories of an ex-offender. The vivid and perhaps shocking nature of these stories is likely to have a powerful impact.

The alternatives to using reformed criminals to educate teenagers about crime would be much less effective. One option would be for police officers to visit schools and talk to young people. This could be useful in terms of informing teens about what happens to lawbreakers when they are caught, but young people are often reluctant to take advice from figures of authority. A second option would be for school teachers to speak to their students about crime, but I doubt that students would see teachers as credible sources of information about this topic. Finally, educational films might be informative, but there would be no opportunity for young people to interact and ask questions.

In conclusion, I fully support the view that people who have turned their lives around after serving a prison sentence could help to deter teenagers from committing crimes.

(287 words, band 9)

***The older generations tend to have very traditional ideas about how people should live, think and behave. However, some people believe that these ideas are not helpful in preparing younger generations for modern life. To what extent do you agree or disagree with this view?***

It is true that many older people believe in traditional values that often seem incompatible with the needs of younger people. While I agree that some traditional ideas are outdated, I believe that others are still useful and should not be forgotten.

On the one hand, many of the ideas that elderly people have about life are becoming less relevant for younger people. In the past, for example, people were advised to learn a profession and find a secure job for life, but today's workers expect much more variety and diversity from their careers. At the same time, the 'rules' around relationships are being eroded as young adults make their own choices about who and when to marry. But perhaps the greatest disparity between the generations can be seen in their attitudes towards gender roles. The traditional roles of men and women, as breadwinners and housewives, are no longer accepted as necessary or appropriate by most younger people.

On the other hand, some traditional views and values are certainly applicable to the modern world. For example, older generations attach great importance to working hard, doing one's best, and taking pride in one's work, and these behaviours can surely benefit young people as they enter today's competitive job market. Other characteristics that are perhaps seen as traditional are politeness and good manners. In our globalised world, young adults can expect to come into contact with people from a huge variety of backgrounds, and it is more important than ever to treat others with respect. Finally, I believe that young people would lead happier lives if they had a more 'old-fashioned' sense of community and neighbourliness.

In conclusion, although the views of older people may sometimes seem unhelpful in today's world, we should not dismiss all traditional ideas as irrelevant.

(299 words, band 9)

***Many people prefer to watch foreign films rather than locally produced films. Why could this be?***

***Should governments give more financial support to local film industries?***

It is true that foreign films are more popular in many countries than domestically produced films. There could be several reasons why this is the case, and I believe that governments should promote local film-making by subsidising the industry.

There are various reasons why many people find foreign films more enjoyable than the films produced in their own countries. Firstly, the established film industries in certain countries have huge budgets for action, special effects and to shoot scenes in spectacular locations. Hollywood blockbusters like 'Avatar' or the James Bond films are examples of such productions, and their global appeal is undeniable. Another reason why these big-budget films are so successful is that they often star the most famous actors and actresses, and they are made by the most accomplished producers and directors. The poor quality, low-budget filmmaking in many countries suffers in comparison.

In my view, governments should support local film industries financially. In every country, there may be talented amateur film-makers who just need to be given the opportunity to prove themselves. To compete with big-budget productions from overseas, these people need money to pay for film crews, actors and a host of other costs related to producing high-quality films. If governments did help with these costs, they would see an increase in employment in the film industry, income from film sales, and perhaps even a rise in tourist numbers. New Zealand, for example, has seen an increase in tourism related to the 'Lord of the Rings' films, which were partly funded by government subsidies.

In conclusion, I believe that increased financial support could help to raise the quality of locally made films and allow them to compete with the foreign productions that currently dominate the market.

(294 words, band 9)

***These days more fathers stay at home and take care of their children while mothers go out to work. What could be the reasons for this? Do you think it is a positive or a negative development?***

It is true that men are increasingly likely to take on the role of househusband, while more women than ever are the breadwinners in their families. There could be several reasons for this, and I consider it to be a very positive trend.

In recent years, parents have had to adapt to various changes in our societies. Equal rights movements have made great progress, and it has become normal for women to gain qualifications and pursue a career. It has also become socially acceptable for men to stay at home and look after their children. At the same time, the rising cost of living has meant that both marriage partners usually need to work and save money before starting a family. Therefore, when couples have children, they may decide who works and who stays at home depending on the personal preference of each partner, or based on which partner earns the most money.

In my view, the changes described above should be seen as progress. We should be happy to live in a society in which men and women have equal opportunities, and in which women are not put under pressure to sacrifice their careers. Equally, it seems only fair that men should be free to leave their jobs in order to assume childcare responsibilities if this is what they wish to do. Couples should be left to make their own decisions about which parental role each partner takes, according to their particular circumstances and needs.

In conclusion, the changing roles of men and women in the family are a result of wider changes in society, and I believe that these developments are desirable.

(274 words, band 9)

***Wild animals have no place in the 21st century, so protecting them is a waste of resources. To what extent do you agree or disagree?***

Some people argue that it is pointless to spend money on the protection of wild animals because we humans have no need for them. I completely disagree with this point of view.

In my opinion, it is absurd to argue that wild animals have no place in the 21st century. I do not believe that planet Earth exists only for the benefit of humans, and there is nothing special about this particular century that means that we suddenly have the right to allow or encourage the extinction of any species. Furthermore, there is no compelling reason why we should let animals die out. We do not need to exploit or destroy every last square metre of land in order to feed or accommodate the world's population. There is plenty of room for us to exist side by side with wild animals, and this should be our aim.

I also disagree with the idea that protecting animals is a waste of resources. It is usually the protection of natural habitats that ensures the survival of wild animals, and most scientists agree that these habitats are also crucial for human survival. For example, rainforests produce oxygen, absorb carbon dioxide and stabilise the Earth's climate. If we destroyed these areas, the costs of managing the resulting changes to our planet would far outweigh the costs of conservation. By protecting wild animals and their habitats, we maintain the natural balance of all life on Earth.

In conclusion, we have no right to decide whether or not wild animals should exist, and I believe that we should do everything we can to protect them.

(269 words, band 9)

***Happiness is considered very important in life. Why is it difficult to define? What factors are important in achieving happiness?***

It is no doubt true that the majority of people would like to be happy in their lives. While the personal nature of happiness makes it difficult to describe, there do seem to be some common needs that we all share with regard to experiencing or achieving happiness.

Happiness is difficult to define because it means something different to each individual person. Nobody can fully understand or experience another person's feelings, and we all have our own particular passions from which we take pleasure. Some people, for example, derive a sense of satisfaction from earning money or achieving success, whereas for others, health and family are much more important. At the same time, a range of other feelings, from excitement to peacefulness, may be associated with the idea of happiness, and the same person may therefore feel happy in a variety of different ways.

Although it seems almost impossible to give a precise definition of happiness, most people would agree that there are some basic preconditions to achieving it. Firstly, it is hard for a person to be happy if he or she does not have a safe place to live and enough food to eat. Our basic survival needs must surely be met before we can lead a pleasant life. Secondly, the greatest joy in life is usually found in shared experiences with family and friends, and it is rare to find a person who is content to live in complete isolation. Other key factors could be individual freedom and a sense of purpose in life.

In conclusion, happiness is difficult to define because it is particular to each individual, but I believe that our basic needs for shelter, food and company need to be fulfilled before we can experience it.

(292 words, band 9)

***Families who send their children to private schools should not be required to pay taxes that support the state education system. To what extent do you agree or disagree with this statement?***

Some people believe that parents of children who attend private schools should not need to contribute to state schools through taxes. Personally, I completely disagree with this view.

For a variety of reasons, it would be wrong to reduce taxes for families who pay for private education. Firstly, it would be difficult to calculate the correct amount of tax reduction for these families, and staff would be required to manage this complex process. Secondly, we all pay a certain amount of tax for public services that we may not use. For example, most people are fortunate enough not to have to call the police or fire brigade at any time in their lives, but they would not expect a tax reduction for this. Finally, if wealthy families were given a tax discount for sending their children to private schools, we might have a situation where poorer people pay higher taxes than the rich.

In my opinion, we should all be happy to pay our share of the money that supports public schools. It is beneficial for all members of society to have a high quality education system with equal opportunities for all young people. This will result in a well-educated workforce, and in turn a more productive and prosperous nation. Parents of children in private schools may also see the advantages of this in their own lives. For example, a company owner will need well qualified and competent staff, and a well-funded education system can provide such employees.

In conclusion, I do not believe that any financial concessions should be made for people who choose private education.

(269 words, band 9)

***Explain some of the ways in which humans are damaging the environment. What can governments do to address these problems? What can individual people do?***

Humans are responsible for a variety of environmental problems, but we can also take steps to reduce the damage that we are causing to the planet. This essay will discuss environmental problems and the measures that governments and individuals can take to address these problems.

Two of the biggest threats to the environment are air pollution and waste. Gas emissions from factories and exhaust fumes from vehicles lead to global warming, which may have a devastating effect on the planet in the future. As the human population increases, we are also producing ever greater quantities of waste, which contaminates the earth and pollutes rivers and oceans.

Governments could certainly make more effort to reduce air pollution. They could introduce laws to limit emissions from factories or to force companies to use renewable energy from solar, wind or water power. They could also impose 'green taxes' on drivers and airline companies. In this way, people would be encouraged to use public transport and to take fewer flights abroad, therefore reducing emissions.

Individuals should also take responsibility for the impact they have on the environment. They can take public transport rather than driving, choose products with less packaging, and recycle as much as possible. Most supermarkets now provide reusable bags for shoppers as well as 'banks' for recycling glass, plastic and paper in their car parks. By reusing and recycling, we can help to reduce waste.

In conclusion, both national governments and individuals must play their part in looking after the environment.

Note:

This essay is exactly 250 words long. I've tried to make it as simple as possible, but it's still good enough to get a band 9.

**Several languages are in danger of extinction because they are spoken by very small numbers of people. Some people say that governments should spend public money on saving these languages, while others believe that would be a waste of money. Discuss both these views and give your opinion.**

It is true that some minority languages may disappear in the near future. Although it can be argued that governments could save money by allowing this to happen, I believe that these languages should be protected and preserved.

There are several reasons why saving minority languages could be seen as a waste of money. Firstly, if a language is only spoken by a small number of people, expensive education programmes will be needed to make sure that more people learn it, and the state will have to pay for facilities, teachers and marketing. This money might be better spent on other public services. Secondly, it would be much cheaper and more efficient for countries to have just one language. Governments could cut all kinds of costs related to communicating with each minority group.

Despite the above arguments, I believe that governments should try to preserve languages that are less widely spoken. A language is much more than simply a means of communication; it has a vital connection with the cultural identity of the people who speak it. If a language disappears, a whole way of life will disappear with it, and we will lose the rich cultural diversity that makes societies more interesting. By spending money to protect minority languages, governments can also preserve traditions, customs and behaviours that are part of a country's history.

In conclusion, it may save money in the short term if we allow minority languages to disappear, but in the long term this would have an extremely negative impact on our cultural heritage.

(258 words)

***Some people believe that studying at university or college is the best route to a successful career, while others believe that it is better to get a job straight after school. Discuss both views and give your opinion.***

When they finish school, teenagers face the dilemma of whether to get a job or continue their education. While there are some benefits to getting a job straight after school, I would argue that it is better to go to college or university.

The option to start work straight after school is attractive for several reasons. Many young people want to start earning money as soon as possible. In this way, they can become independent, and they will be able to afford their own house or start a family. In terms of their career, young people who decide to find work, rather than continue their studies, may progress more quickly. They will have the chance to gain real experience and learn practical skills related to their chosen profession. This may lead to promotions and a successful career.

On the other hand, I believe that it is more beneficial for students to continue their studies. Firstly, academic qualifications are required in many professions. For example, it is impossible to become a doctor, teacher or lawyer without having the relevant degree. As a result, university graduates have access to more and better job opportunities, and they tend to earn higher salaries than those with fewer qualifications. Secondly, the job market is becoming increasingly competitive, and sometimes there are hundreds of applicants for one position in a company. Young people who do not have qualifications from a university or college will not be able to compete.

For the reasons mentioned above, it seems to me that students are more likely to be successful in their careers if they continue their studies beyond school level.

(271 words, band 9)

***Some people think that museums should be enjoyable places to entertain people, while others believe that the purpose of museums is to educate.***

***Discuss both views and give your own opinion.***

People have different views about the role and function of museums. In my opinion, museums can and should be both entertaining and educational.

On the one hand, it can be argued that the main role of a museum is to entertain. Museums are tourist attractions, and their aim is to exhibit a collection of interesting objects that many people will want to see. The average visitor may become bored if he or she has to read or listen to too much educational content, so museums often put more of an emphasis on enjoyment rather than learning. This type of museum is designed to be visually spectacular, and may have interactive activities or even games as part of its exhibitions.

On the other hand, some people argue that museums should focus on education. The aim of any exhibition should be to teach visitors something that they did not previously know. Usually this means that the history behind the museum's exhibits needs to be explained, and this can be done in various ways. Some museums employ professional guides to talk to their visitors, while other museums offer headsets so that visitors can listen to detailed commentary about the exhibition. In this way, museums can play an important role in teaching people about history, culture, science and many other aspects of life.

In conclusion, it seems to me that a good museum should be able to offer an interesting, enjoyable and educational experience so that people can have fun and learn something at the same time.

(253 words, band 9)

***Universities should accept equal numbers of male and female students in every subject. To what extent do you agree or disagree?***

In my opinion, men and women should have the same educational opportunities. However, I do not agree with the idea of accepting equal proportions of each gender in every university subject.

Having the same number of men and women on all degree courses is simply unrealistic. Student numbers on any course depend on the applications that the institution receives. If a university decided to fill courses with equal numbers of males and females, it would need enough applicants of each gender. In reality, many courses are more popular with one gender than the other, and it would not be practical to aim for equal proportions. For example, nursing courses tend to attract more female applicants, and it would be difficult to fill these courses if fifty per cent of the places needed to go to males.

Apart from the practical concerns expressed above, I also believe that it would be unfair to base admission to university courses on gender. Universities should continue to select the best candidates for each course according to their qualifications. In this way, both men and women have the same opportunities, and applicants know that they will be successful if they work hard to achieve good grades at school. If a female student is the best candidate for a place on a course, it is surely wrong to reject her in favour of a male student with lower grades or fewer qualifications.

In conclusion, the selection of university students should be based on merit, and it would be both impractical and unfair to change to a selection procedure based on gender.

(265 words, band 9)

***We cannot help everyone in the world that needs help, so we should only be concerned with our own communities and countries. To what extent do you agree or disagree with this statement?***

Some people believe that we should not help people in other countries as long as there are problems in our own society. I disagree with this view because I believe that we should try to help as many people as possible.

On the one hand, I accept that it is important to help our neighbours and fellow citizens. In most communities there are people who are impoverished or disadvantaged in some way. It is possible to find homeless people, for example, in even the wealthiest of cities, and for those who are concerned about this problem, there are usually opportunities to volunteer time or give money to support these people. In the UK, people can help in a variety of ways, from donating clothing to serving free food in a soup kitchen. As the problems are on our doorstep, and there are obvious ways to help, I can understand why some people feel that we should prioritise local charity.

At the same time, I believe that we have an obligation to help those who live beyond our national borders. In some countries the problems that people face are much more serious than those in our own communities, and it is often even easier to help. For example, when children are dying from curable diseases in African countries, governments and individuals in richer countries can save lives simply by paying for vaccines that already exist. A small donation to an international charity might have a much greater impact than helping in our local area.

In conclusion, it is true that we cannot help everyone, but in my opinion national boundaries should not stop us from helping those who are in need.

(280 words, band 9)

***Many people decide on a career path early in their lives and keep to it. This, they argue, leads to a more satisfying working life. To what extent do you agree with this view? What other things can people do in order to have a satisfying working life?***

It is true that some people know from an early age what career they want to pursue, and they are happy to spend the rest of their lives in the same profession. While I accept that this may suit many people, I believe that others enjoy changing careers or seeking job satisfaction in different ways.

On the one hand, having a defined career path can certainly lead to a satisfying working life. Many people decide as young children what they want to do as adults, and it gives them a great sense of satisfaction to work towards their goals and gradually achieve them. For example, many children dream of becoming doctors, but to realise this ambition they need to gain the relevant qualifications and undertake years of training. In my experience, very few people who have qualified as doctors choose to change career because they find their work so rewarding, and because they have invested so much time and effort to reach their goal.

On the other hand, people find happiness in their working lives in different ways. Firstly, not everyone dreams of doing a particular job, and it can be equally rewarding to try a variety of professions; starting out on a completely new career path can be a reinvigorating experience. Secondly, some people see their jobs as simply a means of earning money, and they are happy if their salary is high enough to allow them to enjoy life outside work. Finally, job satisfaction is often the result of working conditions, rather than the career itself. For example, a positive working atmosphere, enthusiastic colleagues, and an inspirational boss can make working life much more satisfying, regardless of the profession.

In conclusion, it can certainly be satisfying to pursue a particular career for the whole of one's life, but this is by no means the only route to fulfilment.

***Nowadays the way many people interact with each other has changed because of technology. In what ways has technology affected the types of relationships that people make? Has this been a positive or negative development?***

It is true that new technologies have had an influence on communication between people. Technology has affected relationships in various ways, and in my opinion there are both positive and negative effects.

Technology has had an impact on relationships in business, education and social life. Firstly, telephones and the Internet allow business people in different countries to interact without ever meeting each other. Secondly, services like Skype create new possibilities for relationships between students and teachers. For example, a student can now take video lessons with a teacher in a different city or country. Finally, many people use social networks, like Facebook, to make new friends and find people who share common interests, and they interact through their computers rather than face to face.

On the one hand, these developments can be extremely positive. Cooperation between people in different countries was much more difficult when communication was limited to written letters or telegrams. Nowadays, interactions by email, phone or video are almost as good as face-to-face meetings, and many of us benefit from these interactions, either in work or social contexts. On the other hand, the availability of new communication technologies can also have the result of isolating people and discouraging real interaction. For example, many young people choose to make friends online rather than mixing with their peers in the real world, and these 'virtual' relationships are a poor substitute for real friendships.

In conclusion, technology has certainly revolutionised communication between people, but not all of the outcomes of this revolution have been positive.

(257 words, band 9)

**Some people believe that hobbies need to be difficult to be enjoyable.**

**To what extent do you agree or disagree?**

Some hobbies are relatively easy, while others present more of a challenge. Personally, I believe that both types of hobby can be fun, and I therefore disagree with the statement that hobbies need to be difficult in order to be enjoyable.

On the one hand, many people enjoy easy hobbies. One example of an activity that is easy for most people is swimming. This hobby requires very little equipment, it is simple to learn, and it is inexpensive. I remember learning to swim at my local swimming pool when I was a child, and it never felt like a demanding or challenging experience. Another hobby that I find easy and fun is photography. In my opinion, anyone can take interesting pictures without knowing too much about the technicalities of operating a camera. Despite being straightforward, taking photos is a satisfying activity.

On the other hand, difficult hobbies can sometimes be more exciting. If an activity is more challenging, we might feel a greater sense of satisfaction when we manage to do it successfully. For example, film editing is a hobby that requires a high level of knowledge and expertise. In my case, it took me around two years before I became competent at this activity, but now I enjoy it much more than I did when I started. I believe that many hobbies give us more pleasure when we reach a higher level of performance because the results are better and the feeling of achievement is greater.

In conclusion, simple hobbies can be fun and relaxing, but difficult hobbies can be equally pleasurable for different reasons.

***Some people think that all teenagers should be required to do unpaid work in their free time to help the local community. They believe this would benefit both the individual teenager and society as a whole.***

***Do you agree or disagree?***

Many young people work on a volunteer basis, and this can only be beneficial for both the individual and society as a whole. However, I do not agree that we should therefore force all teenagers to do unpaid work.

Most young people are already under enough pressure with their studies, without being given the added responsibility of working in their spare time. School is just as demanding as a full-time job, and teachers expect their students to do homework and exam revision on top of attending lessons every day. When young people do have some free time, we should encourage them to enjoy it with their friends or to spend it doing sports and other leisure activities. They have many years of work ahead of them when they finish their studies.

At the same time, I do not believe that society has anything to gain from obliging young people to do unpaid work. In fact, I would argue that it goes against the values of a free and fair society to force a group of people to do something against their will. Doing this can only lead to resentment amongst young people, who would feel that they were being used, and parents, who would not want to be told how to raise their children. Currently, nobody is forced to volunteer, and this is surely the best system.

In conclusion, teenagers may choose to work for free and help others, but in my opinion we should not make this compulsory.

(250 words, band 9)

***There are many different types of music in the world today. Why do we need music? Is the traditional music of a country more important than the international music that is heard everywhere nowadays?***

It is true that a rich variety of musical styles can be found around the world. Music is a vital part of all human cultures for a range of reasons, and I would argue that traditional music is more important than modern, international music.

Music is something that accompanies all of us throughout our lives. As children, we are taught songs by our parents and teachers as a means of learning language, or simply as a form of enjoyment. Children delight in singing with others, and it would appear that the act of singing in a group creates a connection between participants, regardless of their age. Later in life, people's musical preferences develop, and we come to see our favourite songs as part of our life stories. Music both expresses and arouses emotions in a way that words alone cannot. In short, it is difficult to imagine life without it.

In my opinion, traditional music should be valued over the international music that has become so popular. International pop music is often catchy and fun, but it is essentially a commercial product that is marketed and sold by business people. Traditional music, by contrast, expresses the culture, customs and history of a country. Traditional styles, such as ... (example) ..., connect us to the past and form part of our cultural identity. It would be a real pity if pop music became so predominant that these national styles disappeared.

In conclusion, music is a necessary part of human existence, and I believe that traditional music should be given more importance than international music.

(261 words, band 9)

***Some people regard video games as harmless fun, or even as a useful educational tool. Others, however, believe that video games are having an adverse effect on the people who play them. In your opinion, do the drawbacks of video games outweigh the benefits?***

Many people, and children in particular, enjoy playing computer games. While I accept that these games can sometimes have a positive effect on the user, I believe that they are more likely to have a harmful impact.

On the one hand, video games can be both entertaining and educational. Users, or gamers, are transported into virtual worlds which are often more exciting and engaging than real-life pastimes. From an educational perspective, these games encourage imagination and creativity, as well as concentration, logical thinking and problem solving, all of which are useful skills outside the gaming context. Furthermore, it has been shown that computer simulation games can improve users' motor skills and help to prepare them for real-world tasks, such as flying a plane.

However, I would argue that these benefits are outweighed by the drawbacks. Gaming can be highly addictive because users are constantly given scores, new targets and frequent rewards to keep them playing. Many children now spend hours each day trying to progress through the levels of a game or to get a higher score than their friends. This type of addiction can have effects ranging from lack of sleep to problems at school, when homework is sacrificed for a few more hours on the computer or console. The rise in obesity in recent years has also been linked in part to the sedentary lifestyle and lack of exercise that often accompany gaming addiction.

In conclusion, it seems to me that the potential dangers of video games are more significant than the possible benefits.

(258 words, band 9)

***In the developed world, average life expectancy is increasing. What problems will this cause for individuals and society? Suggest some measures that could be taken to reduce the impact of ageing populations.***

It is true that people in industrialised nations can expect to live longer than ever before. Although there will undoubtedly be some negative consequences of this trend, societies can take steps to mitigate these potential problems.

As people live longer and the populations of developed countries grow older, several related problems can be anticipated. The main issue is that there will obviously be more people of retirement age who will be eligible to receive a pension. The proportion of younger, working adults will be smaller, and governments will therefore receive less money in taxes in relation to the size of the population. In other words, an ageing population will mean a greater tax burden for working adults. Further pressures will include a rise in the demand for healthcare, and the fact young adults will increasingly have to look after their elderly relatives.

There are several actions that governments could take to solve the problems described above. Firstly, a simple solution would be to increase the retirement age for working adults, perhaps from 65 to 70. Nowadays, people of this age tend to be healthy enough to continue a productive working life. A second measure would be for governments to encourage immigration in order to increase the number of working adults who pay taxes. Finally, money from national budgets will need to be taken from other areas and spent on vital healthcare, accommodation and transport facilities for the rising numbers of older citizens.

In conclusion, various measures can be taken to tackle the problems that are certain to arise as the populations of countries grow older.

(265 words, band 9)

**Nowadays animal experiments are widely used to develop new medicines and to test the safety of other products. Some people argue that these experiments should be banned because it is morally wrong to cause animals to suffer, while others are in favour of them because of their benefits to humanity. Discuss both views and give your own opinion.**

It is true that medicines and other products are routinely tested on animals before they are cleared for human use. While I tend towards the viewpoint that animal testing is morally wrong, I would have to support a limited amount of animal experimentation for the development of medicines.

On the one hand, there are clear ethical arguments against animal experimentation. To use a common example of this practice, laboratory mice may be given an illness so that the effectiveness of a new drug can be measured. Opponents of such research argue that humans have no right to subject animals to this kind of trauma, and that the lives of all creatures should be respected. They believe that the benefits to humans do not justify the suffering caused, and that scientists should use alternative methods of research.

On the other hand, reliable alternatives to animal experimentation may not always be available. Supporters of the use of animals in medical research believe that a certain amount of suffering on the part of mice or rats can be justified if human lives are saved. They argue that opponents of such research might feel differently if a member of their own families needed a medical treatment that had been developed through the use of animal experimentation. Personally, I agree with the banning of animal testing for non-medical products, but I feel that it may be a necessary evil where new drugs and medical procedures are concerned.

In conclusion, it seems to me that it would be wrong to ban testing on animals for vital medical research until equally effective alternatives have been developed.

(270 words, band 9)

***Some people think that governments should give financial support to creative artists such as painters and musicians. Others believe that creative artists should be funded by alternative sources. Discuss both views and give your own opinion.***

People have different views about the funding of creative artists. While some people disagree with the idea of government support for artists, I believe that money for art projects should come from both governments and other sources.

Some art projects definitely require help from the state. In the UK, there are many works of art in public spaces, such as streets or squares in city centres. In Liverpool, for example, there are several new statues and sculptures in the docks area of the city, which has been redeveloped recently. These artworks represent culture, heritage and history. They serve to educate people about the city, and act as landmarks or talking points for visitors and tourists. Governments and local councils should pay creative artists to produce this kind of art, because without their funding our cities would be much less interesting and attractive.

On the other hand, I can understand the arguments against government funding for art. The main reason for this view is that governments have more important concerns. For example, state budgets need to be spent on education, healthcare, infrastructure and security, among other areas. These public services are vital for a country to function properly, whereas the work of creative artists, even in public places, is a luxury. Another reason for this opinion is that artists do a job like any other professional, and they should therefore earn their own money by selling their work.

In conclusion, there are good reasons why artists should rely on alternative sources of financial support, but in my opinion government help is sometimes necessary.

***Foreign visitors should pay more than local visitors for cultural and historical attractions. To what extent do you agree or disagree with this opinion?***

It is sometimes argued that tourists from overseas should be charged more than local residents to visit important sites and monuments. I completely disagree with this idea.

The argument in favour of higher prices for foreign tourists would be that cultural or historical attractions often depend on state subsidies to keep them going, which means that the resident population already pays money to these sites through the tax system. However, I believe this to be a very shortsighted view. Foreign tourists contribute to the economy of the host country with the money they spend on a wide range of goods and services, including food, souvenirs, accommodation and travel. The governments and inhabitants of every country should be happy to subsidise important tourist sites and encourage people from the rest of the world to visit them.

If travellers realised that they would have to pay more to visit historical and cultural attractions in a particular nation, they would perhaps decide not to go to that country on holiday. To take the UK as an example, the tourism industry and many related jobs rely on visitors coming to the country to see places like Windsor Castle or Saint Paul's Cathedral. These two sites charge the same price regardless of nationality, and this helps to promote the nation's cultural heritage. If overseas tourists stopped coming due to higher prices, there would be a risk of insufficient funding for the maintenance of these important buildings.

In conclusion, I believe that every effort should be made to attract tourists from overseas, and it would be counterproductive to make them pay more than local residents.

(269 words, band 9)

***Some people think that in the modern world we are more dependent on each other, while others think that people have become more independent. Discuss both views and give your own opinion.***

People have different views about whether we are more or less dependent on others nowadays. In my view, modern life forces us to be more independent than people were in the past.

There are two main reasons why it could be argued that we are more dependent on each other now. Firstly, life is more complex and difficult, especially because the cost of living has increased so dramatically. For example, young adults tend to rely on their parents for help when buying a house. Property prices are higher than ever, and without help it would be impossible for many people to pay a deposit and a mortgage. Secondly, people seem to be more ambitious nowadays, and they want a better quality of life for their families. This means that both parents usually need to work full-time, and they depend on support from grandparents and babysitters for child care.

However, I would agree with those who believe that people are more independent these days. In most countries, families are becoming smaller and more dispersed, which means that people cannot count on relatives as much as they used to. We also have more freedom to travel and live far away from our home towns. For example, many students choose to study abroad instead of going to their local university, and this experience makes them more independent as they learn to live alone. Another factor in this growing independence is technology, which allows us to work alone and from any part of the world.

In conclusion, while there are some reasons to believe that people now depend on each other more, my own view is that we are more independent than ever.

***When choosing a job, the salary is the most important consideration. To what extent do you agree or disagree?***

Many people choose their jobs based on the size of the salary offered. Personally, I disagree with the idea that money is the key consideration when deciding on a career, because I believe that other factors are equally important.

On the one hand, I agree that money is necessary in order for people to meet their basic needs. For example, we all need money to pay for housing, food, bills, health care, and education. Most people consider it a priority to at least earn a salary that allows them to cover these needs and have a reasonable quality of life. If people chose their jobs based on enjoyment or other non-financial factors, they might find it difficult to support themselves. Artists and musicians, for instance, are known for choosing a career path that they love, but that does not always provide them with enough money to live comfortably and raise a family.

Nevertheless, I believe that other considerations are just as important as what we earn in our jobs. Firstly, personal relationships and the atmosphere in a workplace are extremely important when choosing a job. Having a good manager or friendly colleagues, for example, can make a huge difference to workers' levels of happiness and general quality of life. Secondly, many people's feelings of job satisfaction come from their professional achievements, the skills they learn, and the position they reach, rather than the money they earn. Finally, some people choose a career because they want to help others and contribute something positive to society.

In conclusion, while salaries certainly affect people's choice of profession, I do not believe that money outweighs all other motivators.

(275 words, band 9)

**EK 10 - Academic Word List**

1. approach	
2. area	
3. assessment	
4. assume	
5. authority	
6. available	
7. benefit	
8. concept	
9. consistent	
10. constitutional	
11. context	
12. contract	
13. create	
14. data	
15. definition	
16. derived	
17. distribution	
18. economic	
19. environment	
20. established	
21. estimate	
22. evidence	
23. export	
24. factors	
25. financial	
26. formula	
27. function	
28. identified	
29. income	
30. indicate	
31. individual	
32. interpretation	
33. involved	
34. issues	
35. labour	
36. legal	
37. legislation	
38. major	
39. method	
40. occur	
41. percent	
42. period	
43. policy	
44. principle	

45. procedure	
46. process	
47. required	
48. research	
49. response	
50. role	
51. section	
52. sector	
53. significant	
54. similar	
55. source	
56. specific	
57. structure	
58. theory	
59. variables	
60. achieve	
61. acquisition	
62. administration	
63. affect	
64. appropriate	
65. aspects	
66. assistance	
67. categories	
68. chapter	
69. commission	
70. community	
71. complex	
72. computer	
73. conclusion	
74. conduct	
75. consequences	
76. construction	
77. consumer	
78. credit	
79. cultural	
80. design	
81. distinction	
82. elements	
83. equation	
84. evaluation	
85. features	
86. final	
87. focus	
88. impact	
89. injury	
90. institute	
91. investment	

92. items	
93. journal	
94. maintenance	
95. normal	
96. obtained	
97. participation	
98. perceived	
99. positive	
100. potential	
101. previous	
102. primary	
103. purchase	
104. range	
105. region	
106. regulations	
107. relevant	
108. resident	
109. resources	
110. restricted	
111. security	
112. sought	
113. select	
114. site	
115. strategies	
116. survey	
117. text	
118. traditional	
119. transfer	
120. alternative	
121. circumstances	
122. comments	
123. compensation	
124. components	
125. consent	
126. considerable	
127. constant	
128. constraints	
129. contribution	
130. convention	
131. coordination	
132. core	
133. corporate	
134. corresponding	
135. criteria	
136. deduction	
137. demonstrate	
138. document	

139. dominant	
140. emphasis	
141. ensure	
142. excluded	
143. framework	
144. funds	
145. illustrated	
146. immigration	
147. implies	
148. initial	
149. instance	
150. interaction	
151. justification	
152. layer	
153. link	
154. location	
155. maximum	
156. minorities	
157. negative	
158. outcomes	
159. partnership	
160. philosophy	
161. physical	
162. proportion	
163. published	
164. reaction	
165. registered	
166. reliance	
167. removed	
168. scheme	
169. sequence	
170. sex	
171. shift	
172. specified	
173. sufficient	
174. task	
175. technical	
176. techniques	
177. technology	
178. validity	
179. volume	
180. access	
181. adequate	
182. annual	
183. apparent	
184. approximated	
185. attitudes	

186. attributed	
187. civil	
188. code	
189. commitment	
190. communication	
191. concentration	
192. conference	
193. contrast	
194. cycle	
195. debate	
196. despite	
197. dimensions	
198. domestic	
199. emerged	
200. error	
201. ethnic	
202. goals	
203. granted	
204. hence	
205. hypothesis	
206. implementation	
207. implications	
208. imposed	
209. integration	
210. internal	
211. investigation	
212. job	
213. label	
214. mechanism	
215. obvious	
216. occupational	
217. option	
218. output	
219. overall	
220. parallel	
221. parameters	
222. phase	
223. predicted	
224. principal	
225. prior	
226. professional	
227. project	
228. promote	
229. regime	
230. resolution	
231. retained	
232. series	

233. statistics	
234. status	
235. stress	
236. subsequent	
237. sum	
238. summary	
239. undertaken	
240. academic	
241. adjustment	
242. alter	
243. amendment	
244. aware	
245. capacity	
246. challenge	
247. clause	
248. compounds	
249. conflict	
250. consultation	
251. contact	
252. decline	
253. discretion	
254. draft	
255. enable	
256. energy	
257. enforcement	
258. entities	
259. equivalent	
260. evolution	
261. expansion	
262. exposure	
263. external	
264. facilitate	
265. fundamental	
266. generated	
267. generation	
268. image	
269. liberal	
270. licence	
271. logic	
272. marginal	
273. medical	
274. mental	
275. modified	
276. monitoring	
277. network	
278. notion	
279. objective	

280. orientation	
281. perspective	
282. precise	
283. prime	
284. psychology	
285. pursue	
286. ratio	
287. rejected	
288. revenue	
289. stability	
290. styles	
291. substitution	
292. sustainable	
293. symbolic	
294. target	
295. transition	
296. trend	
297. version	
298. welfare	
299. whereas	
300. abstract	
301. accurate	
302. acknowledged	
303. aggregate	
304. allocation	
305. assigned	
306. attached	
307. author	
308. bond	
309. brief	
310. capable	
311. cited	
312. cooperative	
313. discrimination	
314. display	
315. diversity	
316. domain	
317. edition	
318. enhanced	
319. estate	
320. exceed	
321. expert	
322. explicit	
323. federal	
324. fees	
325. flexibility	
326. furthermore	

327. gender	
328. ignored	
329. incentive	
330. incidence	
331. incorporated	
332. index	
333. inhibition	
334. initiatives	
335. input	
336. instructions	
337. intelligence	
338. interval	
339. lecture	
340. migration	
341. minimum	
342. ministry	
343. motivation	
344. neutral	
345. nevertheless	
346. overseas	
347. preceding	
348. presumption	
349. rational	
350. recovery	
351. revealed	
352. scope	
353. subsidiary	
354. tapes	
355. trace	
356. transformation	
357. transport	
358. underlying	
359. utility	
360. adaptation	
361. adults	
362. advocate	
363. aid	
364. channel	
365. chemical	
366. classical	
367. comprehensive	
368. comprise	
369. confirmed	
370. contrary	
371. converted	
372. couple	
373. decades	

374. definite	
375. deny	
376. differentiation	
377. disposal	
378. dynamic	
379. eliminate	
380. empirical	
381. equipment	
382. extract	
383. file	
384. finite	
385. foundation	
386. global	
387. grade	
388. guarantee	
389. hierarchical	
390. identical	
391. ideology	
392. inferred	
393. innovation	
394. insert	
395. intervention	
396. isolated	
397. media	
398. mode	
399. paradigm	
400. phenomenon	
401. priority	
402. prohibited	
403. publication	
404. quotation	
405. release	
406. reverse	
407. simulation	
408. solely	
409. somewhat	
410. submitted	
411. successive	
412. survive	
413. thesis	
414. topic	
415. transmission	
416. ultimately	
417. unique	
418. visible	
419. voluntary	
420. abandon	

421. accompanied	
422. accumulation	
423. ambiguous	
424. appendix	
425. appreciation	
426. arbitrary	
427. automatically	
428. bias	
429. chart	
430. clarity	
431. conformity	
432. commodity	
433. complement	
434. contemporary	
435. contradiction	
436. crucial	
437. currency	
438. denote	
439. detected	
440. deviation	
441. displacement	
442. dramatic	
443. eventually	
444. exhibit	
445. exploitation	
446. fluctuations	
447. guidelines	
448. highlighted	
449. implicit	
450. induced	
451. inevitably	
452. infrastructure	
453. inspection	
454. intensity	
455. manipulation	
456. minimised	
457. nuclear	
458. offset	
459. paragraph	
460. plus	
461. practitioners	
462. predominantly	
463. prospect	
464. radical	
465. random	
466. reinforced	
467. restore	

468. revision	
469. schedule	
470. tension	
471. termination	
472. theme	
473. thereby	
474. uniform	
475. vehicle	
476. via	
477. virtually	
478. widespread	
479. visual	
480. accommodation	
481. analogous	
482. anticipated	
483. assurance	
484. attained	
485. behalf	
486. bulk	
487. ceases	
488. coherence	
489. coincide	
490. commenced	
491. incompatible	
492. concurrent	
493. confined	
494. controversy	
495. conversely	
496. device	
497. devoted	
498. diminished	
499. distorted/distortion -	
500. equal figures	
501. duration	
502. erosion	
503. ethical	
504. format	
505. founded	
506. inherent	
507. insights	
508. integral	
509. intermediate	
510. manual	
511. mature	
512. mediation	
513. medium	
514. military	

515. minimal	
516. mutual	
517. norms	
518. overlap	
519. passive	
520. portion	
521. preliminary	
522. protocol	
523. qualitative	
524. refine	
525. relaxed	
526. restraints	
527. revolution	
528. rigid	
529. route	
530. scenario	
531. sphere	
532. subordinate	
533. supplementary	
534. suspended	
535. team	
536. temporary	
537. trigger	
538. unified	
539. violation	
540. vision	
541. adjacent	
542. albeit	
543. assembly	
544. collapse	
545. colleagues	
546. compiled	
547. conceived	
548. convinced	
549. depression	
550. encountered	
551. enormous	
552. forthcoming	
553. inclination	
554. integrity	
555. intrinsic	
556. invoked	
557. levy	
558. likewise	
559. nonetheless	
560. notwithstanding	
561. odd	

562. ongoing	
563. panel	
564. persistent	
565. posed	
566. reluctant	
567. so-called	
568. straightforward	
569. undergo	
570. whereby	
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## EK 11 – Speaking Common Topics & Questions

### PART 1

#### Work

What is your job?  
Where do you work?  
Why did you choose that job?  
Is it a popular job in your country?  
Do you like your job?  
Do you get on well with your colleagues?  
What was your first day like?  
What responsibilities do you have at work?  
If you had the chance, would you change your job?  
Do you plan to continue with your job in the future?

#### Study

What do you study?  
Where do you study that?  
Why did you choose that subject?  
Is it a popular subject in your country?  
Do you like that subject?  
Do you get on with your colleagues?  
What was your first day like?  
What are the main aspects of your subject?  
If you had the chance, would you change subject?  
Do you plan to get a job in the same field as your subject?

### Hometown

Where is your hometown?

Do you like your hometown?

Do you often visit your hometown?

What is your hometown like?

What is the oldest place in your hometown?

What is there for a foreigner to do or see in your hometown?

How could your hometown be improved?

Has your hometown changed much since you were a child?

Is there good public transportation in your hometown?

Do you think your hometown is a good place to bring up children?

### Home

Where is your home?

Do you live in a house or a flat?

Who do you live with?

Are there many rooms in your home?

What is your favourite room?

How are the walls decorated?

What would you change about your home?

Do you plan to live there in the future?

What facilities are there near your home?

What is your neighbourhood like?

Do most people live in houses in your country?

### Art

Are you good at art?  
Did you learn art at school when you were a child?  
What kind of art do you like?  
Is art popular in your country?  
Have you ever been to an art gallery?  
Do you think children can benefit from going to art galleries?

### Birthdays

Do you enjoy your birthdays?  
Do you usually celebrate your birthday?  
What did you do on your last birthday?  
Can you remember a birthday you enjoyed as a child?  
Do most people celebrate their birthdays with a party in your country?  
Which birthdays are considered important in your country?

### Childhood

Did you enjoy your childhood?  
What is your first memory of your childhood?  
Did you have a lot of friends when you were a child?  
What did you enjoy doing as a child?  
Do you think it is better for children to grow up in the city or in the countryside?

### Clothes

Are clothes important to you?  
What kind of clothes do you usually wear?  
Do you ever wear the traditional clothes of your country?  
Where do you usually buy your clothes?  
Have you ever worn a uniform?  
Do most people in your country follow fashion?

### Computers

Do you often use a computer?  
How do you usually get online?  
Do you prefer desktops or laptops?  
What do you use your computer for?  
Do you think it is important to learn how to use a computer?

### Daily Routine

When do you usually get up in the morning?  
Do you usually have the same routine every day?  
What is your daily routine?  
Do you ever change your routine?  
Is your routine the same today as it was when you were a child?  
Do you think it is important to have a daily routine?

### Dictionaries

Do you often use a dictionary?  
What do you use dictionaries for?  
What kinds of dictionaries do you think are most useful?  
Do you think dictionaries are useful for learning a language?  
What kind of information can you find in a dictionary?  
Useful video lesson: [Dictionary vocabulary](#)

### Evenings

What do you often do in the evenings?  
Do you do the same thing every evening?  
Do you prefer to spend your evenings with family or friends?  
Do you ever work or study in the evenings?  
What is a popular activity for young people in your country in the evenings?  
Do you do the same thing in the evenings as you did when you were a child?

### Family & Friends

Do you spend much time with your family?  
Who are you closest to in your family?  
Do you prefer spending time with your family or friends?  
Who is your best friend?  
Are you still friends with people from your childhood?  
Is family important in your country?

### Flowers

Do you like flowers?

What's your favourite flower?

When was the last time you gave someone flowers?

Do any flowers have a special meaning in your country?

Why do you think women like flowers more than men?

### Food

What's your favourite food?

Have you always liked the same food?

Is there any food you dislike?

What is a common meal in your country?

Do you have a healthy diet?

What do you think of fast food?

### Going Out

Do you often go out in the evenings?

What do you like to do when you go out?

Do you prefer going out on your own or with friends?

How often do you go out in a week?

Where do most young people like to go out in your country?

### Happiness

Are you a happy person?

What usually makes you happy?

Does the weather ever affect how you feel?

What makes you feel unhappy?

Do you think people in your country are generally happy people?

### Hobbies

Do you have a hobby?

What equipment do you need for it?

Do you think hobbies should be shared with other people?

Did you have a hobby as a child?

What hobbies are popular in your country?

Why do you think people have hobbies?

### Internet

How often do you go online?

What do you use the internet for?

How do you get online?

Do you have your own computer?

What's your favourite website?

Do you think children should be allowed unsupervised access to the internet?

### Leisure Time

What is your favourite leisure activity?  
What did you enjoy doing in your free time as a child?  
Do you prefer to spend your free time with other people or alone?  
What is a common leisure activity in your country?  
Do most people in your country get two days off a week?  
Do you think leisure time is important?

### Music

Do you like music?  
What's your favourite type of music?  
Can you sing?  
Did you learn music at school?  
If you could learn a musical instrument, what would it be?  
Do you think music is important?

### Neighbours & Neighbourhood

Do you like your neighbours?  
Are neighbours usually close to each other in your country?  
What is your neighbourhood like?  
Do you think your neighbourhood is a good place for children?  
How could your neighbourhood be improved?  
Do you think it is important to have a good relationship with your neighbours?

**Newspapers**

How do you usually get your news?  
Do you often read the newspapers?  
What kind of news do you usually follow?  
How do most people get the news in your country?  
Do you think international news is important?

**Pets**

Do you have a pet?  
Do you like animals?  
What's your favourite animal?  
What is a popular pet to have in your country?  
Did you have a pet as a child?  
Why do people have pets?

**Reading**

Do you often read?  
What is your favourite kind of book to read?  
Do you often read newspapers?  
Do you have any e-books?  
What books did you read as a child?  
Do you think it is important to encourage children to read?

### Shopping

Do you like shopping?

What's your favourite shop?

Do you prefer shopping alone or with others?

What kinds of shops are there where you live?

Have you ever bought anything online?

Do you think men and women have different opinions about shopping?

### Sport

Do you like sport?

What's your favourite sport?

Do you often watch sport on TV?

Did you play sport as a child?

What is the most popular sport in your country?

How do most people in your country keep fit?

### TV

Do you often watch TV?

What sorts of things do you watch on TV?

What is your favourite TV program?

Do you ever watch foreign programs or films?

What did you watch on TV when you were a child?

Do you think children should watch TV?

**Transport**

How did you get here today?

What is your favourite mode of transport?

Do you ever use public transport?

Do you like the transport system in your country?

What is the difference between taking a bus and taking a train?

**Weather**

What's the weather like today?

What's your favourite weather?

Do you like the weather in your country?

Is the weather the same in all parts of your country?

Does the weather ever affect the way you feel?

Does the weather in your country ever affect transportation?

## PART 2

### Art

Describe a piece of art you like.

You should say:

- what the work of art is
- when you first saw it
- what you know about it
- and explain why you like it.

### Book

Describe a book you have recently read.

You should say:

- what kind of book it is
- what it is about
- what sort of people would enjoy it
- and explain why you liked it.

### **Communication**

Describe a piece of advice you recently received.

You should say:

- when this happened
- who gave you the advice
- what the advice was
- and explain how you felt about the advice.

### **Daily Routine**

Describe a time of the day you like.

You should say:

- what time of day it is
- what you do at that time
- who you are usually with
- and explain why you like it.

### **Exercise**

Describe an exercise you know.

You should say:

- what it is
- how it is done
- when you first tried it
- what kind of people it is suitable for
- and explain why you think it is a good exercise.

### **Family**

Describe a member of the your family you get on well with.

You should say:

- who it is
- what relationship you have to that person
- what that person is like
- what you do together
- and explain why you get on so well.

### Gift

Describe a gift you recently gave to someone.

You should say:

- who you gave it to
- what kind of person he/she is
- what the gift was
- what occasion the gift was for
- and explain why you chose that gift.

### Hobby

Describe an interesting hobby.

You should say:

- what it is
- what kind of people do it
- how it is done
- and explain why you think it is interesting.

### **Internet**

Describe a useful website.

You should say:

- what it is
- how often you visit it
- what kind of site it is
- what kind of information it offers
- and explain why you think it is useful.

### **Journey**

Describe a journey that didn't go as planned.

You should say:

- where you were going
- how you were travelling
- who you were with
- what went wrong
- and explain what you would do differently.

### Kindness

Describe a person you know who is kind.

You should say:

- who it is
- how you know this person
- what sort of person he/she is
- and explain why you think they are kind.

### Language

Describe a language you have learned.

You should say:

- what it is
- when you started learning
- how you learned it
- what was difficult about it
- and why you decided to learn that language.

### **Music**

Describe a song you like.

You should say:

- what kind of song it is
- what the song is about
- when you first heard it
- and explain why you like it.

### **News**

Describe some good news you recently received.

You should say:

- what the news was
- how you received the news
- who gave it to you
- and explain why this was good news.

### **Old people**

Describe an old person you know.

You should say:

- who this person is
- how old he/she is
- what this person is like
- and explain why you like this person.

### **Photograph**

Describe a photograph you like.

You should say:

- what can be seen in the photo
- when it was taken
- who took it
- and explain why you like it.

## **Respect**

Describe someone you respect.

You should say:

- who the person is
- how you know about this person
- what this person does
- what this person is like
- and explain why you respect this person.

## **Sport**

Describe a sport you would like to learn.

You should say:

- what it is
- what equipment is needed for it
- how you would learn it
- and explain why you would like to learn this sport.

### **Travel**

Describe a place you have recently visited.

You should say:

- where you went
- who you went with
- how you got there
- and explain why you enjoyed it.

### **Unexpected**

Describe an unexpected event.

You should say:

- what it was
- when it happened
- who was there
- why it was unexpected
- and explain why you enjoyed it.

### **Vocation**

Describe a vocation you think is useful to society.

You should say:

- what it is
- what it involves
- what kind of people usually do this work
- and explain why you think it is useful to society.

### **Water**

Describe a place near water.

You should say:

- where it is
- how you get there
- how often you do there
- what you can do there
- and explain why you like it.

### **Your Favourite Shop**

Describe your favourite shop.

You should say:

- where it is
- how often you go there
- what it sells
- and explain why you think it is a good shop.

### **Zoo**

Describe a place with animals.

You should say:

- where it is
- how you heard of it
- what animals can be seen
- and explain why it might be an interesting place to visit.

### PART 3

- Part 3 konulara çok çalışmadığım için örnek teşkil etmesi için yalnızca iki konuya alakalı soruları buraya ekledim. Daha fazla Part 3 sorularına Cambridge IELTS kitabındaki deneme sınavlarından ulaşabilirsiniz.

#### Family

- Is family important in your country?
- How has the size of the family changed in the last few decades in your country?
- How do you think the family will change in the future?
- What role do grandparents play in the family in your country?
- Who do you think should be responsible for the care of the elderly, the family or the government?

#### Food

- Do you think diet is important?
- What is a balanced diet?
- What is the typical diet of people in your country?
- Do many people eat in restaurants in your country?
- Why do some people enjoy eating out?
- What's the difference between restaurant food and home cooked food?

*İlmin son durağı  
hayranlıktır, acizliktir...*