

TEST 2

Listening module (approx 30 minutes + 10 minutes transfer time)

SECTION 1

Guidance

Focus

- In **Section 1**, the focus is on listening for facts in a conversation (social context).
- In **Section 2**, the focus is on listening for facts in a talk or presentation (social context).
- In **Section 3**, the focus is on listening for in a conversation (2–3 people) facts and opinions (education/training context).
- In **Section 4**, the focus is on listening for specific details and main ideas in a lecture, in an education/training context.

Preparation Tips

General preparation

Although you cannot predict exactly the language which the IELTS test will contain, there are several ways you can prepare for taking the listening test.

- Do plenty of IELTS listening practice tests – listen to the recording only once and try to build up your confidence for taking the real test.
- Aim to listen to spoken English in a wide variety of situations and topic areas. Listen to CDs, radio, TV and Internet broadcasts featuring native speakers of English. Don't worry if you don't catch every word, you'll understand more with practice.

Preparation for specific sections

- To help prepare you for Sections 1 and 3 (two or more people interacting); if you live in a country where English is spoken, try to listen to people conversing, particularly in 'transactional situations' (where people are trying to get something done), e.g. in shops, hotels, clinics. Also try to engage people in conversation yourself. Listen for particular phrases which signal key elements, such as a speaker's opinion or which point is being emphasised.
- To help prepare for Sections 2 and 4, ('long turn' monologues, with one person speaking for some time without interacting with others), try to listen to podcasts on the Internet and more formal talk shows on radio channels like the British Broadcasting Corporation (BBC) Radio 4 or the Voice of America (VOA).

Strategies

- Practise reading the question paper quickly, getting a clear idea of what you are required to listen for.
- Use the 'context' information to help you identify the correct answer. Listen carefully to the information provided at the beginning of each section, telling you who is speaking, in what situation and for what purpose.
- IELTS recordings are only played ONCE, so it's important you don't worry too much if you miss the answer to one question. Move on and listen for the answer to the next question. Try to look for 'clues' on the question paper, e.g. any sub-headings, or paraphrases of what you hear. This will prevent you from 'losing your place'.
- As with all parts of the IELTS, if you aren't sure of the answer take a guess. You won't lose marks for a wrong answer; and using 'context' information can often help you make a successful prediction.

Questions 1–10

Tip strip

Questions 1–10

Read the form carefully before you listen. You will be able to get a lot of useful information about the context (an animal park), purpose of the phone call (temporary job enquiry) and who is completing the form (a receptionist at the park).

Question 1

Listen carefully to the discussion about the spelling of the surname: the man thinks there is a double letter in her name, but the woman corrects him.

Question 2

For Task 1, you often have to write down an address. If addresses are not spelt out (as in this case), they contain very familiar nouns.

Question 3

Listen for a date. Several are mentioned, but listen carefully for the relevant one. It is expressed in the negative 'I can't start work until ...'.

Question 9

There are different ways of saying '0' in phone numbers: you can say 'zero' or 'oh'. Also, listen for 'double' numbers.

Question 10

Listen for a type of minor disability.

Questions 1–10

Complete the form below.

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

Pinder's Animal Park

Example

Enquiries about **temporary** work

Personal Details:

Name: Jane **1**

Address: **2**

Exeter

Telephone number: 07792430921

Availability: Can start work on **3**

Work details:

Preferred type of work: Assistant **4**

Relevant skills: Familiar with kitchen **5**

Relevant qualifications: A **6** certificate

Training required: A **7** course

Referee:

Name: Dr Ruth Price

Position: **8**

Phone number: **9**

Other: Applicant has a form of **10**

SECTION 2**Tip strip****Questions 11–15**

For multiple choice questions in Task 2, you might have to listen for the main idea as well as specific details. You will also sometimes have to listen for people's opinions.

Question 12

Listen for the opinion of the previous year's group and for a past time reference.

Questions 11–20**Questions 11–15**

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

Tamerton Centre

11 The Tamerton Centre was set up in order to encourage people

- A** to enjoy being in the countryside.
- B** to help conserve the countryside.
- C** to learn more about the countryside.

12 Last year's group said that the course

- A** built their self esteem.
- B** taught them lots of new skills.
- C** made them fitter and stronger.

13 For the speaker, what's the most special feature of the course?

- A** You can choose which activities you do.
- B** There's such a wide variety of activities.
- C** You can become an expert in new activities.

14 The speaker advises people to bring

- A** their own board games.
- B** extra table tennis equipment.
- C** a selection of films on DVD.

15 Bed-time is strictly enforced because

- A** it's a way to reduce bad behaviour.
- B** tiredness can lead to accidents.
- C** it makes it easy to check everyone's in.

Questions 16–20

Tip strip

Questions 16–20

The speaker talks about five different objects and there are just three options to choose from. You must listen for which objects are required in the Centre, which are allowed and which are definitely not allowed.

- In this type of task, you can use each option more than once.
- Listen for phrases with modals such as – ‘you don’t have to ...’, ‘they’re a must ...’, ‘you can if you wish ...’, as well as adjectives like ‘banned’.

What rules apply to taking different objects to the Centre?

Match each object with the correct rule, A–C.

Write the correct letter, A–C.

Objects

16 Electrical equipment

17 Mobile phone

18 Sun cream

19 Aerosol deodorant

20 Towel

Rules

- A** You MUST take this
- B** You CAN take this, if you wish
- C** You must NOT take this

SECTION 3

Questions 21–30

Tip strip

Questions 21–30

Listen carefully to the context information, it will help you understand the setting better. This conversation features a student teacher talking through her plans for two different lessons with her tutor.

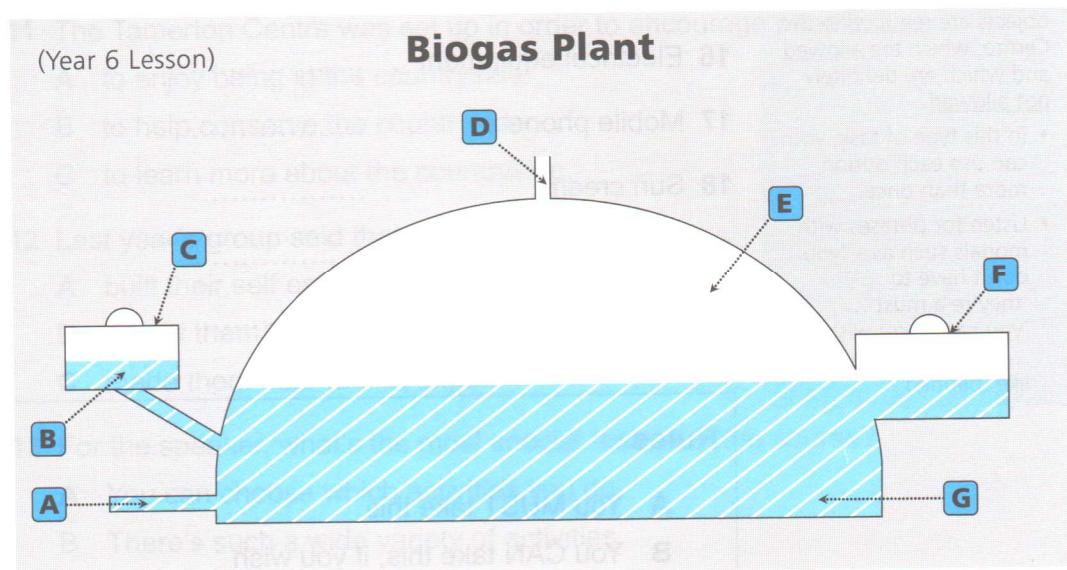
Questions 21–25

- You use each option only once and two options will not be used.
- The speaker mentions five different parts of the plant in the order they appear on the question paper (Questions 21–25), and describes their position and/or shape and function.
- Listen for prepositions and direction indicators such as 'on the left', 'at the top', and 'on the bottom'. Also, listen for words which indicate shape and size.

Questions 21–25

Label the diagram below.

Write the correct letter, **A–G**, next to questions 21–25 below.



21 Waste container

22 Slurry

23 Water inlet

24 Gas

25 Overflow tank

Questions 26–30

Tip strip

Questions 26–30

During the pause in the middle of the recording, read Questions 26–30. It is important to know who is doing what. Questions 26, 27 and 30 are the teacher's activities but Questions 28 and 29 are the pupils' activities.

Complete the flow chart below.

Choose **FIVE** answers from the box and write the correct letter, **A–G**, next to questions 26–30.

- A** Identify sequence.
- B** Ask questions.
- C** Copy.
- D** Demonstrate meaning.
- E** Distribute worksheet.
- F** Draw pictures.
- G** Present sentences.

LESSON OUTLINE YEAR THREE TOPIC: ENERGY

ACTIVITIES

Teacher: Introduce word
Pupils: look and listen



Teacher: **26**
Pupils: look and listen



Teacher: Present question
Pupils: respond



Teacher: **27**
*Pupils: **28** and expand*



Teacher: Display pictures
*Pupils: **29***



Teacher: **30**
Pupils: write



Teacher: Monitor pupils

Tip strip**Questions 31–40**

- Section 4 lectures often deal with quite technical matters, but speakers give simple and clear definitions to make things clear for a non-specialist audience. Listen to the short definition of 'artificial gills' in the instructions and also the background information at the beginning of the lecture.
- Before you listen, read all the notes on the question paper (remember there is no pause in the middle of Section 4). The notes on the paper give a lot of information to help you understand the main points and also enable you to 'find your place' on the paper.
- There is quite a long introduction before the first question. Read the first two bullet points (without gaps) as you listen. This will prepare you to hear the answer to Question 31.

Question 31

Listen for a synonym for 'large'.

Question 32

Listen for the cue '1960s'.

Question 33

Listen for the cues: 'animals without gills' and 'bubbles'.

Question 38

Listen for the cue: 'limitation'.

Questions 31–40**Questions 31–40**

Complete the notes below.

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

Creating artificial gills**Background**

- Taking in oxygen : mammals – lungs; fish – gills
- Long-held dreams – humans swimming underwater without oxygen tanks
- Oxygen tanks considered too **31** and large
- Attempts to extract oxygen directly from water
- 1960s – prediction that humans would have gills added by **32**
- Ideas for artificial gills were inspired by research on
 - fish gills
 - fish swim bladders
 - animals without gills – especially bubbles used by **33**

Building a simple artificial gill

- Make a watertight box of a material which lets **34** pass through
- Fill with air and submerge in water
- Important that the diver and the water keep **35**
- The gill has to have a large **36**
- Designers often use a network of small **37** on their gill
Main limitation – problems caused by increased **38** in deeper water

Other applications

- Supplying oxygen for use on **39**
- Powering **40** cells for driving machinery underwater

Reading module (1 hour)

Guidance

Focus

- Reading for main ideas.
- Reading for detail.
- Skim reading.
- Understanding a sequence of ideas.
- Recognising writers' opinions, attitudes and inferences.

Preparation Tips

- As the IELTS test is a proficiency test, it is not based on a specific language syllabus. This means that you cannot predict exactly the language which the test will contain.
- Aim to improve your general language knowledge and skills, as well as to develop effective strategies.
- Aim to read appropriate materials about a wide range of topics as often as possible. Even academic texts about different subjects have a high proportion of words and structures in common.
- Try also to increase your reading speed. The length of time allowed for each section of the reading test is relatively short, so you will need to be able to read the texts and the questions quickly.
- Over time, your general proficiency in English will increase and your potential test performance will rise.

Strategies

- When you are preparing to take the Academic Reading test, you should try to develop strategies for doing the test which work well for you. Some strategies are useful for most people, but in other cases what works well for one person might not work so well for another. For example, some people find it best to read each text quickly *before* attempting to do the tasks, while others simply skim the text and then read parts of it selectively *at the same time* as they are doing the tasks.
- The types of task found in the Academic Reading test are limited, so although you cannot predict exactly which ones a test might contain, you will be able to familiarise yourself with all the possible task types. It is very important that you know what to expect in general, and have practised doing the tasks before you do the test. You will be able to develop strategies for doing the tasks which work best for you.
- One strategy which benefits most people is the use of guesswork. When you are reading the texts and questions, you will almost certainly come across words and phrases which you are unfamiliar with. Use the context, as well as your knowledge of any other English words that are similar, to guess their meaning. If you come across a question which you find particularly difficult, move on to the next one and then return to it later. If you still find it too difficult, guess the answer – you might get it right. You won't lose extra marks for giving a wrong answer, but you won't gain any mark if you leave a question unanswered.

Sport Science in Australia

The professional career paths available to graduates from courses relating to human movement and sport science are as diverse as the graduate's imagination. However, undergraduate courses with this type of content, in Australia as well as in most other Western countries, were originally designed as preparation programmes for Physical Education (PE) teachers.

The initial programmes commenced soon after the conclusion of World War II in the mid-1940s. One of the primary motives for these initiatives was the fact that, during the war effort, so many of the men who were assessed for military duty had been declared unfit. The government saw the solution in the providing of Physical Education programmes in schools, delivered by better prepared and specifically educated PE teachers.

Later, in the 1970s and early 1980s, the surplus of Australians graduating with a PE degree obliged institutions delivering this qualification to identify new employment opportunities for their graduates, resulting in the first appearance of degrees catering for recreation professionals. In many instances, this diversity of programme delivery merely led to degrees, delivered by physical educators, as a sideline activity to the production of PE teachers.

Whilst the need to produce Physical Education teachers remains a significant social need, and most developed societies demand the availability of quality leisure programmes for their citizens, the career options of graduates within this domain are still developing. The two most evident growth domains are in the area of the professional delivery of sport, and the role of a physical lifestyle for community health.

The sports industry is developing at an unprecedented rate of growth. From a business

perspective, sport is now seen as an area with the potential for high returns. It is quite significant that the businessman Rupert Murdoch broadened his business base from media to sport, having purchased an American baseball team and an Australian Rugby League competition, as well as seeking opportunities to invest in an English football club. No business person of such international stature would see fit to invest in sport unless he was satisfied that this was a sound business venture with ideal revenue-generating opportunities.

These developments have confirmed sport as a business with professional management structures, marketing processes, and development strategies in place. They have indicated new and developing career paths for graduates of human movement science, sport science, exercise science and related degrees. Graduates can now visualise career paths extending into such diverse domains as sport management, sport marketing, event and facility management, government policy development pertaining to sport, sport journalism, sport psychology, and sport or athletic coaching.

Business leaders will only continue their enthusiasm for sport if they receive returns for their money. Such returns will only be forthcoming if astute, enthusiastic and properly educated professionals are delivering the programs that earn appropriate financial returns. The successful universities of the 21st century will be those that have responded to this challenge by delivering such degrees.

A second professional growth area for this group of graduates is associated with community health. The increasing demand for government expenditure within health budgets is reaching the stage where most governments are simply unable to function in a manner that is satisfying their

constituents. One of the primary reasons for this problem is the unhelpful emphasis on treatment in medical care programmes. Governments have traditionally given their senior health official the title of 'Minister for Health', when in fact this officer has functioned as 'Minister for Sickness and the Construction of Hospitals'. Government focus simply has to change. If the change is not brought about for philosophical reasons, it will occur naturally, because insufficient funding will be available to address the ever-increasing costs of medical support.

Graduates of human movement, exercise science and sport science have the potential to become major players in this shift in policy focus. It is these graduates who already have the skills, knowledge and understanding to initiate community health

education programmes to reduce cardio-vascular disease, to reduce medical dependency upon diabetes, to improve workplace health leading to increased productivity, to initiate and promote programmes of activity for the elderly that reduce medical dependency, and to maintain an active lifestyle for the unemployed and disadvantaged groups in society. This is the graduate that governments will be calling upon to shift the community focus from medical dependency to healthy lifestyles in the decades ahead.

The career paths of these graduates are developing at a pace that is not evident in other professions. The contribution that these graduates can make to society, and the recognition of this contribution is at an unprecedented high, and all indications are that it will continue to grow.

Questions 1–5

Tip strip

Questions 1–5

- The title of the flow chart shows that it's about the past, so look for the answers in the first three paragraphs.
- Write either one word or two words for the answers, but no more.
- Make sure that the answers fit grammatically as well as in meaning.
- The answers follow the order of information in the reading passage.
- The last box is useful. It shows you where the relevant part of the reading passage ends.
- If you have to change a word or phrase to make it fit, you have chosen the wrong one.

Question 1

'Being' comes before the space, so the answer must be an adjective or an adverb.

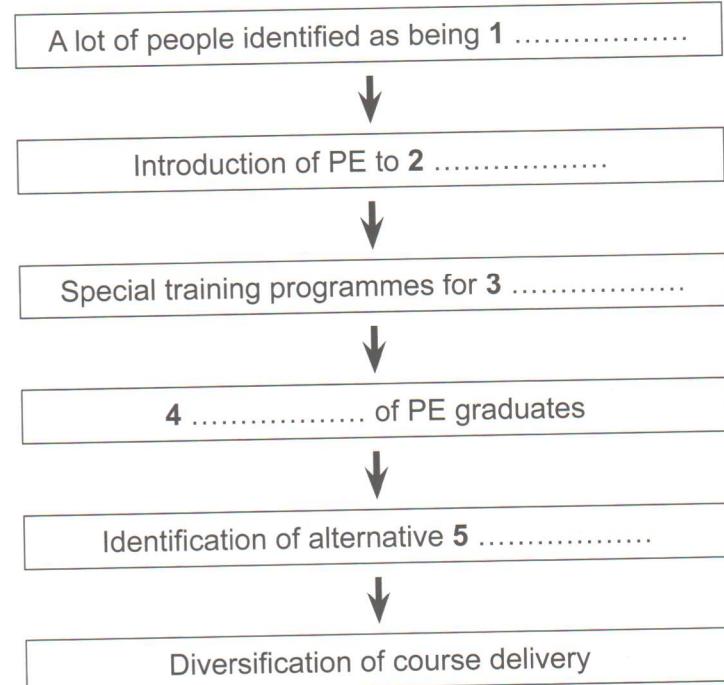
Question 5

'Alternative' comes in front of the space, and there is no article, so the answer is either an uncountable or a plural noun phrase.

Complete the flow chart below.

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

The history of sports and physical science in Australia



Questions 6–13

Tip strip

Questions 6–13

- There's no need to answer the questions in words. Just write *T*, or *F*, or *NG*.
- The statements follow the order of the information in the reading passage.
- To find the part of the reading passage which contains the answer, look for words and phrases with similar meanings.
- Read each *complete* statement before deciding the answers.

Question 13

This statement sounds reasonable in the light of what is said in the reading passage, and *may* be true. However, it must be stated by the writer for it to be definitely true.

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

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*

- 6 Sport is generally regarded as a profitable area for investment.
- 7 Rupert Murdoch has a personal as well as a business interest in sport.
- 8 The range of career opportunities available to sport graduates is increasing.
- 9 The interests of business and the interests of universities are linked.
- 10 Governments have been focusing too much attention on preventative medicine.
- 11 It is inevitable that government priorities for health spending will change.
- 12 Existing degree courses are unsuitable for careers in community health.
- 13 Funding for sport science and related degrees has been increased considerably.

An assessment of micro-wind turbines

- A In terms of micro-renewable energy sources suitable for private use, a 15-kilowatt (kW) turbine* is at the biggest end of the spectrum. With a nine metre diameter and a pole as high as a four-storey house, this is the most efficient form of wind micro-turbine, and the sort of thing you could install only if you had plenty of space and money. According to one estimate, a 15-kW micro-turbine (that's one with the maximum output), costing £41,000 to purchase and a further £9,000 to install, is capable of delivering 25,000 kilowatt-hours (kWh)** of electricity each year if placed on a suitably windy site.
- B I don't know of any credible studies of the greenhouse gas emissions involved in producing and installing turbines, so my estimates here are going to be even more broad than usual. However, it is worth trying. If turbine manufacture is about as carbon intensive per pound sterling of product as other generators and electrical motors, which seems a reasonable assumption, the carbon intensity of manufacture will be around 640 kilograms (kg) per £1,000 of value. Installation is probably about as carbon intensive as typical construction, at around 380 kg per £1,000. That makes the carbon footprint (the total amount of greenhouse gases that installing a turbine creates) 30 tonnes.
- C The carbon savings from wind-powered electricity generation depend on the carbon intensity of the electricity that you're replacing. Let's assume that your generation replaces the coal-fuelled part of the country's energy mix. In other words, if you live in the UK, let's say that rather than replacing typical grid electricity, which comes from a mix of coal, gas, oil and renewable energy sources, the effect of your turbine is to reduce the use of coal-fired power stations. That's reasonable, because coal is the least preferable source in the electricity mix. In this case the carbon saving is roughly one kilogram per kWh, so you save 25 tonnes per year and pay back the embodied carbon in just 14 months – a great start.
- D The UK government has recently introduced a subsidy for renewable energy that pays individual producers 24p per energy unit on top of all the money they save on their own fuel bill, and on selling surplus electricity back to the grid at approximately 5p per unit. With all this taken into account, individuals would get back £7,250 per year on their investment. That pays back the costs in about six years. It makes good financial sense and, for people who care about the carbon savings for their own sake, it looks like a fantastic move. The carbon investment pays back in just over a year, and every year after that is a 25-tonne carbon saving. (It's important to remember that all these sums rely on a wind turbine having a favourable location.)
- E So, at face value, the turbine looks like a great idea environmentally, and a fairly good long-term investment economically for the person installing it. However, there is a crucial perspective missing from the analysis so far. Has the government spent its money wisely? It has invested 24p per unit into each micro-turbine. That works out at a massive £250 per tonne of carbon saved. My calculations tell me that had the government invested its money in offshore wind farms, instead of subsidising smaller domestic turbines, they would have broken even after eight years. In other words, the micro-turbine works out as a good investment for individuals, but only because the government spends, and arguably wastes, so much money subsidising it. Carbon savings are far lower too.

- F** Nevertheless, although the micro-wind turbine subsidy doesn't look like the very best way of spending government resources on climate change mitigation, we are talking about investing only about 0.075 percent per year of the nation's GDP to get a one percent reduction in carbon emissions, which is a worthwhile benefit. In other words, it could be much better, but it could be worse. In addition, such investment helps to promote and sustain developing technology.
- G** There is one extra favourable way of looking at the micro-wind turbine, even if it is not the single best way of investing money in cutting carbon. Input-output modelling has told us that it is actually quite difficult to spend money without having a negative carbon impact. So if the subsidy encourages people to spend their money on a carbon-reducing technology such as a wind turbine, rather than on carbon-producing goods like cars, and services such as overseas holidays, then the reductions in emissions will be greater than my simple sums above have suggested.

* a type of engine

** a unit for measuring electrical power

Questions 14–26

Tip strip

Questions 14–20

- The headings are not in the same order as the information in the reading passage.
- Sometimes a paragraph contains information which is in more than one of the headings. Choose the heading which best describes the *topic* of the paragraph.
- You can only use each heading once.
- If you choose one of the headings and then find that it fits a later paragraph better, go back and choose a different one for the earlier paragraph.
- Don't choose a heading just because it contains words from the passage. Make sure that it expresses the topic of the *whole* paragraph.

- The reading passage discusses two types of cost: financial and environmental. Make sure that you understand which type of cost each paragraph is about.

Question 16

Paragraph C estimates how much *less* carbon domestic wind turbines use than conventional forms of power. In other words, it describes the benefits for the environment.

Question 18

Paragraphs D, E and F are about large sums of money (government spending). Look at each of these before deciding which one compares ways of spending money, one better than the other.

Questions 14–20

Reading Passage 2 has **SEVEN** paragraphs, A–G.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number, i–ix.

List of Headings

- i A better use for large sums of money.
- ii The environmental costs of manufacture and installation.
- iii Estimates of the number of micro-turbines in use.
- iv The environmental benefits of running a micro-turbine.
- v The size and output of the largest type of micro-turbine.
- vi A limited case for subsidising micro-turbines.
- vii Recent improvements in the design of micro-turbines.
- viii An indirect method of reducing carbon emissions.
- ix The financial benefits of running a micro-turbine.

14 Paragraph A

15 Paragraph B

16 Paragraph C

17 Paragraph D

18 Paragraph E

19 Paragraph F

20 Paragraph G

Questions 21–22

Tip strip

Questions 21–22

- Don't choose statements because you agree with them. Only choose statements which are made by the writer of the reading passage.
- Only two statements are correct.
- In the Reading test, the options are in the same order as the information in the reading passage.
- For each statement, find the part of the passage which is most likely to contain the answer.

Choose **TWO** letters, **A–E**.

The list below contains some possible statements about micro wind-turbines.

Which **TWO** of these statements are made by the writer of the passage?

- A** In certain areas, permission is required to install them.
- B** Their exact energy output depends on their position.
- C** They probably take less energy to make than other engines.
- D** The UK government contributes towards their purchase cost.
- E** They can produce more energy than a household needs.

Questions 23–26

Complete the sentences below.

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

- 23 would be a more effective target for government investment than micro-turbines.
- 24 An indirect benefit of subsidising micro-turbines is the support it provides for
- 25 Most spending has a effect on the environment.
- 26 If people buy a micro-turbine, they have less money to spend on things like foreign holidays and

Tip strip

Question 23–26

- The sentences follow the order of information in the reading passage, so when you've found the part where the first one is, you can find the rest more easily.
- If the maximum number of words is three, it's likely that at least one answer will contain three words.
- Read the whole sentence carefully before choosing an answer.

- Copy the words carefully, especially when copying words which you aren't familiar with. Check the spelling afterwards.

Question 23

The sentence compares micro-turbines with something else. The answer must be a noun phrase.

Question 25

The word after the space is a noun, and the word before the space is 'a', so the answer must be an adjective beginning with a consonant.

Pottery production in ancient Akrotiri

Excavations at the site of prehistoric Akrotiri, on the coast of the Aegean Sea, have revealed much about the technical aspects of pottery manufacture, indisputably one of the basic industries of this Greek city. However, considerably less is known about the socio-economic context and the way production was organised.

The bulk of pottery found at Akrotiri is locally made, and dates from the late fifteenth century BC. It clearly fulfilled a vast range of the settlement's requirements: more than fifty different types of pots can be distinguished. The pottery found includes a wide variety of functional types like storage jars, smaller containers, pouring vessels, cooking pots, drinking vessels and so on, which all relate to specific activities and which would have been made and distributed with those activities in mind. Given the large number of shapes produced and the relatively high degree of standardisation, it has generally been assumed that most, if not all, of Akrotiri pottery was produced by specialised craftsmen in a non-domestic context. Unfortunately neither the potters' workshops nor kilns have been found within the excavated area. The reason may be that the ceramic workshops were located on the periphery of the site, which has not yet been excavated. In any event, the ubiquity of the pottery, and the consistent repetition of the same types in different sizes, suggests production on an industrial scale.

The Akrotirian potters seem to have responded to pressures beyond their households, namely to the increasing complexity of regional distribution and exchange systems. We can imagine them as full-time craftsmen working permanently in a high production-rate craft such as pottery manufacture, and supporting themselves entirely from the proceeds of their craft. In view of the above, one can begin to speak in terms of mass-produced pottery and the existence of organised workshops of craftsmen during the period 1550–1500 BC. Yet, how pottery production was organised at Akrotiri remains an open question, as there is no real documentary evidence. Our entire knowledge

comes from the ceramic material itself, and the tentative conclusions which can be drawn from it.

The invention of units of quantity and of a numerical system to count them was of capital importance for an exchange-oriented society such as that of Akrotiri. In spite of the absence of any written records, the archaeological evidence reveals that concepts of measurements, both of weight and number, had been formulated. Standard measures may already have been in operation, such as those evidenced by a graduated series of lead weights – made in disc form – found at the site. The existence of units of capacity in Late Bronze Age times is also evidenced, by the notation of units of a liquid measure for wine on excavated containers.

It must be recognised that the function of pottery vessels plays a very important role in determining their characteristics. The intended function affects the choice of clay, the production technique, and the shape and the size of the pots. For example, large storage jars (*pithoi*) would be needed to store commodities, whereas smaller containers would be used for transport. In fact, the length of a man's arm limits the size of a smaller pot to a capacity of about twenty litres; that is also the maximum a man can comfortably carry.

The various sizes of container would thus represent standard quantities of a commodity, which is a fundamental element in the function of exchange. Akrotirian merchants handling a commodity such as wine would have been able to determine easily the amount of wine they were transporting from the number of containers they carried in their ships, since the capacity of each container was known to be 14–18 litres. (We could draw a parallel here with the current practice in Greece of selling oil in 17 kilogram tins.)

We may therefore assume that the shape, capacity, and, sometimes decoration of vessels are indicative of the commodity contained by them. Since individual transactions would normally involve

different quantities of a given commodity, a range of 'standardised' types of vessel would be needed to meet traders' requirements.

In trying to reconstruct systems of capacity by measuring the volume of excavated pottery, a rather generous range of tolerances must be allowed. It seems possible that the potters of that time had specific sizes of vessel in mind, and tried to reproduce them using a specific type and amount of clay. However, it would be quite difficult for them to achieve the exact size required every time, without any mechanical means of regulating symmetry and wall thickness, and some potters would be more skilled than others. In addition, variations in the repetition of types and size may also occur because of unforeseen circumstances during the throwing process. For instance, instead of destroying the entire pot if the clay in the rim contained a piece of grit, a potter might produce a smaller pot by simply cutting off the rim. Even

where there is no noticeable external difference between pots meant to contain the same quantity of a commodity, differences in their capacity can actually reach one or two litres. In one case the deviation from the required size appears to be as much as 10–20 percent.

The establishment of regular trade routes within the Aegean led to increased movement of goods; consequently a regular exchange of local, luxury and surplus goods, including metals, would have become feasible as a result of the advances in transport technology. The increased demand for standardised exchanges, inextricably linked to commercial transactions, might have been one of the main factors which led to the standardisation of pottery production. Thus, the whole network of ceramic production and exchange would have depended on specific regional economic conditions, and would reflect the socio-economic structure of prehistoric Akrotiri.

Questions 27–40

Tip strip

Questions 27–28

- The questions follow the order of information in the reading passage, so the answer to Question 27 can be found before the answer to Question 28.
- The information in the options *may not* follow the order of information in the reading passage.
- Some of the words and phrases in the incorrect options, or words and phrases with a similar meaning, can probably be found in the reading passage. So after you've chosen an answer, check that the other options are wrong.
- If you can't find the correct answer, and you're running out of time, it's better to guess than to leave the question unanswered.

Question 28

To find where the answer is, look for words related to 'assumption' and 'specialists', then read the following sentences carefully.

Questions 27–28

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

27 What does the writer say about items of pottery excavated at Akrotiri?

- There was very little duplication.
- They would have met a big variety of needs.
- Most of them had been imported from other places.
- The intended purpose of each piece was unclear.

28 The assumption that pottery from Akrotiri was produced by specialists is partly based on

- the discovery of kilns.
- the central location of workshops.
- the sophistication of decorative patterns.
- the wide range of shapes represented.

Questions 29–32

Complete each sentence with the correct ending, **A–F**, below.

Write the correct letter, **A–F**.

29 The assumption that standard units of weight were in use could be based on

30 Evidence of the use of standard units of volume is provided by

31 The size of certain types of containers would have been restricted by

32 Attempts to identify the intended capacity of containers are complicated by

- the discovery of a collection of metal discs.
- the size and type of the sailing ships in use.
- variations in the exact shape and thickness of similar containers.
- the physical characteristics of workmen.
- marks found on wine containers.
- the variety of commodities for which they would have been used.

Tip strip

Questions 29–32 and Questions 39–40

- Read all the options quickly before you begin the task.
- The questions follow the order of information in the reading passage.
- Each of the correct options can only be used once.

Question 30

To find where the answer is, look for a word with a similar meaning to 'volume'.

Question 32

To find where the answer is, look for a phrase with a similar meaning to 'attempts to identify the intended capacity', and then read the following sentences.

Questions 33–38

Tip strip

Questions 33–38

Don't answer the questions by using your own knowledge or opinion. Answer only according to what the writer of the passage says.

Question 40

The answer to this question can't be found in a single part of the reading passage, but the first and last paragraphs (the introduction and the conclusion) are particularly important.

Do the following statements agree with the views of the writer in Reading Passage 3?

Write

YES if the statement agrees with the claims of the writer
NO if the statement contradicts the claims of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

- 33 There are plans to excavate new areas of the archaeological site in the near future.
- 34 Some of the evidence concerning pottery production in ancient Akrotiri comes from written records.
- 35 Pots for transporting liquids would have held no more than about 20 litres.
- 36 It would have been hard for merchants to calculate how much wine was on their ships.
- 37 The capacity of containers intended to hold the same amounts differed by up to 20 percent.
- 38 Regular trading of goods around the Aegean would have led to the general standardisation of quantities.

Question 39–40

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

- 39 What does the writer say about the standardisation of container sizes?
 - A Containers which looked the same from the outside often varied in capacity.
 - B The instruments used to control container size were unreliable.
 - C The unsystematic use of different types of clay resulted in size variations.
 - D Potters usually discarded containers which were of a non-standard size.
- 40 What is probably the main purpose of Reading Passage 3?
 - A To evaluate the quality of pottery containers found in prehistoric Akrotiri.
 - B To suggest how features of pottery production at Akrotiri reflected other developments in the region.
 - C To outline the development of pottery-making skills in ancient Greece.
 - D To describe methods for storing and transporting household goods in prehistoric societies.

Writing module (1 hour)

Guidance

Focus

Task 1 tests your ability to summarise the information represented in a visual, such as a graph, bar chart, pie chart, plan or diagram.

You are expected to analyse the information, and identify the main trends or patterns. You have to then summarise these, and select appropriate information to exemplify them. You do not have to mention everything which appears in the visual.

Task 2 tests your ability to write a well-organised essay on a given topic.

The topic is usually expressed in terms of a statement, followed by a question, or questions. You will be expected to summarise opposing views and offer your own opinion, or describe the reasons for a given situation and suggest possible causes or solutions.

Preparation Tips

For **Task 1**, look for samples of graphs, charts and diagrams, and practise analysing the information. You can do this in your own language; the important thing is that you are able to process visual information both accurately and quickly.

Then practise summarising the information in English.

For **Task 2**, read articles from a wide range of suitable sources and subject matter. In addition, practise writing essays according to the process suggested in the Writing File.

While practising for both tasks, impose a time limit on yourself so that you get used to writing quickly, and have enough time left to check your essay. Also, pay attention to your handwriting. Ask other people to tell you if it is legible, and practise letter formation to improve your handwriting.

Strategies

Manage your time effectively. *Don't* spend all your time writing. Allow sufficient time to read the rubrics and, for Task 1, to analyse the visual. Also allow time to check and correct your writing afterwards.

WRITING TASK 1

You should spend about 20 minutes on this task.

Tip strip

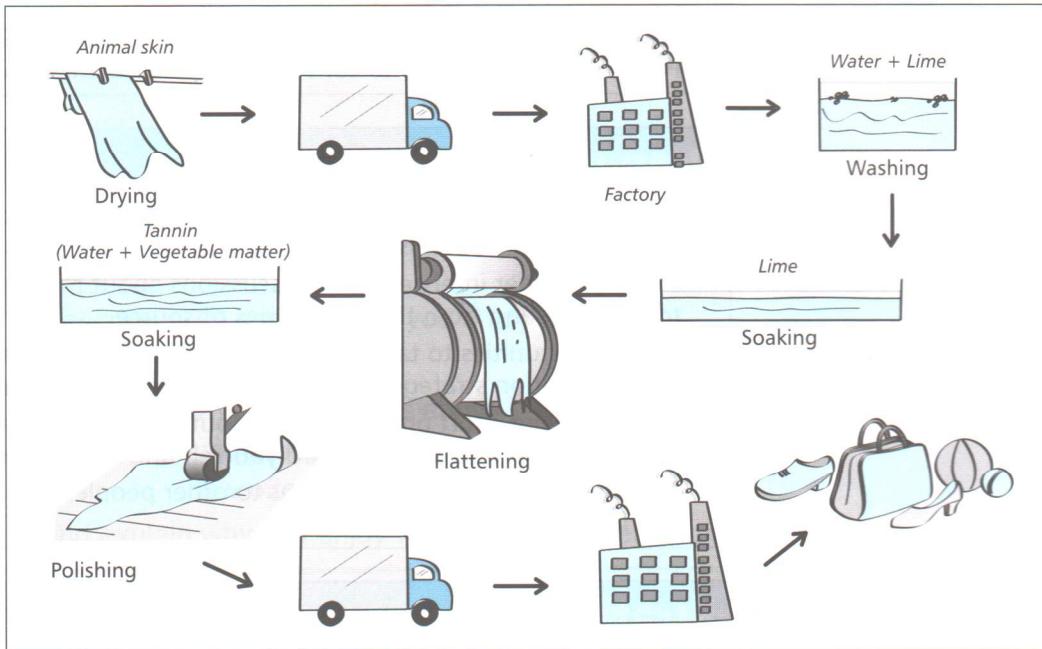
- Start with an introductory sentence summarising what the visual shows. Don't just copy the task rubric – aim to modify/add to it slightly, to make the focus clearer.
- You are required to explain every stage of the process, but avoid repeating the same structures over and over again. Aim to use a variety of different verb forms – this will make the essay more interesting and readable.
- In process tasks particularly, it is important to use clear sequence markers, e.g. 'Firstly', 'After that ...' and phrases which indicate sequence such as 'Having been cleaned...', 'On arrival they ...'.
- Process tasks require you to use the passive voice for many parts of the report (e.g. 'The leather is then transported ...', 'They are submerged ...') because the action is more important than knowing who performed it.

The diagram below shows how leather goods are produced.

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

Write at least 150 words.

A method of producing leather goods



WRITING TASK 2

You should spend about 40 minutes on this task.

Tip strip

- In this task, you must:
 - explain the main differences between children's and adults' social behaviour and b)

state how far you regard these changes as positive.
Note: do not waste time discussing whether social behaviour changes. You must accept this.

- You can list all the differences in the first paragraph and then, in the second paragraph, discuss the extent to which these are positive.

Or, you can explain the first difference and discuss whether it is good or bad, then explain the second difference and discuss whether it is positive, and so on.

Write about the following topic:

As children become adults, their social behaviour changes in some ways.

What are the main differences between young children's social behaviour and that of adults? To what extent are the changes that take place good?

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

Write at least 250 words.

Speaking module (11–14 minutes)

Guidance

Focus

The examiner assesses your speaking ability according to the same four criteria for each part of the test: relevance and coherence, vocabulary; grammar and pronunciation.

You may get a different grade for each separate criterion, but your final grade will be based on all four criteria.

- Part 1 tests your ability to answer simple questions on familiar topics.
- Part 2 tests your ability to speak continuously, and at length, on a familiar topic.
- Part 3 tests your ability to converse on more abstract and impersonal topics.

Preparation Tips

- Listen to short talks and dialogues in English about everyday topics. Suitable sources would be published listening materials, as well as TV, radio or the Internet.
- Listen to longer interviews and discussions about more serious, impersonal topics, selecting from the same types of source.
- Take opportunities to talk to English speakers as often as possible. Use communication strategies to keep the conversation going if necessary.
- Practise giving short presentations about experiences you have had or people you know, etc. If possible, record yourself and listen to the recording.
- Practise giving short presentations to other people, and ask them to give you feedback.

Strategies

- While you are speaking, don't focus too much on accuracy. If you think too much about grammar, your fluency may be affected.
- If there is a word or phrase you can't remember, find other ways to say what you want to say. You are in control of the language you use in a speaking test.
- If the general topic is one you don't know much about, use your imagination. You will be assessed on how you speak, not on what you say.

PART 1

Answer these questions.

Tip strip

Free time ...

- **Question 2** Give more than one answer.
- **Question 3** Say a name, and something about that person.

Clothes ...

- **Question 3** If the question is in the past tense, use the past tense in your answer.
- **Question 4** This question is not about what clothes you like!

I'd like to talk to you about free time.

How much free time do you normally have? Why/Why not?
What do you usually do in your free time?
Who do you spend your free time with?
Do you wish you had more free time? Why/Why not?

Now let's discuss clothes.

Is it important to you to wear clothes that are comfortable?
Are you interested in fashion? Why/Why not?
Were you interested in clothes when you were a child?
What are your favourite clothes like now?

PART 2

Tip strip

- Choose a series that you can say a lot about, even if it's not the one you enjoy the most.
- Make notes about every bullet point, and about the line at the bottom (explain ...).

Follow-up questions

You can just give a brief answer to follow-up questions.

Describe a TV series which you enjoy watching

You should say:

what the series is about
who presents it/acts in it
how often it is on

and explain why you enjoy watching the series so much.

Is this series popular with many other people you know?
Do you watch TV often?

PART 3

Tip strip

Foreign programmes ...

- **Question 3** When the question is long, you can say 'Pardon', or 'Sorry – could you say that again'. You will not lose marks for this.

Children and TV ...

Use appropriate phrases for expressing opinions.

Changes in the media ...

- **Question 1** Talk about both advantages and disadvantages.
- **Question 3** Use the future tense in your answer, and phrases like 'It's likely that ...', 'I expect ...' or 'Probably ...'.

Let's talk about foreign TV programmes.

What kind of foreign TV programmes are popular in your country?
What are the advantages of having foreign-made programmes on TV?
Some people think governments should control the number of foreign-made TV programmes being shown. Do you agree? Why?

Now let's talk about children and TV.

What do you think are the qualities of a good children's TV programme?
What are the educational benefits of children watching TV?
Many people think adults should influence what children watch. Do you agree? Why?

Now let's talk about changes in the media.

What do you think are the advantages and disadvantages of having TV broadcast 24 hours a day?
In what ways have advances in technology influenced the way people watch TV?
What changes do you think will occur in broadcast media in the next 20 years?