



# IELTS ACADEMIC 15

剑桥雅思官方真题集

WITH ANSWERS

学术类

AUTHENTIC PRACTICE TESTS

Produced by Cambridge Exams Publishing

剑桥考试联合出版中心 编著

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	Extra explanations and sample answers in Resource bank
	Resources can be found at back of book
	Answer key
	Audioscript
	Sample Writing answer

## RESOURCE BANK

You can access the Listening test audio files, example Speaking test video, answer keys with extra explanations, additional sample Writing answers by scanning the QR code.





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· 北京 ·



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The test components are taken in the following order:

<b>Listening</b>	
4 parts, 40 items, approximately 30 minutes	
<b>Academic Reading</b> 3 sections, 40 items 60 minutes	or
<b>General Training Reading</b> 3 sections, 40 items 60 minutes	
<b>Academic Writing</b> 2 tasks 60 minutes	
<b>General Training Writing</b> 2 tasks 60 minutes	
<b>Speaking</b> 11 to 14 minutes	
<b>Total Test Time</b> 2 hours 44 minutes	

## ACADEMIC TEST FORMAT

### Listening

This test consists of four parts, each with ten questions. The first two parts are concerned with social needs. The first part is a conversation between two speakers and the second part is a monologue. The final two parts are concerned with situations related to educational or training contexts. The third part is a conversation between up to four people and the fourth part is a monologue.

A variety of question types is used, including: multiple choice, matching, plan/map/diagram labelling, form completion, note completion, table completion, flow-chart completion, summary completion, sentence completion and short-answer questions.

Candidates hear the recording once only and answer the questions as they listen. Ten minutes are allowed at the end for candidates to transfer their answers to the answer sheet.

### Reading

This test consists of three sections with 40 questions. There are three texts, which are taken from journals, books, magazines and newspapers. The texts are on topics of general interest. At least one text contains detailed logical argument.

A variety of question types is used, including: multiple choice, identifying information (True/False/Not Given), identifying the writer's views/claims (Yes/No/Not Given), matching information, matching headings, matching features, matching sentence endings, sentence completion, summary completion, note completion, table completion, flow-chart completion, diagram-label completion and short-answer questions.



## HOW IS IELTS SCORED?

IELTS results are reported on a nine-band scale. In addition to the score for overall language ability, IELTS provides a score in the form of a profile for each of the four skills (Listening, Reading, Writing and Speaking). These scores are also reported on a nine-band scale. All scores are recorded on the Test Report Form along with details of the candidate's nationality, first language and date of birth. Each Overall Band Score corresponds to a descriptive statement which gives a summary of the English-language ability of a candidate classified at that level. The nine bands and their descriptive statements are as follows:

- 9 **Expert User** – Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
- 8 **Very Good User** – Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
- 7 **Good User** – Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
- 6 **Competent User** – Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
- 5 **Modest User** – Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
- 4 **Limited User** – Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
- 3 **Extremely Limited User** – Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
- 2 **Intermittent User** – No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
- 1 **Non User** – Essentially has no ability to use the language beyond possibly a few isolated words.
- 0 **Did not attempt the test** – No assessable information provided.



## **HOW SHOULD YOU INTERPRET YOUR SCORES?**

At the end of each Listening and Reading answer key you will find a chart which will help you assess whether, on the basis of your Practice Test results, you are ready to take the IELTS test.

In interpreting your score, there are a number of points you should bear in mind. Your performance in the real IELTS test will be reported in two ways: there will be a Band Score from 1 to 9 for each of the components and an Overall Band Score from 1 to 9, which is the average of your scores in the four components. However, institutions considering your application are advised to look at both the Overall Band Score and the Band Score for each component in order to determine whether you have the language skills needed for a particular course of study. For example, if your course involves a lot of reading and writing, but no lectures, listening skills might be less important and a score of 5 in Listening might be acceptable if the Overall Band Score was 7. However, for a course which has lots of lectures and spoken instructions, a score of 5 in Listening might be unacceptable even though the Overall Band Score was 7.

Once you have marked your tests, you should have some idea of whether your listening and reading skills are good enough for you to try the IELTS test. If you did well enough in one component, but not in others, you will have to decide for yourself whether you are ready to take the test.

The Practice Tests have been checked to ensure that they are the same level of difficulty as the real IELTS test. However, we cannot guarantee that your score in the Practice Tests will be reflected in the real IELTS test. The Practice Tests can only give you an idea of your possible future performance and it is ultimately up to you to make decisions based on your score.

Different institutions accept different IELTS scores for different types of courses. We have based our recommendations on the average scores which the majority of institutions accept. The institution to which you are applying may, of course, require a higher or lower score than most other institutions.



**PART 2      Questions 11–20**

**Questions 11–14**

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

**Matthews Island Holidays**

- 11 According to the speaker, the company
- A has been in business for longer than most of its competitors.
  - B arranges holidays to more destinations than its competitors.
  - C has more customers than its competitors.
- 12 Where can customers meet the tour manager before travelling to the Isle of Man?
- A Liverpool
  - B Heysham
  - C Luton
- 13 How many lunches are included in the price of the holiday?
- A three
  - B four
  - C five
- 14 Customers have to pay extra for
- A guaranteeing themselves a larger room.
  - B booking at short notice.
  - C transferring to another date.



## PART 3 Questions 21–30

### Questions 21–26

What did findings of previous research claim about the personality traits a child is likely to have because of their position in the family?

Choose **SIX** answers from the box and write the correct letter, **A–H**, next to Questions 21–26.

#### Personality Traits

- A** outgoing
- B** selfish
- C** independent
- D** attention-seeking
- E** introverted
- F** co-operative
- G** caring
- H** competitive

#### Position in family

- 21** the eldest child .....
- 22** a middle child .....
- 23** the youngest child .....
- 24** a twin .....
- 25** an only child .....
- 26** a child with much older siblings .....



**PART 4 Questions 31–40**

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

### The Eucalyptus Tree in Australia

#### Importance

- it provides 31 ..... and food for a wide range of species
- its leaves provide 32 ..... which is used to make a disinfectant

#### Reasons for present decline in number

##### A) Diseases

- (i) 'Mundulla Yellows'
  - Cause – lime used for making 33 ..... was absorbed
    - trees were unable to take in necessary iron through their roots
- (ii) 'Bell-miner Associated Die-back'
  - Cause – 34 ..... feed on eucalyptus leaves
    - they secrete a substance containing sugar
    - bell-miner birds are attracted by this and keep away other species

##### B) Bushfires

William Jackson's theory:

- high-frequency bushfires have impact on vegetation, resulting in the growth of 35 .....
- mid-frequency bushfires result in the growth of eucalyptus forests, because they:
  - make more 36 ..... available to the trees
  - maintain the quality of the 37 .....
- low-frequency bushfires result in the growth of 38 ' ..... rainforest', which is:
  - a 39 ..... ecosystem
  - an ideal environment for the 40 ..... of the bell-miner





The Banda Islands were ruled by local sultans who insisted on maintaining a neutral trading policy towards foreign powers. This allowed them to avoid the presence of Portuguese or Spanish troops on their soil, but it also left them unprotected from other invaders. In 1621, the Dutch arrived and took over. Once securely in control of the Bandas, the Dutch went to work protecting their new investment. They concentrated all nutmeg production into a few easily guarded areas, uprooting and destroying any trees outside the plantation zones. Anyone caught growing a nutmeg seedling or carrying seeds without the proper authority was severely punished. In addition, all exported nutmeg was covered with lime to make sure there was no chance a fertile seed which could be grown elsewhere would leave the islands. There was only one obstacle to Dutch domination. One of the Banda Islands, a sliver of land called Run, only 3 km long by less than 1 km wide, was under the control of the British. After decades of fighting for control of this tiny island, the Dutch and British arrived at a compromise settlement, the Treaty of Breda, in 1667. Intent on securing their hold over every nutmeg-producing island, the Dutch offered a trade: if the British would give them the island of Run, they would in turn give Britain a distant and much less valuable island in North America. The British agreed. That other island was Manhattan, which is how New Amsterdam became New York. The Dutch now had a monopoly over the nutmeg trade which would last for another century.

Then, in 1770, a Frenchman named Pierre Poivre successfully smuggled nutmeg plants to safety in Mauritius, an island off the coast of Africa. Some of these were later exported to the Caribbean where they thrived, especially on the island of Grenada. Next, in 1778, a volcanic eruption in the Banda region caused a tsunami that wiped out half the nutmeg groves. Finally, in 1809, the British returned to Indonesia and seized the Banda Islands by force. They returned the islands to the Dutch in 1817, but not before transplanting hundreds of nutmeg seedlings to plantations in several locations across southern Asia. The Dutch nutmeg monopoly was over.

Today, nutmeg is grown in Indonesia, the Caribbean, India, Malaysia, Papua New Guinea and Sri Lanka, and world nutmeg production is estimated to average between 10,000 and 12,000 tonnes per year.



## Questions 8–13

Complete the table below.

Choose **ONE WORD ONLY** from the passage for each answer.

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

Middle Ages	Nutmeg was brought to Europe by the <b>8</b> .....
16th century	European nations took control of the nutmeg trade
17th century	Demand for nutmeg grew, as it was believed to be effective against the disease known as the <b>9</b> .....
	<b>The Dutch</b>
	<ul style="list-style-type: none"> <li>– took control of the Banda Islands</li> <li>– restricted nutmeg production to a few areas</li> <li>– put <b>10</b> ..... on nutmeg to avoid it being cultivated outside the islands</li> <li>– finally obtained the island of <b>11</b> ..... from the British</li> </ul>
Late 18th century	1770 – nutmeg plants were secretly taken to <b>12</b> .....
	1778 – half the Banda Islands' nutmeg plantations were destroyed by a <b>13</b> .....





## Reading

However, the number of trips being taken would probably increase, partly because empty vehicles would have to be moved from one customer to the next.

Modelling work by the University of Michigan Transportation Research Institute suggests automated vehicles might reduce vehicle ownership by 43 percent, but that vehicles' average annual mileage would double as a result. As a consequence, each vehicle would be used more intensively, and might need replacing sooner. This faster rate of turnover may mean that vehicle production will not necessarily decrease.

- E Automation may prompt other changes in vehicle manufacture. If we move to a model where consumers are tending not to own a single vehicle but to purchase access to a range of vehicles through a mobility provider, drivers will have the freedom to select one that best suits their needs for a particular journey, rather than making a compromise across all their requirements.

Since, for most of the time, most of the seats in most cars are unoccupied, this may boost production of a smaller, more efficient range of vehicles that suit the needs of individuals. Specialised vehicles may then be available for exceptional journeys, such as going on a family camping trip or helping a son or daughter move to university.

- F There are a number of hurdles to overcome in delivering automated vehicles to our roads. These include the technical difficulties in ensuring that the vehicle works reliably in the infinite range of traffic, weather and road situations it might encounter; the regulatory challenges in understanding how liability and enforcement might change when drivers are no longer essential for vehicle operation; and the societal changes that may be required for communities to trust and accept automated vehicles as being a valuable part of the mobility landscape.
- G It's clear that there are many challenges that need to be addressed but, through robust and targeted research, these can most probably be conquered within the next 10 years. Mobility will change in such potentially significant ways and in association with so many other technological developments, such as telepresence and virtual reality, that it is hard to make concrete predictions about the future. However, one thing is certain: change is coming, and the need to be flexible in response to this will be vital for those involved in manufacturing the vehicles that will deliver future mobility.



Questions 23 and 24

Choose **TWO** letters, **A–E**.

Write the correct letters in boxes 23 and 24 on your answer sheet.

Which **TWO** benefits of automated vehicles does the writer mention?

- A Car travellers could enjoy considerable cost savings.
- B It would be easier to find parking spaces in urban areas.
- C Travellers could spend journeys doing something other than driving.
- D People who find driving physically difficult could travel independently.
- E A reduction in the number of cars would mean a reduction in pollution.

Questions 25 and 26

Choose **TWO** letters, **A–E**.

Write the correct letters in boxes 25 and 26 on your answer sheet.

Which **TWO** challenges to automated vehicle development does the writer mention?

- A making sure the general public has confidence in automated vehicles
- B managing the pace of transition from conventional to automated vehicles
- C deciding how to compensate professional drivers who become redundant
- D setting up the infrastructure to make roads suitable for automated vehicles
- E getting automated vehicles to adapt to various different driving conditions



Here is how some of today's 'explorers' define the word. Ran Fiennes, dubbed the 'greatest living explorer', said, 'An explorer is someone who has done something that no human has done before – and also done something scientifically useful.' Chris Bonington, a leading mountaineer, felt exploration was to be found in the act of physically touching the unknown: 'You have to have gone somewhere new.' Then Robin Hanbury-Tenison, a campaigner on behalf of remote so-called 'tribal' peoples, said, 'A traveller simply records information about some far-off world, and reports back; but an explorer *changes* the world.' Wilfred Thesiger, who crossed Arabia's Empty Quarter in 1946, and belongs to an era of unmechanised travel now lost to the rest of us, told me, 'If I'd gone across by camel when I could have gone by car, it would have been a stunt.' To him, exploration meant bringing back information from a remote place regardless of any great self-discovery.

Each definition is slightly different – and tends to reflect the field of endeavour of each pioneer. It was the same whoever I asked: the prominent historian would say exploration was a thing of the past, the cutting-edge scientist would say it was of the present. And so on. They each set their own particular criteria; the common factor in their approach being that they all had, unlike many of us who simply enjoy travel or discovering new things, both a very definite objective from the outset and also a desire to record their findings.

I'd best declare my own bias. As a writer, I'm interested in the exploration of ideas. I've done a great many expeditions and each one was unique. I've lived for months alone with isolated groups of people all around the world, even two 'uncontacted tribes'. But none of these things is of the slightest interest to anyone unless, through my books, I've found a new slant, explored a new idea. Why? Because the world has moved on. The time has long passed for the great continental voyages – another walk to the poles, another crossing of the Empty Quarter. We know how the land surface of our planet lies; exploration of it is now down to the details – the habits of microbes, say, or the grazing behaviour of buffalo. Aside from the deep sea and deep underground, it's the era of specialists. However, this is to disregard the role the human mind has in conveying remote places; and this is what interests me: how a fresh interpretation, even of a well-travelled route, can give its readers new insights.



### Questions 33–37

Look at the following statements (Questions 33–37) and the list of explorers below.

Match each statement with the correct explorer, A–E.

Write the correct letter, A–E, in boxes 33–37 on your answer sheet.

**NB** You may use any letter more than once.

- 33 He referred to the relevance of the form of transport used.
- 34 He described feelings on coming back home after a long journey.
- 35 He worked for the benefit of specific groups of people.
- 36 He did not consider learning about oneself an essential part of exploration.
- 37 He defined exploration as being both unique and of value to others.

#### List of Explorers

- A Peter Fleming
- B Ran Fiennes
- C Chris Bonington
- D Robin Hanbury-Tenison
- E Wilfred Thesiger

### Questions 38–40

Complete the summary below.

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

Write your answers in boxes 38–40 on your answer sheet.

### The writer's own bias

The writer has experience of a large number of 38 ..... , and was the first stranger that certain previously 39 ..... people had encountered. He believes there is no need for further exploration of Earth's 40 ..... , except to answer specific questions such as how buffalo eat.





Writing

## WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

*In some countries, owning a home rather than renting one is very important for people.*

*Why might this be the case?*

*Do you think this is a positive or negative situation?*

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

Write at least 250 words.





## Test 2

### LISTENING

#### PART 1 Questions 1–10

Questions 1–4

Complete the table below.

Write ONE WORD ONLY for each answer.

Festival information		
Date	Type of event	Details
17th	a concert	performers from Canada
18th	a ballet	company called 1 .....
19th–20th (afternoon)	a play	type of play: a comedy called <i>Jemima</i> has had a good 2 .....
20th (evening)	a 3 ..... show	show is called 4 .....

Questions 5–10

Complete the notes below.

Write ONE WORD ONLY for each answer.

#### Workshops

- Making 5 ..... food
- (children only) Making 6 .....
- (adults only) Making toys from 7 ..... using various tools

#### Outdoor activities

- Swimming in the 8 .....
- Walking in the woods, led by an expert on 9 .....

See the festival organiser's 10 ..... for more information

**PART 2 Questions 11–20****Questions 11–14**

Choose the correct letter, A, B or C.

**Minster Park**

- 11 The park was originally established
- A as an amenity provided by the city council.
  - B as land belonging to a private house.
  - C as a shared area set up by the local community.
- 12 Why is there a statue of Diane Gosforth in the park?
- A She was a resident who helped to lead a campaign.
  - B She was a council member responsible for giving the public access.
  - C She was a senior worker at the park for many years.
- 13 During the First World War, the park was mainly used for
- A exercises by troops.
  - B growing vegetables.
  - C public meetings.
- 14 When did the physical transformation of the park begin?
- A 2013
  - B 2015
  - C 2016

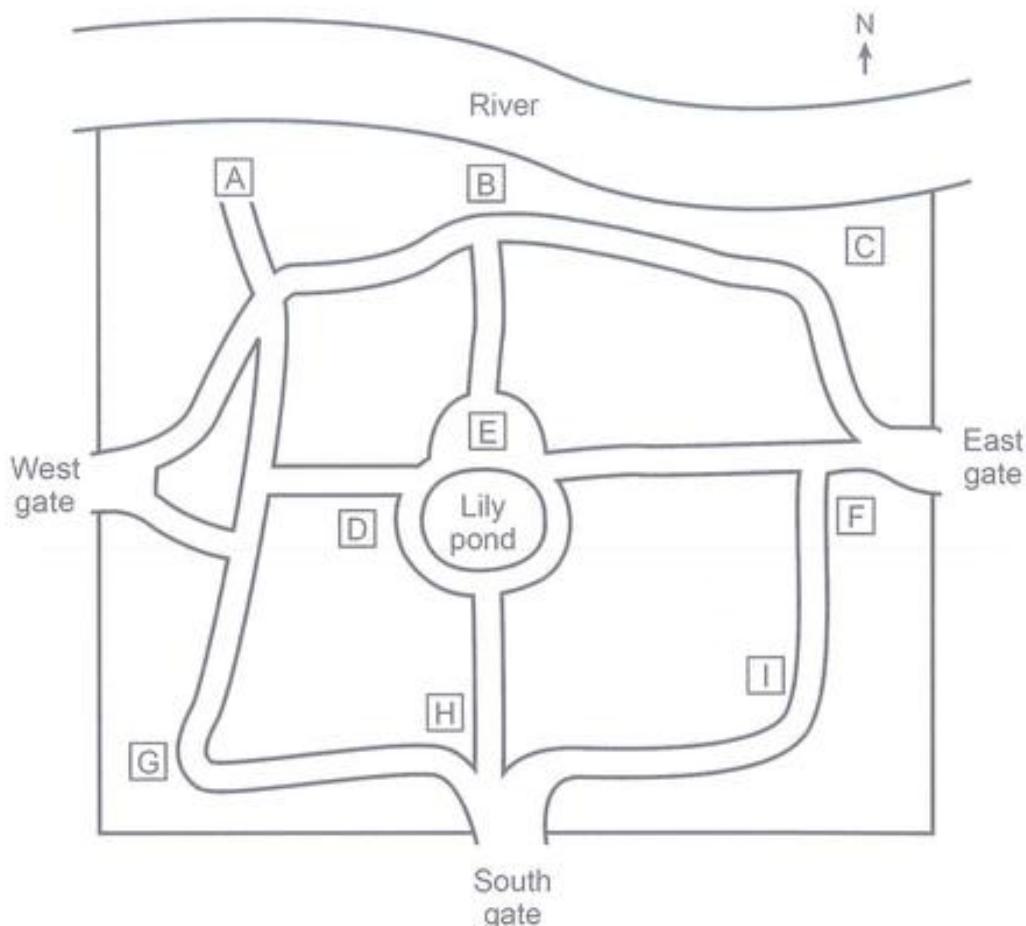


Questions 15–20

Label the map below.

Write the correct letter, A–I, next to Questions 15–20.

Minster Park



- 15 statue of Diane Gosforth .....  
16 wooden sculptures .....  
17 playground .....  
18 maze .....  
19 tennis courts .....  
20 fitness area .....





Listening

Questions 25–30

What topic do Cathy and Graham choose to illustrate with each novel?

Choose **SIX** answers from the box and write the correct letter, A–H, next to Questions 25–30.

Topics

- A poverty
- B education
- C Dickens's travels
- D entertainment
- E crime and the law
- F wealth
- G medicine
- H a woman's life

Novels by Dickens

- 25 *The Pickwick Papers* .....
- 26 *Oliver Twist* .....
- 27 *Nicholas Nickleby* .....
- 28 *Martin Chuzzlewit* .....
- 29 *Bleak House* .....
- 30 *Little Dorrit* .....





## READING

## READING PASSAGE 1

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

### Could urban engineers learn from dance?

- A The way we travel around cities has a major impact on whether they are sustainable. Transportation is estimated to account for 30% of energy consumption in most of the world's most developed nations, so lowering the need for energy-using vehicles is essential for decreasing the environmental impact of mobility. But as more and more people move to cities, it is important to think about other kinds of sustainable travel too. The ways we travel affect our physical and mental health, our social lives, our access to work and culture, and the air we breathe. Engineers are tasked with changing how we travel round cities through urban design, but the engineering industry still works on the assumptions that led to the creation of the energy-consuming transport systems we have now: the emphasis placed solely on efficiency, speed, and quantitative data. We need radical changes, to make it healthier, more enjoyable, and less environmentally damaging to travel around cities.
- B Dance might hold some of the answers. That is not to suggest everyone should dance their way to work, however healthy and happy it might make us, but rather that the techniques used by choreographers to experiment with and design movement in dance could provide engineers with tools to stimulate new ideas in city-making. Richard Sennett, an influential urbanist and sociologist who has transformed ideas about the way cities are made, argues that urban design has suffered from a separation between mind and body since the introduction of the architectural blueprint.
- C Whereas medieval builders improvised and adapted construction through their intimate knowledge of materials and personal experience of the conditions on a site, building designs are now conceived and stored in media technologies that detach the designer from the physical and social realities they are creating. While the design practices created by these new technologies are essential for managing the technical complexity of the modern city, they have the drawback of simplifying reality in the process.
- D To illustrate, Sennett discusses the Peachtree Center in Atlanta, USA, a development typical of the modernist approach to urban planning prevalent in the 1970s. Peachtree created a grid of streets and towers intended as a new pedestrian-friendly downtown for Atlanta. According to Sennett, this failed because its designers had invested too much faith in computer-aided design to tell them how it would operate. They failed to take into account that purpose-built street cafés could not operate in the hot sun without the protective awnings common in older buildings, and would need energy-consuming air conditioning instead, or that its giant car park would feel so unwelcoming that it would put people off getting out of their cars. What seems entirely predictable and controllable on screen has unexpected results when translated into reality.





### Questions 1–6

Reading Passage 1 has seven paragraphs, A–G.

Which paragraph contains the following information?

*Write the correct letter, A–G, in boxes 1–6 on your answer sheet.*

- 1 reference to an appealing way of using dance that the writer is not proposing
- 2 an example of a contrast between past and present approaches to building
- 3 mention of an objective of both dance and engineering
- 4 reference to an unforeseen problem arising from ignoring the climate
- 5 why some measures intended to help people are being reversed
- 6 reference to how transport has an impact on human lives

### Questions 7–13

*Complete the summary below.*

*Choose ONE WORD ONLY from the passage for each answer.*

*Write your answers in boxes 7–13 on your answer sheet.*

## Guard rails

Guard rails were introduced on British roads to improve the 7 ..... of pedestrians, while ensuring that the movement of 8 ..... is not disrupted. Pedestrians are led to access points, and encouraged to cross one 9 ..... at a time.

An unintended effect is to create psychological difficulties in crossing the road, particularly for less 10 ..... people. Another result is that some people cross the road in a 11 ..... way. The guard rails separate 12 ..... , and make it more difficult to introduce forms of transport that are 13 .....





## Reading

- D This complicated process and questionable outcome begs the question: what is the actual point of this technology? 'For us, the goal has always been replacing the extinct species with a suitable replacement,' explains Novak. 'When it comes to breeding, band-tailed pigeons scatter and make maybe one or two nests per hectare, whereas passenger pigeons were very social and would make 10,000 or more nests in one hectare.' Since the disappearance of this key species, ecosystems in the eastern US have suffered, as the lack of disturbance caused by thousands of passenger pigeons wrecking trees and branches means there has been minimal need for regrowth. This has left forests stagnant and therefore unwelcoming to the plants and animals which evolved to help regenerate the forest after a disturbance. According to Novak, a hybridised band-tailed pigeon, with the added nesting habits of a passenger pigeon, could, in theory, re-establish that forest disturbance, thereby creating a habitat necessary for a great many other native species to thrive.
- E Another popular candidate for this technology is the woolly mammoth. George Church, professor at Harvard Medical School and leader of the Woolly Mammoth Revival Project, has been focusing on cold resistance, the main way in which the extinct woolly mammoth and its nearest living relative, the Asian elephant, differ. By pinpointing which genetic traits made it possible for mammoths to survive the icy climate of the tundra, the project's goal is to return mammoths, or a mammoth-like species, to the area. 'My highest priority would be preserving the endangered Asian elephant,' says Church, 'expanding their range to the huge ecosystem of the tundra. Necessary adaptations would include smaller ears, thicker hair, and extra insulating fat, all for the purpose of reducing heat loss in the tundra, and all traits found in the now extinct woolly mammoth.' This repopulation of the tundra and boreal forests of Eurasia and North America with large mammals could also be a useful factor in reducing carbon emissions – elephants punch holes through snow and knock down trees, which encourages grass growth. This grass growth would reduce temperatures, and mitigate emissions from melting permafrost.
- F While the prospect of bringing extinct animals back to life might capture imaginations, it is, of course, far easier to try to save an existing species which is merely threatened with extinction. 'Many of the technologies that people have in mind when they think about de-extinction can be used as a form of "genetic rescue",' explains Shapiro. She prefers to focus the debate on how this emerging technology could be used to fully understand why various species went extinct in the first place, and therefore how we could use it to make genetic modifications which could prevent mass extinctions in the future. 'I would also say there's an incredible moral hazard to not do anything at all,' she continues. 'We know that what we are doing today is not enough, and we have to be willing to take some calculated and measured risks.'





Reading

Questions 23–26

Look at the following statements (Questions 23–26) and the list of people below.

Match each statement with the correct person, A, B or C.

Write the correct letter, A, B or C, in boxes 23–26 on your answer sheet.

NB You may use any letter more than once.

- 23 Reintroducing an extinct species to its original habitat could improve the health of a particular species living there.
- 24 It is important to concentrate on the causes of an animal's extinction.
- 25 A species brought back from extinction could have an important beneficial impact on the vegetation of its habitat.
- 26 Our current efforts at preserving biodiversity are insufficient.

List of People

- A Ben Novak
- B Michael Archer
- C Beth Shapiro





## Reading

dominant laughs when they were in the ‘powerful’ role of teasers. Dominant laughter was higher in pitch, louder, and more variable in tone than submissive laughter.

A random group of volunteers then listened to an equal number of dominant and submissive laughs from both the high- and low-status individuals, and were asked to estimate the social status of the laugher. In line with predictions, laughers producing dominant laughs were perceived to be significantly higher in status than laughers producing submissive laughs. ‘This was particularly true for low-status individuals, who were rated as significantly higher in status when displaying a dominant versus submissive laugh,’ Oveis and colleagues note. ‘Thus, by strategically displaying more dominant laughter when the context allows, low-status individuals may achieve higher status in the eyes of others.’ However, high-status individuals were rated as high-status whether they produced their natural dominant laugh or tried to do a submissive one.

Another study, conducted by David Cheng and Lu Wang of Australian National University, was based on the hypothesis that humour might provide a respite from tedious situations in the workplace. This ‘mental break’ might facilitate the replenishment of mental resources. To test this theory, the researchers recruited 74 business students, ostensibly for an experiment on perception. First, the students performed a tedious task in which they had to cross out every instance of the letter ‘e’ over two pages of text. The students then were randomly assigned to watch a video clip eliciting either humour, contentment, or neutral feelings. Some watched a clip of the BBC comedy *Mr. Bean*, others a relaxing scene with dolphins swimming in the ocean, and others a factual video about the management profession.

The students then completed a task requiring persistence in which they were asked to guess the potential performance of employees based on provided profiles, and were told that making 10 correct assessments in a row would lead to a win. However, the software was programmed such that it was nearly impossible to achieve 10 consecutive correct answers. Participants were allowed to quit the task at any point. Students who had watched the *Mr. Bean* video ended up spending significantly more time working on the task, making twice as many predictions as the other two groups.

Cheng and Wang then replicated these results in a second study, during which they had participants complete long multiplication questions by hand. Again, participants who watched the humorous video spent significantly more time working on this tedious task and completed more questions correctly than did the students in either of the other groups.

‘Although humour has been found to help relieve stress and facilitate social relationships, the traditional view of task performance implies that individuals should avoid things such as humour that may distract them from the accomplishment of task goals,’ Cheng and Wang conclude. ‘We suggest that humour is not only enjoyable but more importantly, energising.’





Reading

Questions 32–36

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

Write the correct letter, A–H, in boxes 32–36 on your answer sheet.

### The benefits of humour

In one study at Australian National University, randomly chosen groups of participants were shown one of three videos, each designed to generate a different kind of

32 ..... When all participants were then given a deliberately frustrating task to do, it was found that those who had watched the 33 ..... video persisted with the task for longer and tried harder to accomplish the task than either of the other two groups.

A second study in which participants were asked to perform a particularly

34 ..... task produced similar results. According to researchers David Cheng and Lu Wang, these findings suggest that humour not only reduces 35 ..... and helps build social connections but it may also have a 36 ..... effect on the body and mind.

A laughter

B relaxing

C boring

D anxiety

E stimulating

F emotion

G enjoyment

H amusing



## WRITING

## WRITING TASK 1

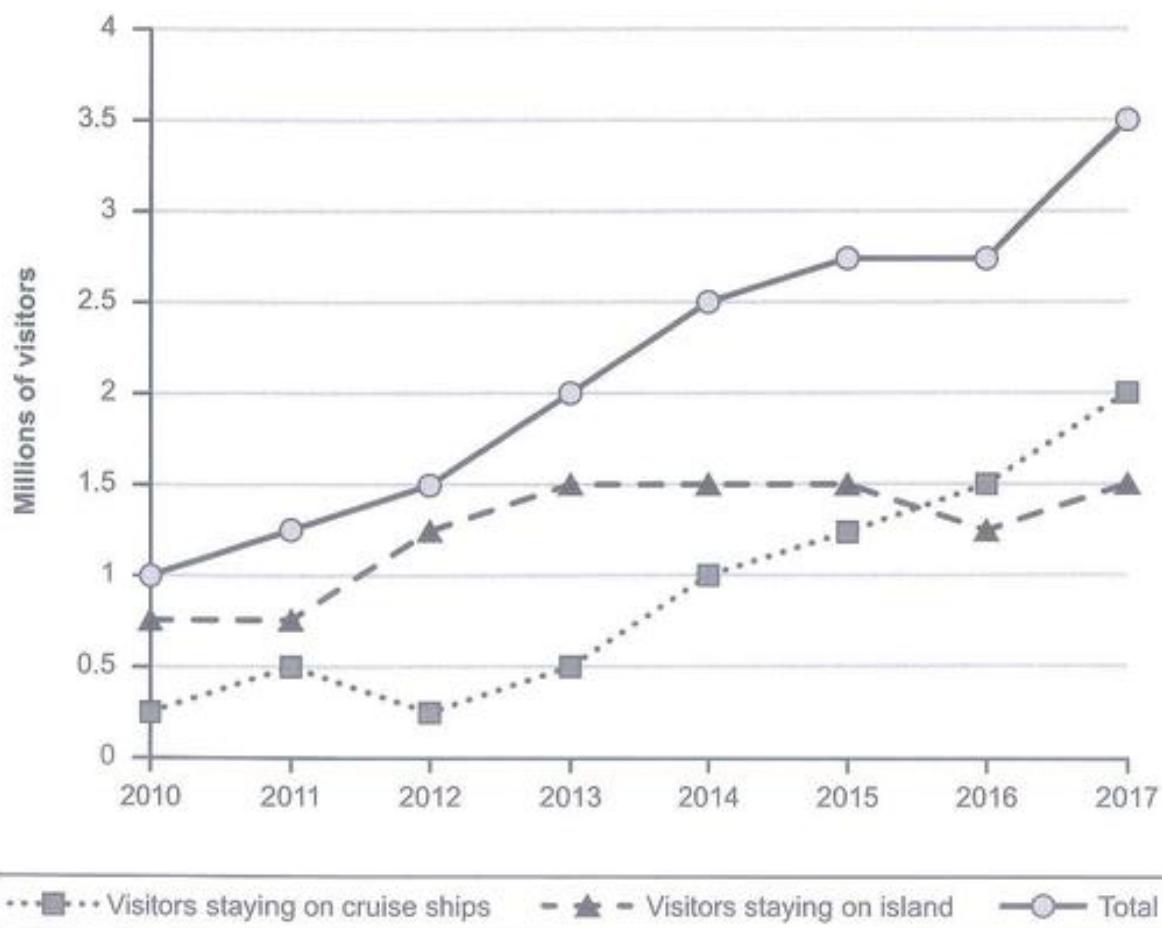
You should spend about 20 minutes on this task.

*The graph below shows the number of tourists visiting a particular Caribbean island between 2010 and 2017.*

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

Write at least 150 words.

Number of tourists visiting a Caribbean island (2010–2017)







## SPEAKING

### PART 1

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

#### EXAMPLE

##### Languages

- How many languages can you speak? [Why/Why not?]
- How useful will English be to you in your future? [Why/Why not?]
- What do you remember about learning languages at school? [Why/Why not?]
- What do you think would be the hardest language for you to learn? [Why?]

### PART 2

Describe a website that you bought something from.

You should say:

what the website is

what you bought from this website

how satisfied you were with what you bought

and explain what you liked or disliked about using this website.

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 online

*Example questions:*

What kinds of things do people in your country often buy from online shops?

Why do you think online shopping has become so popular nowadays?

What are some possible disadvantages of buying things from online shops?

##### The culture of consumerism

*Example questions:*

Why do many people today keep buying things which they do not need?

Do you believe the benefits of a consumer society outweigh the disadvantages?

How possible is it to avoid the culture of consumerism?





### Second Job

Warehouse assistant in South London

#### Responsibilities

- stock management
- managing 6 .....

#### Requirements

- ability to work with numbers
- good computer skills
- very organised and 7 .....
- good communication skills
- used to working in a 8 .....
- able to cope with items that are 9 .....

#### Need experience of

- driving in London
- warehouse work
- 10 ..... service





Listening

Questions 17 and 18

Choose **TWO** letters, A–E.

Which **TWO** benefits for children does Alice think are the most important?

- A increased physical activity
- B increased sense of independence
- C opportunity to learn new games
- D opportunity to be part of a community
- E opportunity to make new friends

Questions 19 and 20

Choose **TWO** letters, A–E.

Which **TWO** results of the King Street experiment surprised Alice?

- A more shoppers
- B improved safety
- C less air pollution
- D more relaxed atmosphere
- E less noise pollution





## PART 4 Questions 31–40

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

### Early history of keeping clean

#### Prehistoric times:

- water was used to wash off 31 .....

#### Ancient Babylon:

- soap-like material found in 32 ..... cylinders

#### Ancient Greece:

- people cleaned themselves with sand and other substances
- used a strigil – scraper made of 33 .....
- washed clothes in streams

#### Ancient Germany and Gaul:

- used soap to colour their 34 .....

#### Ancient Rome:

- animal fat, ashes and clay mixed through action of rain, used for washing clothes
- from about 312 BC, water carried to Roman 35 ..... by aqueducts

#### Europe in Middle Ages:

- decline in bathing contributed to occurrence of 36 .....
- 37 ..... began to be added to soap

#### Europe from 17th century:

- 1600s: cleanliness and bathing started becoming usual
- 1791: Leblanc invented a way of making soda ash from 38 .....
- early 1800s: Chevreul turned soapmaking into a 39 .....
- from 1800s, there was no longer a 40 ..... on soap





## Reading

Around this time, Moore moved away from the human figure to experiment with abstract shapes. In 1931, he held an exhibition at the Leicester Galleries in London. His work was enthusiastically welcomed by fellow sculptors, but the reviews in the press were extremely negative and turned Moore into a notorious figure. There were calls for his resignation from the Royal College, and the following year, when his contract expired, he left to start a sculpture department at the Chelsea School of Art in London.

Throughout the 1930s, Moore did not show any inclination to please the British public. He became interested in the paintings of the Spanish artist Pablo Picasso, whose work inspired him to distort the human body in a radical way. At times, he seemed to abandon the human figure altogether. The pages of his sketchbooks from this period show his ideas for abstract sculptures that bore little resemblance to the human form.

In 1940, during the Second World War, Moore stopped teaching at the Chelsea School and moved to a farmhouse about 20 miles north of London. A shortage of materials forced him to focus on drawing. He did numerous small sketches of Londoners, later turning these ideas into large coloured drawings in his studio. In 1942, he returned to Castleford to make a series of sketches of the miners who worked there.

In 1944, Harlow, a town near London, offered Moore a commission for a sculpture depicting a family. The resulting work signifies a dramatic change in Moore's style, away from the experimentation of the 1930s towards a more natural and humanistic subject matter. He did dozens of studies in clay for the sculpture, and these were cast in bronze and issued in editions of seven to nine copies each. In this way, Moore's work became available to collectors all over the world. The boost to his income enabled him to take on ambitious projects and start working on the scale he felt his sculpture demanded.

Critics who had begun to think that Moore had become less revolutionary were proven wrong by the appearance, in 1950, of the first of Moore's series of standing figures in bronze, with their harsh and angular pierced forms and distinct impression of menace. Moore also varied his subject matter in the 1950s with such works as *Warrior with Shield* and *Falling Warrior*. These were rare examples of Moore's use of the male figure and owe something to his visit to Greece in 1951, when he had the opportunity to study ancient works of art.

In his final years, Moore created the Henry Moore Foundation to promote art appreciation and to display his work. Moore was the first modern English sculptor to achieve international critical acclaim and he is still regarded as one of the most important sculptors of the 20th century.





Questions 8–13

Complete the notes below.

Choose **ONE WORD ONLY** from the passage for each answer.

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

### Moore's career as an artist

#### 1930s

- Moore's exhibition at the Leicester Galleries is criticised by the press
- Moore is urged to offer his 8 ..... and leave the Royal College

#### 1940s

- Moore turns to drawing because 9 ..... for sculpting are not readily available
- While visiting his hometown, Moore does some drawings of 10 .....
- Moore is employed to produce a sculpture of a 11 .....
- 12 ..... start to buy Moore's work
- Moore's increased 13 ..... makes it possible for him to do more ambitious sculptures

#### 1950s

- Moore's series of bronze figures marks a further change in his style





## The Desolenator: producing clean water

- A Travelling around Thailand in the 1990s, William Janssen was impressed with the basic rooftop solar heating systems that were on many homes, where energy from the sun was absorbed by a plate and then used to heat water for domestic use. Two decades later Janssen developed that basic idea he saw in Southeast Asia into a portable device that uses the power from the sun to purify water.
- B The Desolenator operates as a mobile desalination unit that can take water from different places, such as the sea, rivers, boreholes and rain, and purify it for human consumption. It is particularly valuable in regions where natural groundwater reserves have been polluted, or where seawater is the only water source available.
- Janssen saw that there was a need for a sustainable way to clean water in both the developing and the developed countries when he moved to the United Arab Emirates and saw large-scale water processing. ‘I was confronted with the enormous carbon footprint that the Gulf nations have because of all of the desalination that they do,’ he says.
- C The Desolenator can produce 15 litres of drinking water per day, enough to sustain a family for cooking and drinking. Its main selling point is that unlike standard desalination techniques, it doesn’t require a generated power supply: just sunlight. It measures 120 cm by 90 cm, and is easy to transport, thanks to its two wheels. Water enters through a pipe, and flows as a thin film between a sheet of double glazing and the surface of a solar panel, where it is heated by the sun. The warm water flows into a small boiler (heated by a solar-powered battery) where it is converted to steam. When the steam cools, it becomes distilled water. The device has a very simple filter to trap particles, and this can easily be shaken to remove them. There are two tubes for liquid coming out: one for the waste – salt from seawater, fluoride, etc. – and another for the distilled water. The performance of the unit is shown on an LCD screen and transmitted to the company which provides servicing when necessary.
- D A recent analysis found that at least two-thirds of the world’s population lives with severe water scarcity for at least a month every year. Janssen says that by 2030 half of the world’s population will be living with water stress – where the demand exceeds the supply over a certain period of time. ‘It is really important that a sustainable solution is brought to the market that is able to help these people,’ he says. Many countries ‘don’t have the money for desalination plants, which are very expensive to build. They don’t have the money to operate them, they are very maintenance intensive, and they don’t have the money to buy the diesel to run the desalination plants, so it is a really bad situation.’





Questions 21–26

Complete the summary below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 21–26 on your answer sheet.

### How the Desolenator works

The energy required to operate the Desolenator comes from sunlight. The device can be used in different locations, as it has 21 ..... . Water is fed into a pipe, and a 22 ..... of water flows over a solar panel. The water then enters a boiler, where it turns into steam. Any particles in the water are caught in a 23 ..... . The purified water comes out through one tube, and all types of 24 ..... come out through another. A screen displays the 25 ..... of the device, and transmits the information to the company so that they know when the Desolenator requires 26 .....





Reading

more fundamental than whether the visitor is a little girl or three siblings, or the animal is a tiger instead of a wolf.

However, Tehrani found no significant difference in the rate of evolution of incidents compared with that of characters. ‘Certain episodes are very stable because they are crucial to the story, but there are lots of other details that can evolve quite freely,’ he says. Neither did his analysis support the theory that the central section of a story is the most conserved part. He found no significant difference in the flexibility of events there compared with the beginning or the end.

But the really big surprise came when he looked at the cautionary elements of the story. ‘Studies on hunter-gatherer folk tales suggest that these narratives include really important information about the environment and the possible dangers that may be faced there – stuff that’s relevant to survival,’ he says. Yet in his analysis such elements were just as flexible as seemingly trivial details. What, then, is important enough to be reproduced from generation to generation?

The answer, it would appear, is fear – blood-thirsty and gruesome aspects of the story, such as the eating of the grandmother by the wolf, turned out to be the best preserved of all. Why are these details retained by generations of storytellers, when other features are not? Tehrani has an idea: ‘In an oral context, a story won’t survive because of one great teller. It also needs to be interesting when it’s told by someone who’s not necessarily a great storyteller.’ Maybe being swallowed whole by a wolf, then cut out of its stomach alive is so gripping that it helps the story remain popular, no matter how badly it’s told.

Jack Zipes at the University of Minnesota, Minneapolis, is unconvinced by Tehrani’s views on fairy tales. ‘Even if they’re gruesome, they won’t stick unless they matter,’ he says. He believes the perennial theme of women as victims in stories like *Little Red Riding Hood* explains why they continue to feel relevant. But Tehrani points out that although this is often the case in Western versions, it is not always true elsewhere. In Chinese and Japanese versions, often known as *The Tiger Grandmother*, the villain is a woman, and in both Iran and Nigeria, the victim is a boy.

Mathias Clasen at Aarhus University in Denmark isn’t surprised by Tehrani’s findings. ‘Habits and morals change, but the things that scare us, and the fact that we seek out entertainment that’s designed to scare us – those are constant,’ he says. Clasen believes that scary stories teach us what it feels like to be afraid without having to experience real danger, and so build up resistance to negative emotions.





Reading

Questions 32–36

Complete the summary using the list of words, A–I, below.

Write the correct letter, A–I, in boxes 32–36 on your answer sheet.

### Phylogenetic analysis of Little Red Riding Hood

Tehrani used techniques from evolutionary biology to find out if 32 ..... existed among 58 stories from around the world. He also wanted to know which aspects of the stories had fewest 33 ..... , as he believed these aspects would be the most important ones. Contrary to other beliefs, he found that some 34 ..... that were included in a story tended to change over time, and that the middle of a story seemed no more important than the other parts. He was also surprised that parts of a story which seemed to provide some sort of 35 ..... were unimportant. The aspect that he found most important in a story's survival was 36 .....

A ending

B events

C warning

D links

E records

F variations

G horror

H people

I plot



## WRITING

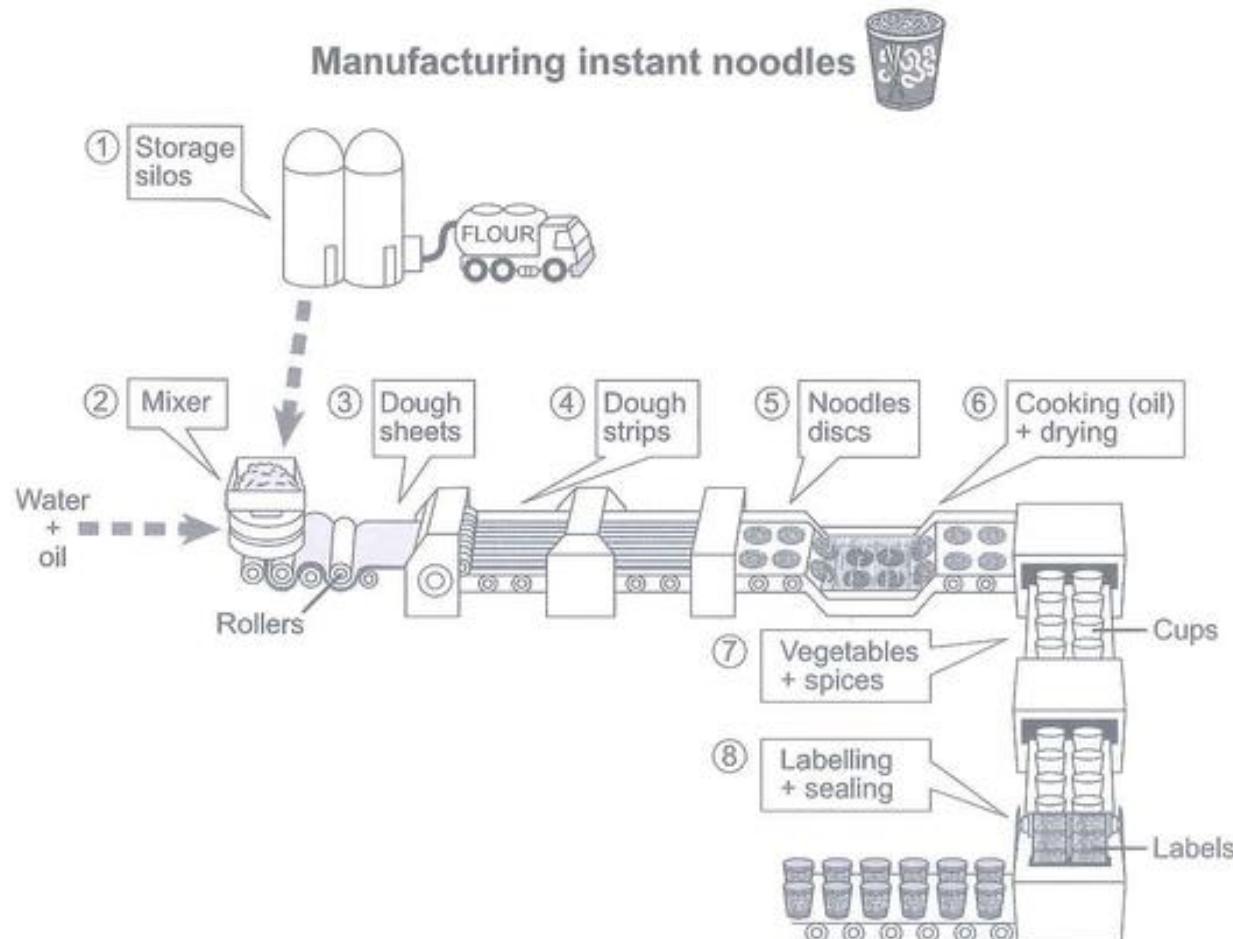
## WRITING TASK 1

You should spend about 20 minutes on this task.

*The diagram below shows how instant noodles are manufactured.*

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

Write at least 150 words.







## SPEAKING

### PART 1

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

#### EXAMPLE

##### Swimming

- Did you learn to swim when you were a child? [Why/Why not?]
- How often do you go swimming now? [Why/Why not?]
- What places are there for swimming where you live? [Why?]
- Do you think it would be more enjoyable to go swimming outdoors or at an indoor pool? [Why?]

### PART 2

Describe a famous business person that you know about.

You should say:

who this person is  
what kind of business this person is involved in  
what you know about this business person  
and explain what you think of this business person.

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:*

##### Famous people today

###### *Example questions:*

What kinds of people are most famous in your country today?

Why are there so many stories about famous people in the news?

Do you agree or disagree that many young people today want to be famous?

##### Advantages of being famous

###### *Example questions:*

Do you think it is easy for famous people to earn a lot of money?

Why might famous people enjoy having fans?

In what ways could famous people use their influence to do good things in the world?





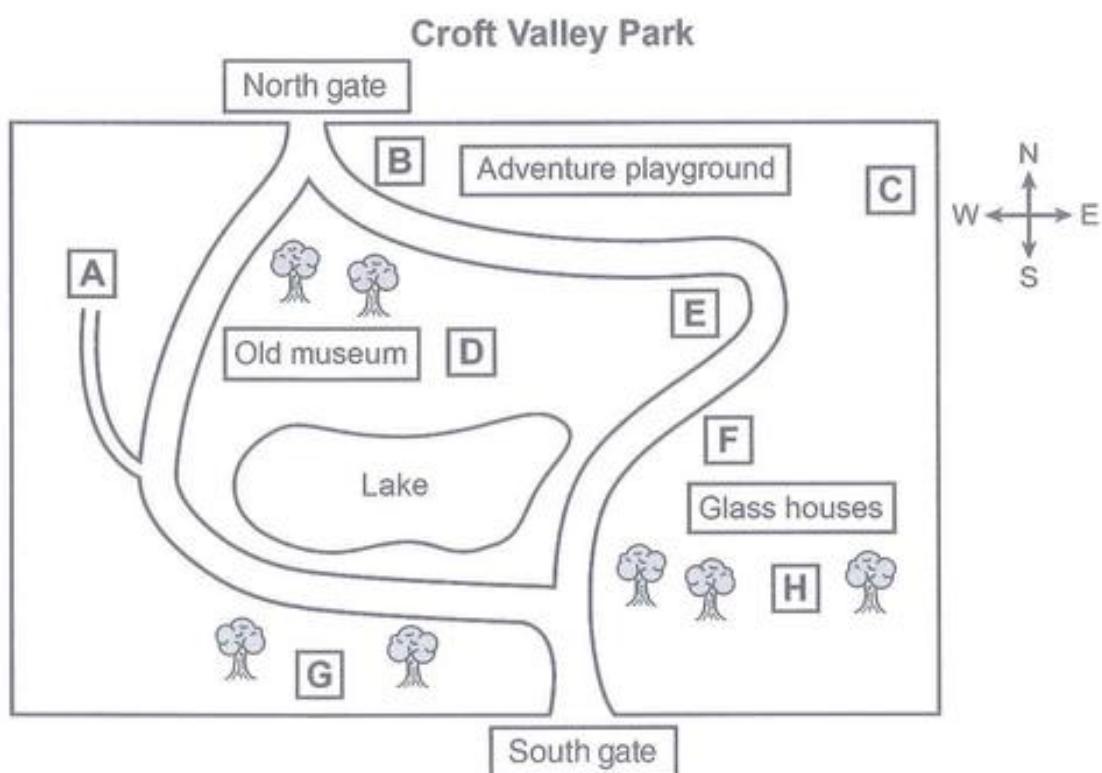
Listening

PART 2 Questions 11–20

Questions 11–16

Label the map below.

Write the correct letter, A–H, next to Questions 11–16.



- 11 café .....  
12 toilets .....  
13 formal gardens .....  
14 outdoor gym .....  
15 skateboard ramp .....  
16 wild flowers .....





Listening

PART 3 Questions 21–30

Questions 21–24

Choose the correct letter, A, B or C.

**Presentation about refrigeration**

- 21 What did Annie discover from reading about icehouses?
- A why they were first created
  - B how the ice was kept frozen
  - C where they were located
- 22 What point does Annie make about refrigeration in ancient Rome?
- A It became a commercial business.
  - B It used snow from nearby.
  - C It took a long time to become popular.
- 23 In connection with modern refrigerators, both Annie and Jack are worried about
- A the complexity of the technology.
  - B the fact that some are disposed of irresponsibly.
  - C the large number that quickly break down.
- 24 What do Jack and Annie agree regarding domestic fridges?
- A They are generally good value for money.
  - B There are plenty of useful variations.
  - C They are more useful than other domestic appliances.





## PART 4 Questions 31–40

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

### How the Industrial Revolution affected life in Britain

#### 19th century

- For the first time, people's possessions were used to measure Britain's 31 .....
- Developments in production of goods and in 32 ..... greatly changed lives.

#### MAIN AREAS OF CHANGE

##### Manufacturing

- The Industrial Revolution would not have happened without the new types of 33 ..... that were used then.
- The leading industry was 34 ..... (its products became widely available).
- New 35 ..... made factories necessary and so more people moved into towns.

##### Transport

- The railways took the place of canals.
- Because of the new transport:
  - greater access to 36 ..... made people more aware of what they could buy in shops.
  - when shopping, people were not limited to buying 37 ..... goods.

##### Retailing

- The first department stores were opened.
- The displays of goods were more visible:
  - inside stores because of better 38 .....
  - outside stores, because 39 ..... were bigger.
- 40 ..... that was persuasive became much more common.





## Reading

'In order to get people interested in habitat restoration, you need to plant a tree that is useful to them,' says Whaley. So, he has been working with local families to attempt to create a sustainable income from the huarangos by turning their products into foodstuffs. 'Boil up the beans and you get this thick brown syrup like molasses. You can also use it in drinks, soups or stews.' The pods can be ground into flour to make cakes, and the seeds roasted into a sweet, chocolatey 'coffee'. 'It's packed full of vitamins and minerals,' Whaley says.

And some farmers are already planting huarangos. Alberto Benevides, owner of Ica Valley's only certified organic farm, which Whaley helped set up, has been planting the tree for 13 years. He produces syrup and flour, and sells these products at an organic farmers' market in Lima. His farm is relatively small and doesn't yet provide him with enough to live on, but he hopes this will change. 'The organic market is growing rapidly in Peru,' Benevides says. 'I am investing in the future.'

But even if Whaley can convince the local people to fall in love with the huarango again, there is still the threat of the larger farms. Some of these cut across the forests and break up the corridors that allow the essential movement of mammals, birds and pollen up and down the narrow forest strip. In the hope of counteracting this, he's persuading farmers to let him plant forest corridors on their land. He believes the extra woodland will also benefit the farms by reducing their water usage through a lowering of evaporation and providing a refuge for bio-control insects.

'If we can record biodiversity and see how it all works, then we're in a good position to move on from there. Desert habitats can reduce down to very little,' Whaley explains. 'It's not like a rainforest that needs to have this huge expanse. Life has always been confined to corridors and islands here. If you just have a few trees left, the population can grow up quickly because it's used to exploiting water when it arrives.' He sees his project as a model that has the potential to be rolled out across other arid areas around the world. 'If we can do it here, in the most fragile system on Earth, then that's a real message of hope for lots of places, including Africa, where there is drought and they just can't afford to wait for rain.'





Reading

Questions 9–13

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

In boxes 9–13 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

- 9 Local families have told Whaley about some traditional uses of huarango products.
- 10 Farmer Alberto Benevides is now making a good profit from growing huarangos.
- 11 Whaley needs the co-operation of farmers to help preserve the area's wildlife.
- 12 For Whaley's project to succeed, it needs to be extended over a very large area.
- 13 Whaley has plans to go to Africa to set up a similar project.





## Reading

The study team used neuroimaging equipment to contrast the brain activity of silbadores while listening to whistled and spoken Spanish. Results showed the left temporal lobe of the brain, which is usually associated with spoken language, was engaged during the processing of Silbo. The researchers found that other key regions in the brain's frontal lobe also responded to the whistles, including those activated in response to sign language among deaf people. When the experiments were repeated with non-whistlers, however, activation was observed in all areas of the brain.

'Our results provide more evidence about the flexibility of human capacity for language in a variety of forms,' Corina says. 'These data suggest that left-hemisphere language regions are uniquely adapted for communicative purposes, independent of the modality of signal. The non-Silbo speakers were not recognising Silbo as a language. They had nothing to grab onto, so multiple areas of their brains were activated.'

Carreiras says the origins of Silbo Gomero remain obscure, but that indigenous Canary Islanders, who were of North African origin, already had a whistled language when Spain conquered the volcanic islands in the 15th century. Whistled languages survive today in Papua New Guinea, Mexico, Vietnam, Guyana, China, Nepal, Senegal, and a few mountainous pockets in southern Europe. There are thought to be as many as 70 whistled languages still in use, though only 12 have been described and studied scientifically. This form of communication is an adaptation found among cultures where people are often isolated from each other, according to Julien Meyer, a researcher at the Institute of Human Sciences in Lyon, France. 'They are mostly used in mountains or dense forests,' he says. 'Whistled languages are quite clearly defined and represent an original adaptation of the spoken language for the needs of isolated human groups.'

But with modern communication technology now widely available, researchers say whistled languages like Silbo are threatened with extinction. With dwindling numbers of Gomera islanders still fluent in the language, Canaries' authorities are taking steps to try to ensure its survival. Since 1999, Silbo Gomero has been taught in all of the island's elementary schools. In addition, locals are seeking assistance from the United Nations Educational, Scientific and Cultural Organization (UNESCO). 'The local authorities are trying to get an award from the organisation to declare [Silbo Gomero] as something that should be preserved for humanity,' Carreiras adds.





### Questions 20–26

Complete the notes below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 20–26 on your answer sheet.

## Silbo Gomero

### How Silbo is produced

- high- and low-frequency tones represent different sounds in Spanish  
**20** .....
- pitch of whistle is controlled using silbador's **21** .....
- **22** ..... is changed with a cupped hand

### How Silbo is used

- has long been used by shepherds and people living in secluded locations
- in everyday use for the transmission of brief **23** .....
- can relay essential information quickly, e.g. to inform people about  
**24** .....

### The future of Silbo

- future under threat because of new **25** .....
- Canaries' authorities hoping to receive a UNESCO **26** ..... to help preserve it





## Reading

In turn, big businesses can exert powerful pressure on any suppliers that might ignore public or government pressure. For instance, after the US public became concerned about the spread of a disease known as BSE, which was transmitted to humans through infected meat, the US government's Food and Drug Administration introduced rules demanding that the meat industry abandon practices associated with the risk of the disease spreading. But for five years the meat packers refused to follow these, claiming that they would be too expensive to obey. However, when a major fast-food company then made the same demands after customer purchases of its hamburgers plummeted, the meat industry complied within weeks. The public's task is therefore to identify which links in the supply chain are sensitive to public pressure: for instance, fast-food chains or jewelry stores, but not meat packers or gold miners.

Some readers may be disappointed or outraged that I place the ultimate responsibility for business practices harming the public on the public itself. I also believe that the public must accept the necessity for higher prices for products to cover the added costs, if any, of sound environmental practices. My views may seem to ignore the belief that businesses should act in accordance with moral principles even if this leads to a reduction in their profits. But I think we have to recognize that, throughout human history, in all politically complex human societies, government regulation has arisen precisely because it was found that not only did moral principles need to be made explicit, they also needed to be enforced.

To me, the conclusion that the public has the ultimate responsibility for the behavior of even the biggest businesses is empowering and hopeful, rather than disappointing. My conclusion is not a moralistic one about who is right or wrong, admirable or selfish, a good guy or a bad guy. In the past, businesses have changed when the public came to expect and require different behavior, to reward businesses for behavior that the public wanted, and to make things difficult for businesses practicing behaviors that the public didn't want. I predict that in the future, just as in the past, changes in public attitudes will be essential for changes in businesses' environmental practices.





Questions 32–34

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

Write the correct letter in boxes 32–34 on your answer sheet.

- 32 The main idea of the third paragraph is that environmental damage
- A requires political action if it is to be stopped.
  - B is the result of ignorance on the part of the public.
  - C could be prevented by the action of ordinary people.
  - D can only be stopped by educating business leaders.
- 33 In the fourth paragraph, the writer describes ways in which the public can
- A reduce their own individual impact on the environment.
  - B learn more about the impact of business on the environment.
  - C raise awareness of the effects of specific environmental disasters.
  - D influence the environmental policies of businesses and governments.
- 34 What pressure was exerted by big business in the case of the disease BSE?
- A Meat packers stopped supplying hamburgers to fast-food chains.
  - B A fast-food company forced their meat suppliers to follow the law.
  - C Meat packers persuaded the government to reduce their expenses.
  - D A fast-food company encouraged the government to introduce legislation.





## WRITING

### WRITING TASK 1

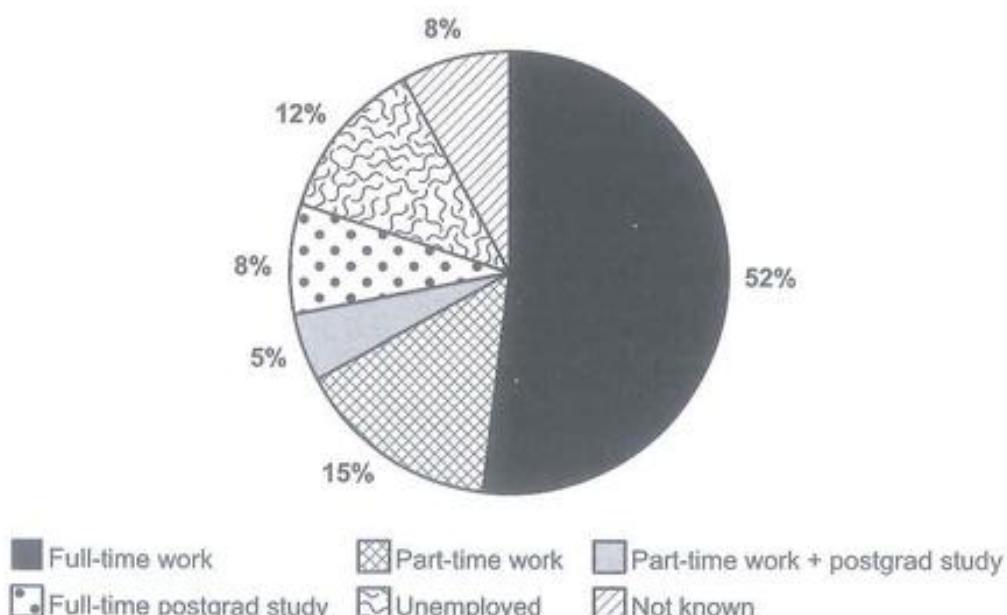
You should spend about 20 minutes on this task.

*The chart below shows what Anthropology graduates from one university did after finishing their undergraduate degree course. The table shows the salaries of the anthropologists in work after five years.*

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

Write at least 150 words.

Destination of Anthropology graduates (from one university)



Salaries of Anthropology graduates (after 5 years' work)

Type of employment	\$25,000–49,999	\$50,000–74,999	\$75,000–99,999	\$100,000+
Freelance consultants	5%	15%	40%	40%
Government sector	5%	15%	30%	50%
Private companies	10%	35%	25%	30%





## SPEAKING

### PART 1

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

#### EXAMPLE

##### Jewellery

- How often do you wear jewellery? [Why/Why not?]
- What type of jewellery do you like best? [Why/Why not?]
- When do people like to give jewellery in your country [Why?]
- Have you ever given jewellery to someone as a gift? [Why/Why not?]

### PART 2

Describe an interesting TV programme you watched about a science topic.

You should say:

what science topic this TV programme was about  
when you saw this TV programme  
what you learnt from this TV programme about a science topic

and explain why you found this TV programme interesting.

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:*

##### Science and the public

##### *Example questions:*

How interested are most people in your country in science?

Why do you think children today might be better at science than their parents?

How do you suggest the public can learn more about scientific developments?

##### Scientific discoveries

##### *Example questions:*

What do you think are the most important scientific discoveries in the last 100 years?

Do you agree or disagree that there are no more major scientific discoveries left to make?

Who should pay for scientific research – governments or private companies?





Test 1

- AMBER: What about my passport? Q7
- WILLIAM: Oh yes – they will ask to see that.
- AMBER: OK.
- WILLIAM: I wouldn't get stressed about the interview though. It's just a chance for them to build a relationship with you – so they can try and match you to a job which you'll like. So there are questions about personality that they always ask candidates – fairly basic ones. And they probably won't ask anything too difficult like what your plans are for the future. Q8
- AMBER: Hope not.
- WILLIAM: Anyway, there are lots of benefits to using an agency – for example, the interview will be useful because they'll give you feedback on your performance so you can improve next time. Q9
- AMBER: And they'll have access to jobs which aren't advertised.
- WILLIAM: Exactly – most temporary jobs aren't advertised.
- AMBER: And I expect finding a temporary job this way takes a lot less time – it's much easier than ringing up individual companies. Q10
- WILLIAM: Yes indeed. Well I think ...

## PART 2

Good morning. My name's Erica Matthews, and I'm the owner of Matthews Island Holidays, a company set up by my parents. Thank you for coming to this presentation, in which I hope to interest you in what we have to offer. We're a small, family-run company, and we believe in the importance of the personal touch, so we don't aim to compete with other companies on the number of customers. What we do is build on our many years' experience – more than almost any other rail holiday company – to ensure we provide perfect holidays in a small number of destinations, which we've got to know extremely well. Q11

I'll start with our six-day Isle of Man holiday. This is a fascinating island in the Irish Sea, with Wales to the south, England to the east, Scotland to the north and Northern Ireland to the west. Our holiday starts in Heysham, where your tour manager will meet you, then you'll travel by ferry to the Isle of Man. Some people prefer to fly from Luton instead, and another popular option is to go by train to Liverpool and take a ferry from there. Q12

You have five nights in the hotel, and the price covers five breakfasts and dinners, and lunch on the three days when there are organised trips: day four is free, and most people have lunch in a café or restaurant in Douglas. Q13

The price of the holiday includes the ferry to the Isle of Man, all travel on the island, the hotel, and the meals I've mentioned. Incidentally, we try to make booking our holidays as simple and fair as possible, so unlike with many companies, the price is the same whether you book six months in advance or at the last minute, and there's no supplement for single rooms in hotels. If you make a booking then need to change the start date, for example because of illness, you're welcome to change to an alternative date or a different tour, for a small administrative fee. Q14

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OK, so what does the holiday consist of? Well, on day one you'll arrive in time for a short introduction by your tour manager, followed by dinner in the hotel. The dining room looks out at the river, close to where it flows into the harbour, and there's usually plenty of activity going on. Q15

On day two you'll take the coach to the small town of Peel, on the way calling in at the Tynwald Exhibition. The Isle of Man isn't part of the United Kingdom, and it has its own





Test 1

- ED: There was one on personality, which said that a twin is likely to be quite shy in social situations because they always have their twin around to depend on for support. Q24
- RUTH: My cousins were like that when they were small – they were only interested in each other and found it hard to engage with other kids. They're fine now though.
- ED: Only children have had a really bad press – a lot of studies have branded them as loners who think the world revolves around them because they've never had to fight for their parents' attention. Q25
- RUTH: That does seem a bit harsh. One category I hadn't considered before was children with much older siblings – a couple of studies mentioned that these children grow up more quickly and are expected to do basic things for themselves – like getting dressed. Q26
- ED: I can see how that might be true – although I expect they're sometimes the exact opposite – playing the baby role and clamouring for special treatment.
- 
- RUTH: What was the problem with most of these studies, do you think?
- ED: I think it was because in a lot of cases data was collected from only one sibling per family, who rated him or herself and his or her siblings at the same time.
- RUTH: Mmm. Some of the old research into the relationship between birth order and academic achievement has been proved to be accurate though. Performances in intelligence tests decline slightly from the eldest child to his or her younger siblings. This has been proved in lots of recent studies.
- ED: Yes. Although what many of them didn't take into consideration was family size. The more siblings there are, the likelier the family is to have a low socio-economic status – which can also account for differences between siblings in academic performance. Q27
- RUTH: The oldest boy might be given more opportunities than his younger sisters, for example.
- ED: Exactly.
- RUTH: But the main reason for the marginally higher academic performance of oldest children is quite surprising, I think. It's not only that they benefit intellectually from extra attention at a young age – which is what I would have expected. It's that they benefit from being teachers for their younger siblings, by verbalising processes. Q28
- ED: Right, and this gives them status and confidence, which again contribute, in a small way, to better performance.
- So would you say sibling rivalry has been a useful thing for you?
- RUTH: I think so – my younger brother was incredibly annoying and we fought a lot but I think this has made me a stronger person. I know how to defend myself. We had some terrible arguments and I would have died rather than apologise to him – but we had to put up with each other and most of the time we co-existed amicably enough. Q29/Q30
- ED: Yes, my situation was pretty similar. But I don't think having two older brothers made me any less selfish – I was never prepared to let my brothers use any of my stuff ... Q29/Q30
- RUTH: That's perfectly normal, whereas ...

## PART 4

Today I'm going to talk about the eucalyptus tree. This is a very common tree here in Australia, where it's also sometimes called the gum tree. First I'm going to talk about why it's important, then I'm going to describe some problems it faces at present.





## TEST 2

## PART 1

TIM: Good morning. You're through to the tourist information office, Tim speaking. How can I help you?

JEAN: Oh hello. Could you give me some information about next month's festival, please? My family and I will be staying in the town that week.

TIM: Of course. Well it starts with a concert on the afternoon of the 17th.

JEAN: Oh I heard about that. The orchestra and singers come from the USA, don't they?

TIM: They're from Canada. They're very popular over there. They're going to perform a number of well-known pieces that will appeal to children as well as adults.

JEAN: That sounds good. My whole family are interested in music.

TIM: The next day, the 18th, there's a performance by a ballet company called Eustatis.  
Q1

JEAN: Sorry?

TIM: The name is spelt E-U-S-T-A-T-I-S. They appeared in last year's festival, and went down very well. Again, their programme is designed for all ages.

JEAN: Good. I expect we'll go to that. I hope there's going to be a play during the festival, a comedy, ideally.

TIM: You're in luck! On the 19th and 20th a local amateur group are performing one written by a member of the group. It's called *Jemima*. That'll be on in the town hall. They've already performed it two or three times. I haven't seen it myself, but the review in the local paper was very good.  
Q2

JEAN: And is it suitable for children?

TIM: Yes, in fact it's aimed more at children than at adults, so both performances are in the afternoon.

JEAN: And what about dance? Will there be any performances?  
Q3

TIM: Yes, also on the 20th, but in the evening. A professional company is putting on a show of modern pieces, with electronic music by young composers.

JEAN: Uh-huh.

TIM: The show is about how people communicate, or fail to communicate, with each other, so it's got the rather strange name, *Chat*.  
Q4

JEAN: I suppose that's because that's something we do both face to face and online.

TIM: That's right.

TIM: Now there are also some workshops and other activities. They'll all take place at least once every day, so everyone who wants to take part will have a chance.

JEAN: Good. We're particularly interested in cookery – you don't happen to have a cookery workshop, do you?

TIM: We certainly do. It's going to focus on how to make food part of a healthy lifestyle, and it'll show that even sweet things like cakes can contain much less sugar than they usually do.  
Q5

JEAN: That might be worth going to. We're trying to encourage our children to cook.

TIM: Another workshop is just for children, and that's on creating posters to reflect the history of the town. The aim is to make children aware of how both the town and people's lives have changed over the centuries. The results will be exhibited in the community centre. Then the other workshop is in toy-making, and that's for adults only.  
Q6





After the war, the park was turned back more or less to how it had been before 1914, and continued almost unchanged until recently. Plans for transforming it were drawn up at various times, most recently in 2013, though they were revised in 2015, before any work had started. The changes finally got going in 2016, and were finished on schedule last year.

Q14

OK, let me tell you about some of the changes that have been made – and some things that have been retained. If you look at this map, you'll see the familiar outline of the park, with the river forming the northern boundary, and a gate in each of the other three walls. The statue of Diane Gosforth has been moved: it used to be close to the south gate, but it's now immediately to the north of the lily pond, almost in the centre of the park, which makes it much more visible.

Q15

There's a new area of wooden sculptures, which are on the river bank, where the path from the east gate makes a sharp bend.

Q16

There are two areas that are particularly intended for children. The playground has been enlarged and improved, and that's between the river and the path that leads from the pond to the river.

Q17

Then there's a new maze, a circular series of paths, separated by low hedges. That's near the west gate – you go north from there towards the river and then turn left to reach it.

Q18

There have been tennis courts in the park for many years, and they've been doubled, from four to eight. They're still in the south-west corner of the park, where there's a right-angle bend in the path.

Q19

Something else I'd like to mention is the new fitness area. This is right next to the lily pond on the same side as the west gate.

Q20

Now, as you're all gardeners, I'm sure you'll like to hear about the plants that have been chosen for the park.

### PART 3

CATHY: OK, Graham, so let's check we both know what we're supposed to be doing.

GRAHAM: OK.

CATHY: So, for the university's open day, we have to plan a display on British life and literature in the mid-19th century.

GRAHAM: That's right. But we'll have some people to help us find the materials and set it up, remember – for the moment, we just need to plan it.

CATHY: Good. So have you gathered who's expected to come and see the display? Is it for the people studying English, or students from other departments? I'm not clear about it.

GRAHAM: Nor me. That was how it used to be, but it didn't attract many people, so this year it's going to be part of an open day, to raise the university's profile. It'll be publicised in the city, to encourage people to come and find out something of what goes on here. And it's included in the information that's sent to people who are considering applying to study here next year.

Q21/Q22

Q21/Q22

CATHY: Presumably some current students and lecturers will come?

GRAHAM: I would imagine so, but we've been told to concentrate on the other categories of people.

CATHY: Right. We don't have to cover the whole range of 19th-century literature, do we?





Test 2

GRAHAM: What about focusing on the part when Mr Dorrit inherits a fortune, and he starts pretending he's always been rich? Q30

CATHY: Good idea.

GRAHAM: OK, so next we need to think about what materials we want to illustrate each issue. That's going to be quite hard.

## PART 4

I'm going to report on a case study of a programme which has been set up to help rural populations in Mozambique, a largely agricultural country in South-East Africa.

The programme worked with three communities in Chicualacuala district, near the Limpopo River. This is a dry and arid region, with unpredictable rainfall. Because of this, people in the area were unable to support themselves through agriculture and instead they used the forest as a means of providing themselves with an income, mainly by selling charcoal. However, this was not a sustainable way of living in the long term, as they were rapidly using up this resource.

To support agriculture in this dry region, the programme focused primarily on making use of existing water resources from the Limpopo River by setting up systems of irrigation, which would provide a dependable water supply for crops and animals. The programme worked closely with the district government in order to find the best way of implementing this. The region already had one farmers' association, and it was decided to set up two more of these. These associations planned and carried out activities including water management, livestock breeding and agriculture, and it was notable that in general, women formed the majority of the workforce. Q31

It was decided that in order to keep the crops safe from animals, both wild and domestic, special areas should be fenced off where the crops could be grown. The community was responsible for creating these fences, but the programme provided the necessary wire for making them. Q32

Once the area had been fenced off, it could be cultivated. The land was dug, so that vegetables and cereals appropriate to the climate could be grown, and the programme provided the necessary seeds for this. The programme also provided pumps so that water could be brought from the river in pipes to the fields. However, the labour was all provided by local people, and they also provided and put up the posts that supported the fences around the fields. Q33

Once the programme had been set up, its development was monitored carefully. The farmers were able to grow enough produce not just for their own needs, but also to sell. However, getting the produce to places where it could be marketed was sometimes a problem, as the farmers did not have access to transport, and this resulted in large amounts of produce, especially vegetables, being spoiled. This problem was discussed with the farmers' associations and it was decided that in order to prevent food from being spoiled, the farmers needed to learn techniques for its preservation. Q34

Q35

Q36

Q37





## TEST 3

## PART 1

SALLY: Good morning. Thanks for coming in to see us here at the agency, Joe. I'm one of the agency representatives, and my name's Sally Baker.

JOE: Hi Sally. I think we spoke on the phone, didn't we?

SALLY: That's right, we did. So thank you for sending in your CV. We've had quite a careful look at it and I think we have two jobs that might be suitable for you.

JOE: OK.

SALLY: The first one is in a company based in North London. They're looking for an administrative assistant.

JOE: OK. What sort of company is it?

SALLY: They're called Home Solutions and they design and make furniture.

Q1

JOE: Oh, I don't know much about that, but it sounds interesting.

SALLY: Yes, well as I said, they want someone in their office, and looking at your past experience it does look as if you fit quite a few of the requirements. So on your CV it appears you've done some data entry?

JOE: Yes.

SALLY: So that's one skill they want. Then they expect the person they appoint to attend meetings and take notes there ...

Q2

JOE: OK. I've done that before, yes.

SALLY: And you'd need to be able to cope with general admin.

JOE: Filing, and keeping records and so on? That should be OK. And in my last job I also had to manage the diary.

Q3

SALLY: Excellent. That's something they want here too. I'd suggest you add it to your CV – I don't think you mentioned that, did you?

JOE: No.

SALLY: So as far as the requirements go, they want good computer skills, of course, and they particularly mention spreadsheets.

JOE: That should be fine.

SALLY: And interpersonal skills – which would be something they'd check with your references.

JOE: I think that should be OK, yes.

SALLY: Then they mention that they want someone who is careful and takes care with details – just looking at your CV, I'd say you're probably alright there.

Q4

JOE: I think so, yes. Do they want any special experience?

SALLY: I think they wanted some experience of teleconferencing.

JOE: I've got three years' experience of that.

SALLY: Let's see, yes, good. In fact they're only asking for at least one year, so that's great. So is that something that might interest you?

Q5

JOE: It is, yes. The only thing is, you said they were in North London so it would be quite a long commute for me.

SALLY: OK.

SALLY: So the second position might suit you better as far as the location goes; that's for a warehouse assistant and that's in South London.

JOE: Yes, that would be a lot closer.

SALLY: And you've worked in a warehouse before, haven't you?

JOE: Yes.





Now I should explain that the road isn't completely closed to cars. But only residents' cars are allowed. If people really need to get in or out of Beechwood Road, it's not a problem – as long as they drive at under 20 kilometres per hour. But most people just decide not to use their cars during this time, or they park in another street. The wardens are only there to stop through traffic.

Q14

PRESENTER: So can anyone apply to get involved in Street Play?

Q15

ALICE: Absolutely – we want to include all kids in the city – especially those who live on busy roads. It's here that demand is greatest. Obviously, there isn't such demand in wealthier areas where the children have access to parks or large gardens – or in the suburbs where there are usually more places for children to play outside.

I'd recommend that anyone listening who likes the idea should just give it a go. We've been surprised by the positive reaction of residents all over the city. And that's not just parents. There are always a few who complain but they're a tiny minority. On the whole everyone is very supportive and say they're very happy to see children out on the street – even if it does get quite noisy.

Q16

ALICE: There have been so many benefits of Street Play for the kids. Parents really like the fact that the kids are getting fresh air instead of sitting staring at a computer screen, even if they're not doing anything particularly energetic. And of course it's great that kids can play with their friends outside without being supervised by their parents – but for me the biggest advantage is that kids develop confidence in themselves to be outside without their parents. The other really fantastic thing is that children get to know the adults in the street – it's like having a big extended family.

Q17/Q18

Q17/Q18

PRESENTER: It certainly does have a lot of benefits. I want to move on now and ask you about a related project in King Street.

ALICE: Right. Well this was an experiment I was involved in where local residents decided to try and reduce the traffic along King Street, which is the busiest main road in our area, by persuading people not to use their cars for one day. We thought about making people pay more for parking – but we decided that would be really unpopular – so instead we just stopped people from parking on King Street but left the other car parks open.

It was surprising how much of a difference all this made. As we'd predicted, air quality was significantly better but what I hadn't expected was how much quieter it would be – even with the buses still running. Of course everyone said they felt safer but we were actually amazed that sales in the shops went up considerably that day – we thought there'd be fewer people out shopping – not more.

Q19/Q20

Q19/Q20

PRESENTER: That's really interesting so the fact that ...

### PART 3

HAZEL: Tom, could I ask you for some advice, please?

TOM: Yes of course, if you think I can help. What's it about?

HAZEL: It's my first media studies assignment, and I'm not sure how to go about it. You must have done it last year.

TOM: Is that the one comparing the coverage of a particular story in a range of newspapers?

HAZEL: That's right.

TOM: Oh yes, I really enjoyed writing it.

HAZEL: So what sort of things do I need to compare?

TOM: Well, there are several things. For example, there's the question of which page of the newspaper the item appears on.

Q21





## PART 4

Nowadays, we use *different* products for personal cleanliness, laundry, dishwashing and household cleaning, but this is very much a 20th-century development.

The origins of cleanliness date back to prehistoric times. Since water is essential for life, the earliest people lived near water and knew something about its cleansing properties – at least that it rinsed mud off their hands. Q31

During the excavation of ancient Babylon, evidence was found that soapmaking was known as early as 2800 BC. Archaeologists discovered cylinders made of clay, with inscriptions on them saying that fats were boiled with ashes. This is a method of making soap, though there's no reference to the purpose of this material. Q32

The early Greeks bathed for aesthetic reasons and apparently didn't use soap. Instead, they cleaned their bodies with blocks of sand, pumice and ashes, then anointed themselves with oil, and scraped off the oil and dirt with a metal instrument known as a strigil. They also used oil mixed with ashes. Clothes were washed without soap in streams. Q33

The ancient Germans and Gauls are also credited with discovering how to make a substance called 'soap', made of melted animal fat and ashes. They used this mixture to tint their hair red. Q34

Soap got its name, according to an ancient Roman legend, from Mount Sapo, where animals were sacrificed, leaving deposits of animal fat. Rain washed these deposits, along with wood ashes, down into the clay soil along the River Tiber. Women found that this mixture greatly reduced the effort required to wash their clothes. Q35

As Roman civilisation advanced, so did bathing. The first of the famous Roman baths, supplied with water from their aqueducts, was built around 312 BC. The baths were luxurious, and bathing became very popular. And by the second century AD, the Greek physician Galen recommended soap for both medicinal and cleansing purposes. Q36

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After the fall of Rome in 467 AD and the resulting decline in bathing habits, much of Europe felt the impact of filth on public health. This lack of personal cleanliness and related unsanitary living conditions were major factors in the outbreaks of disease in the Middle Ages, and especially the Black Death of the 14th century. Q36

Nevertheless, soapmaking became an established craft in Europe, and associations of soapmakers guarded their trade secrets closely. Vegetable and animal oils were used with ashes of plants, along with perfume, apparently for the first time. Gradually more varieties of soap became available for shaving and shampooing, as well as bathing and laundering. Q37

A major step toward large-scale commercial soapmaking occurred in 1791, when a French chemist, Nicholas Leblanc, patented a process for turning salt into soda ash, or sodium carbonate. Soda ash is the alkali obtained from ashes that combines with fat to form soap. The Leblanc process yielded quantities of good-quality, inexpensive soda ash. Q38

Modern soapmaking was born some 20 years later, in the early 19th century, with the discovery by Michel Eugène Chevreuil, another French chemist, of the chemical nature and relationship of fats, glycerine and fatty acids. His studies established the basis for both fat and soap chemistry, and soapmaking became a science. Further developments during the 19th century made it easier and cheaper to manufacture soap. Q39





## TEST 4

## PART 1

MAN: Hello. Do you mind if I ask you some questions about your journey today? We're doing a customer satisfaction survey.

SOPHIE: Yes. OK. I've got about ten minutes before my train home leaves. I'm on a day trip.

MAN: Great. Thank you. So first of all, could you tell me your name?

SOPHIE: It's Sophie Bird.

MAN: Thank you. And would you mind telling me what you do?

SOPHIE: I'm a journalist.

Q1

MAN: Oh really? That must be interesting.

SOPHIE: Yes. It is.

MAN: So was the reason for your visit here today work?

SOPHIE: Actually, it's my day off. I came here to do some shopping.

Q2

MAN: Oh right.

SOPHIE: But I do sometimes come here for work.

MAN: OK. Now I'd like to ask some questions about your journey today, if that's OK.

SOPHIE: Yes. No problem.

MAN: Right, so can you tell me which station you're travelling back to?

SOPHIE: Staunfirth, where I live.

Q3

MAN: Can I just check the spelling? S-T-A-U-N-F-I-R-T-H?

SOPHIE: That's right.

MAN: And you travelled from there this morning?

SOPHIE: Yes.

MAN: OK, good. Next, can I ask what kind of ticket you bought? I assume it wasn't a season ticket, as you don't travel every day.

SOPHIE: That's right. No, I just got a normal return ticket. I don't have a rail card so I didn't get any discount. I keep meaning to get one because it's a lot cheaper.

Q4

MAN: Yes – you'd have saved 20% on your ticket today. So you paid the full price for your ticket?

SOPHIE: I paid £23.70.

Q5

MAN: OK. Do you think that's good value for money?

SOPHIE: Not really. I think it's too much for a journey that only takes 45 minutes.

MAN: Yes, that's one of the main complaints we get. So, you didn't buy your ticket in advance?

SOPHIE: No. I know it's cheaper if you buy a week in advance but I didn't know I was coming then.

MAN: I know. You can't always plan ahead. So, did you buy it this morning?

SOPHIE: No, it was yesterday.

MAN: Right. And do you usually buy your tickets at the station?

SOPHIE: Well, I do usually but the ticket office closes early and I hate using ticket machines. I think ticket offices should be open for longer hours. There's always a queue for the machines and they're often out of order.

MAN: A lot of customers are saying the same thing.

SOPHIE: So to answer your question ... I got an e-ticket online.

Q6

MAN: OK. Thank you. Now I'd like to ask you about your satisfaction with your journey. So what would you say you were most satisfied with today?





One very successful introduction has been our skateboard ramp. It's in constant use during the evenings and holidays. It's near the old museum, at the end of a little path that leads off from the main path between the lake and the museum.

Q15

We've also introduced a new area for wild flowers, to attract bees and butterflies. It's on a bend in the path that goes round the east side of the lake, just south of the adventure playground.

Q16

Now let me tell you a bit more about some of the changes to Croft Valley Park.

One of our most exciting developments has been the adventure playground. We were aware that we had nowhere for children to let off steam, and decided to use our available funds to set up a completely new facility in a large space to the north of the park. It's open year-round, though it closes early in the winter months, and entrance is completely free. Children can choose whatever activities they want to do, irrespective of their age, but we do ask adults not to leave them on their own there. There are plenty of seats where parents can relax and keep an eye on their children at the same time.

Q17/Q18  
Q17/Q18

Lastly, the glass houses. A huge amount of work has been done on them to repair the damage following the disastrous fire that recently destroyed their western side. Over £80,000 was spent on replacing the glass walls and the metal supports, as well as the plants that had been destroyed, although unfortunately the collection of tropical palm trees has proved too expensive to replace up to now. At present the glass houses are open from 10am to 3pm Mondays to Thursdays, and it's hoped to extend this to the weekend soon. We're grateful to all those who helped us by contributing their time and money to this achievement.

Q19/Q20  
Q19/Q20

The gardens have ...

### PART 3

ANNIE: OK, Jack. Before we plan our presentation about refrigeration, let's discuss what we've discovered so far.

JACK: Fine, Annie. Though I have to admit I haven't done much research yet.

ANNIE: Nor me. But I found an interesting article about icehouses. I'd seen some 18th- and 19th-century ones here in the UK, so I knew they were often built in a shady area or underground, close to lakes that might freeze in the winter. Then blocks of ice could be cut and stored in the icehouse. But I didn't realise that insulating the blocks with straw or sawdust meant they didn't melt for months. The ancient Romans had refrigeration, too.

Q21

JACK: I didn't know that.

ANNIE: Yes, pits were dug in the ground, and snow was imported from the mountains – even though they were at quite a distance. The snow was stored in the pits. Ice formed at the bottom of it. Both the ice and the snow were then sold. The ice cost more than the snow and my guess is that only the wealthy members of society could afford it.

Q22

JACK: I wouldn't be surprised. I also came across an article about modern domestic fridges. Several different technologies are used, but they were too complex for me to understand.

ANNIE: You have to wonder what happens when people get rid of old ones.

JACK: You mean because the gases in them are harmful for the environment?





ANNIE: What about splitting it into two? You could investigate 19th- and 20th-century fridges, and I'll concentrate on what's available these days, and how manufacturers differentiate their products from those of their competitors.

JACK: OK, that'd suit me.

## PART 4

Hi everyone, in this session I'll be presenting my research about the social history of Britain during the Industrial Revolution. I particularly looked at how ordinary lives were affected by changes that happened at that time. This was a time that saw the beginning of a new phenomenon: consumerism – where buying and selling goods became a major part of ordinary people's lives.

In fact, it was in the 19th century that the quantity and quality of people's possessions was used as an indication of the wealth of the country. Before this, the vast majority of people had very few possessions, but all that was changed by the Industrial Revolution. This was the era from the mid-18th to the late 19th century, when improvements in how goods were made as well as in technology triggered massive social changes that transformed life for just about everybody in several key areas.

Q31

Q32

First let's look at manufacturing. When it comes to manufacturing, we tend to think of the Industrial Revolution in images of steam engines and coal. And it's true that the Industrial Revolution couldn't have taken place at all if it weren't for these new sources of power. They marked an important shift away from the traditional watermills and windmills that had dominated before this. The most advanced industry for much of the 19th century was textiles. This meant that fashionable fabrics, and lace and ribbons were made available to everyone.

Q33

Q34

Before the Industrial Revolution, most people made goods to sell in small workshops, often in their own homes. But enormous new machines were now being created that could produce the goods faster and on a larger scale, and these required a lot more space. So large factories were built, replacing the workshops, and forcing workers to travel to work. In fact, large numbers of people migrated from villages into towns as a result.

Q35

As well as manufacturing, there were new technologies in transport, contributing to the growth of consumerism. The horse-drawn stagecoaches and carts of the 18th century, which carried very few people and goods, and travelled slowly along poorly surfaced roads, were gradually replaced by the numerous canals that were constructed. These were particularly important for the transportation of goods. The canals gradually fell out of use, though, as railways were developed, becoming the main way of moving goods and people from one end of the country to the other. And the goods they moved weren't just coal, iron, clothes, and so on – significantly, they included newspapers, which meant that thousands of people were not only more knowledgeable about what was going on in the country, but could also read about what was available in the shops. And that encouraged them to buy more. So faster forms of transport resulted in distribution becoming far more efficient – goods could now be sold all over the country, instead of just in the local market.

Q36

Q37





# Listening and Reading answer keys

## TEST 1

### LISTENING



Answer key with extra explanations  
in Resource bank

#### Part 1, Questions 1–10

- 1 Jamieson
- 2 afternoon
- 3 communication
- 4 week
- 5 10/ten
- 6 suit
- 7 passport
- 8 personality
- 9 feedback
- 10 time

#### Part 3, Questions 21–30

- 21 G
- 22 F
- 23 A
- 24 E
- 25 B
- 26 C
- 27 C
- 28 A
- 29&30 IN EITHER ORDER
- B
- D

#### Part 2, Questions 11–20

- 11 A
- 12 B
- 13 A
- 14 C
- 15 river
- 16 1422
- 17 top
- 18 pass
- 19 steam
- 20 capital

#### Part 4, Questions 31–40

- 31 shelter
- 32 oil
- 33 roads
- 34 insects
- 35 grass(es)
- 36 water
- 37 soil
- 38 dry
- 39 simple
- 40 nest(s)

### If you score ...

0–17	18–27	28–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.





## TEST 2

### LISTENING



Answer key with extra explanations  
in Resource bank

#### Part 1, Questions 1–10

- 1 Eustatis
- 2 review
- 3 dance
- 4 Chat
- 5 healthy
- 6 posters
- 7 wood
- 8 lake
- 9 insects
- 10 blog

#### Part 2, Questions 11–20

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

#### Part 3, Questions 21–30

- 21&22 IN EITHER ORDER
  - B
  - D
- 23&24 IN EITHER ORDER
  - B
  - C
- 25 G
- 26 B
- 27 D
- 28 C
- 29 H
- 30 F

#### Part 4, Questions 31–40

- 31 Irrigation
- 32 women
- 33 wire(s)
- 34 seed(s)
- 35 posts
- 36 transport
- 37 preservation
- 38 fish(es)
- 39 bees
- 40 design

#### If you score ...

0–18	19–27	28–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.





## TEST 3

### LISTENING



Answer key with extra explanations  
in Resource bank

#### Part 1, Questions 1–10

- 1 furniture
- 2 meetings
- 3 diary
- 4 detail(s)
- 5 1 / one year
- 6 deliveries
- 7 tidy
- 8 team
- 9 heavy
- 10 customer

#### Part 3, Questions 21–30

- 21 page
- 22 size
- 23 graphic(s)
- 24 structure
- 25 purpose
- 26 assumption(s)
- 27 A
- 28 C
- 29 C
- 30 B

#### Part 2, Questions 11–20

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

#### Part 4, Questions 31–40

- 31 mud
- 32 clay
- 33 metal
- 34 hair
- 35 bath(s)
- 36 disease(s)
- 37 perfume
- 38 salt
- 39 science
- 40 tax

#### If you score ...

0–17	18–27	28–40
<p>you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.</p>	<p>you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.</p>	<p>you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.</p>





## TEST 4

### LISTENING



Answer key with extra explanations  
in Resource bank

#### Part 1, Questions 1–10

- 1 journalist
- 2 shopping
- 3 Staunfirth
- 4 return
- 5 23.70
- 6 online
- 7 delay
- 8 information
- 9 platform(s)
- 10 parking

#### Part 3, Questions 21–30

- 21 B
- 22 A
- 23 B
- 24 A
- 25 A
- 26 A
- 27 B
- 28 B
- 29 A
- 30 C

#### Part 2, Questions 11–20

- 11 D
- 12 C
- 13 G
- 14 H
- 15 A
- 16 E
- 17&18 IN EITHER ORDER  
A  
D
- 19&20 IN EITHER ORDER  
A  
C

#### Part 4, Questions 31–40

- 31 wealth
- 32 technology
- 33 power
- 34 textile(s)
- 35 machines
- 36 newspapers
- 37 local
- 38 lighting
- 39 windows
- 40 Advertising

#### If you score ...

0–18	19–27	28–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.





# Sample Writing answers



Additional sample Writing answers  
in Resource bank

## TEST 1, WRITING TASK 1

This is an answer written by a candidate who achieved a **Band 6.0** score.

The table depicts the outcomes of a questionnaire of how often people buy and drink a different types of coffee in Sydney, Melbourne, Brisbane, Adelaide, and Hobart of Australia.

The first option is bought fresh coffee in last 4 weeks. In Sydney has 43.7 per cent of city residents and has almost the same amount as Melbourne which is 42.2 per cent. Brisbane and Adelaide have a nearly same amount, 34.2 per cent and 34.4 per cent. Next, Hobart has 38.3 per cent.

The second line is bought instant coffee in last 4 weeks. Brisbane has 52.6 per cent. Other two cities that have almost the same number are Adelaide, 49.8 per cent, and Melbourne, 48.3 per cent. The lowest number is 45.5 per cent of Sydney and The highest number is 54.1 per cent of Hobart.

The last option of the survey shows the percentage of city residents that went to a cafe' for coffee or tea in last 4 weeks. In Sydney, people went to a cafe' for coffee or tea in last 4 weeks 61 per cent of city residents. In Brisbane, citizens went to a cafe' for coffee or tea in last 4 weeks 55.4 per cent. The lowest is Adelaide that shows 49.9 per cent of city residents. In Hobart, people went to a cafe' for coffee or tea in last 4 weeks 62.7 per cent. The highest is Melbourne that shows 63.3 per cent.

In conclusion, the highest number of the survey is the percentage of city residents that went to a cafe for coffee or tea in last 4 weeks because it shows almost the highest percentage in 3 types.

Here is the examiner's comment:

This answer covers all three categories and shows a good level of grouping and comparison of information in each category. The descriptions are supported by accurate data. Organisation is clear (introduction and overview, one paragraph per category) and there is evidence of cohesive devices [*The first option* | *The second line* | *The last option*]. Vocabulary is generally adequate and appropriate for the task, in spite of occasional errors [questionare / questionnaire | amost / almost]. Grammar shows a mix of simple and complex sentence structures with a reasonable level of accuracy. A wider range of vocabulary and/or grammatical range would help to improve the score here.





## TEST 2, WRITING TASK 1

This is an answer written by a candidate who achieved a **Band 7.0** score.

The graph displays the statistics of (the number at tourists visiting a particular carribean island between (the years) 2010 and 2017) in the year 2010, there were a quarter of a million visitors that stayed on cruise ships, while another 750000 visitors were staying on island that totals up to a million of visitors during that year. The following year, which is 2011, half a million visitors stayed on cruise ships for the visitors who were staying on the island, the graph doesn't show and decrease or an increase because the number was the same as the previous year, which is 750000 visitors. Total visitors for that year was 1 million and a quarter visitors. Moving on, the number of visitors staying on cruise ships decreased to 250000 visitors in the year 2012 while the number of visitors staying on island increased to 1250000 people. This sums up to an amount of 1500000 visitors that year.

In the year 2013, 500000 visitors stayed on cruise ships while 1500000 visitors stayed on island that adds up to 2 million visitors that year. During the next year which is 2014, a total at one million visitors stayed on cruise ships while the same number of visitors staying on island remained consistent which is 1500000 people, totalling up to two million and a half visitors that year. For the year 2015, 1250000 visitors were staying on cruise ships and 1500000 tourists were staying on island, showing no changes from the previous year. The total of tourists in that year increased to 2750000 visitors. The total number of visitors remained the same in the following year which is 2016 where it summed up 1500000 visitors staying on cruise ships and 1250000 visitors staying on island. In the final year, 2017, the number of visitors staying on cruise ships and staying on island increase to three and a half million of visitors. The graph showed an increase of half a million for the number of visitors staying on cruise ships which totals up to two million visitors. As for the number of visitors staying on island, the graph also increased for a quarter million which adds up to a total of 1500000 visitors that year.

Through the years, the number of visitors staying on cruise ships showed an unstable increase and decrease for the first four years, but continued to increase in the next year onwards. As for the number of visitors staying on island, there was no progress of increase or decrease in the first two years which are 2010 and 2011 but the graph rose until it remained constant for three consecutive years in a row. The number of visitors then slacked off in the year 2016, but managed to increase to the same level as the year before the previous in 2017. All in all, the graph showed an outstanding performance for the total number of visitors throughout 2011 to 2017, where it increased gradually every single year except from 2015 to 2016 where it remained constant.





## Sample Writing answers

## TEST 2, WRITING TASK 2

This is an answer written by a candidate who achieved a **Band 6.0** score.

Todays technologies enable us to read book on electronic devices and what's more, we can store hundreds of thousands of books on devices like Amazon's Kindle e-reader. This makes some people to believe that people will stop printing books and in the future, everything will be digitalized.

Electronic books and newspapers have many advantages. They are easy to use and rech. They can be stored in computers, mobiles, e-readers and in cloud in huge amounts and are available at any time. The cost of manufacturing and printing is completely removed, which reduced their price. Digital book and newspapers also have one very important advantage – they are environmentally friendly. No paper is used to print magazines and books, which means less trees are cut from our forests to produce papers. All of these factors convinced many people that digital versions of books and magazines is more convenient, ethical and cheaper choice.

On the other hand, traditional printed books and magazines have existed for centuries and I believe they have created some kind of emotional connection and value for people. When a man reads a book and he likes it, he most probably would like to have it in a form of a tangible thing. Books are a form of art, like statues and paintings. You can have a picture of some famous painting, but the painting itself has some intangible value. Magazines and newspapers do not have such a value in themselves.

Based on this, I believe that the amount of books are printed will decrease considerably and maybe even dramatically, however printed, tangible books will still be demanded by many people as they have some aura and value in addition to the things that are written inside.

I do think, though, that there is a big chance magazines and newspapers will move into the online world completely. This is because they are published in huge numbers daily and weekly and monthly and no one needs them after years. Printing so huge amount of articles will demand additional resources and make them less competitive even in terms of price.



### Sample Writing answers

Here is the examiner's comment:

This is a thoughtful exploration of the topic. The writer considers the advantages of having online materials rather than printed ones, and also examines why printed books may not totally disappear, although other printed materials, such as magazines and newspapers, may become completely digitalised. The score might be improved by further exploration of whether online materials will be free, as cost is mentioned only briefly. Organisation is clear, paragraphing is logical and linking words and phrases guide the reader through the script [*All of these factors | On the other hand | Based on this*]. The range of vocabulary is quite varied, with many examples of collocation [*electronic devices | Digital book and newspapers | environmentally friendly | digital versions | traditional printed books | emotional connection and value*] with only two spelling errors [*rech / reach | recources / resources*]. There is a mix of simple and complex sentence structures and these are generally accurate. Some errors do occur [*Todays / Today's | to read book(s) | makes some people to believe / makes some people believe | digital versions of books ... is / are more convenient | Printing so / such a huge amount of articles*], but the meaning is still clear.



## Sample Writing answers

## TEST 3, WRITING TASK 1

This is an answer written by a candidate who achieved a **Band 6.5** score.

The given scheme explains the process of instant noodles production. Moreover it reveals how this product appears on super market shelves. In general, there are eight stages of manufacturing before the final product is being delivered to the store.

The first operation consists of putting flour into storage silos. Then the flour is mixed with some other ingredients into dough in a special machine. The substance is further stretched into sheets which are cut into thin strips during the fourth stage. The following operation involves the strips too. At this moment the noodles are formed into discs. After that the round-shaped figures are cooked in oil and dried. The seventh stage consists of placing the product into cups and adding some vegetables and spices to it. The final part of production process is mainly about the packaging. At this moment freshly printed labels are added to the cups which are sealed after that. As soon as the product (instant noodles) is ready to leave the factory, it is shipped to a shopping facility.

Overall, it takes a considerably long time for a product to get to a super market.

Here is the examiner's comment:

This response addresses the task fully and provides a description for each stage of the process, along with supporting details. A stronger overview would help to raise the overall score. Information is logically organised and the reader is guided through the answer by a range of cohesive devices [*Moreover* | *In general* | *The first operation* | *Then* | *further* | *too* | *At this moment* | *After that* | *The seventh stage* | *The final part* | *Overall*]. There is also use of reference [*this*] and substitution [*product*] to add variety to the description. There is some flexibility in the use of vocabulary [*Labelling + sealing → labels / labels are added to the cups which are sealed*] and there is good use of less common items [*The substance* | *round-shaped figures* | *the product* | *packaging*]. There is a variety of complex structures used and most of these are accurate: there is an error in line 6 [*which a cut / which are cut*].





## Sample Writing answers

Here is the examiner's comment:

This candidate has addressed all parts of the prompt and presents a clear position throughout the response. Main ideas are presented, extended and supported. Ideas and information are presented logically and there is a clear progression throughout the answer. There is a range of cohesive devices [*For instance | Nevertheless | Hence | A real life example | However | In conclusion | Thus*], including reference and substitution [*this method | this is so | these messages*]. The range of vocabulary is wide enough to show some precise meanings and also shows less common items [*prevalent | hypnotize | tactics | brainwash | succumbing*] and collocations [*significant increase | catch the consumers' attention | having a good time together | compare and contrast strategies*]. There are only occasional spelling errors [*bandwagen / bandwagon | repetitive / repetitive*]. There is a variety of complex structures and the writer shows good control over grammar and punctuation.





## TEST 4, WRITING TASK 2

This is an answer written by a candidate who achieved a Band 6.5 score.

Is it right to tell children they can achieve anything by trying hard?

In some cultures, children are often told that they can achieve anything if they try hard enough. Giving this message to them can produce several effects on each child.

In the social point of view, telling this to children is very important because we are motivating the child not to give up. We are making him to try hard, to make an effort, to read between lines and at the end of that long path achieve their objectives. Telling that they can achieve anything if they try hard enough, we are saying in other words that things are not so simple or easy but they are not impossible, is all about working hard and doing our best.

Sometimes this is not helpfull because we not always achieve our dreams or goals but it does not mean we did not try hard, it was just because another person deserve it more than us. So, although we try hard, there are other factors playing a role in our path.

In the economic point of view, if our objectives demand a lot of money, we are again in the same situation, although we work hard, it would be difficult to achieve it.

To sum up, we are teaching to children how life works, it demands hard work, effort, dedication, time doing things we don't like, studying and attitude. And at the end, if you have done all these things but you still did not achieve your goal, you will be happy anyway because you did your best.

Here is the examiner's comment:

This candidate has presented some ideas on both sides of the topic, though there is room for further development. Ideas are logically organised and there is a clear progression throughout. Cohesive devices, including reference and substitution, are generally well managed [*this message* | *In* / *From the social point of view* | *telling this to children* | *the same situation* | *To sum up*]. The range of vocabulary is wide enough to show some variety, some less common items and collocations [*motivating* | *give up* | *try hard* | *make an effort* | *achieve their objectives* | *dedication*] and there are few spelling errors. There is a mix of simple and complex sentence structures, some of which are accurate [*we are saying ... that things are not so ... easy but they are not impossible* | *we are teaching ... children how life works* | *if you have done all these things but you still did not achieve your goal, you will be happy anyway because you did your best*]. Others contain errors [*making him to try hard* | *making him try hard* | *is all about working hard* | *it is all about working hard* | *we not always achieve* | *we do not always achieve* | *another person deserve* | *another person deserved*], but the meaning is still clear.



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Sample answer sheets

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IELTS Reading Answer Sheet

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Candidate No.: Centre No.

Test Module:  Academic  General Training Test Date Day:    Month:    Year:   

| Reading |
|---------|---------|---------|---------|---------|---------|---------|---------|
| 1       | 21      | 21      | 22      | 22      | 23      | 23      | 24      |
| 2       | 24      | 25      | 25      | 26      | 26      | 27      | 27      |
| 3       | 27      | 28      | 28      | 29      | 29      | 30      | 29      |
| 4       | 30      | 31      | 31      | 32      | 32      | 33      | 30      |
| 5       | 33      | 34      | 34      | 35      | 35      | 36      | 35      |
| 6       | 36      | 37      | 37      | 38      | 38      | 39      | 36      |
| 7       | 39      | 40      | 40      |         |         |         | 37      |
| 8       |         |         |         |         |         |         | 38      |
| 9       |         |         |         |         |         |         | 39      |
| 10      |         |         |         |         |         |         | 40      |
| 11      |         |         |         |         |         |         |         |
| 12      |         |         |         |         |         |         |         |
| 13      |         |         |         |         |         |         |         |
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| 20      |         |         |         |         |         |         |         |

Marker 2 Signature: Marker 1 Signature: Reading Total: 61788



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Sample answer sheets

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IELTS Writing Answer Sheet - TASK 2

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Test Module:  Academic  General Training Test Date: Day: \_\_\_\_\_ Month: \_\_\_\_\_ Year: \_\_\_\_\_

If you need more space to write your answer, use an additional sheet and write in the space provided to indicate how many sheets you are using: Sheet \_\_\_\_\_ of \_\_\_\_\_

Writing Task 2 Writing Task 2 Writing Task 2 Writing Task 2

Do not write below this line.

Do not write in this area. Please continue your answer on the other side of this sheet.

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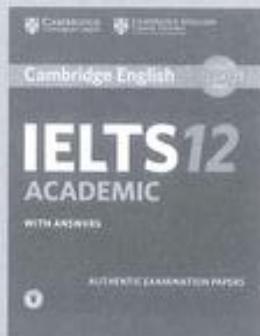




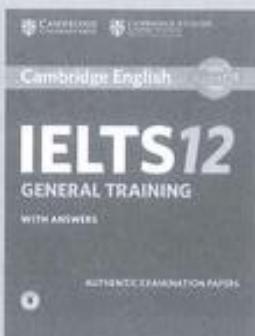


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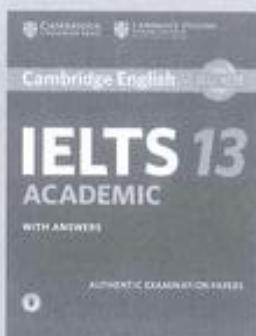
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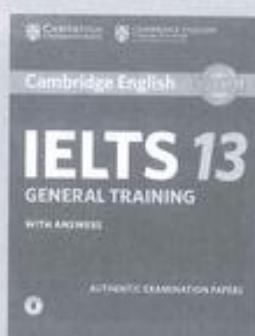
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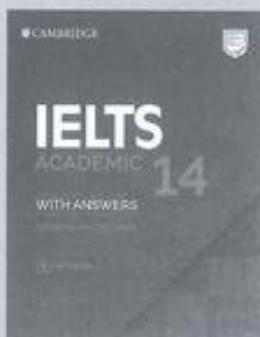
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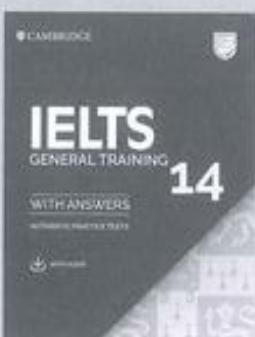
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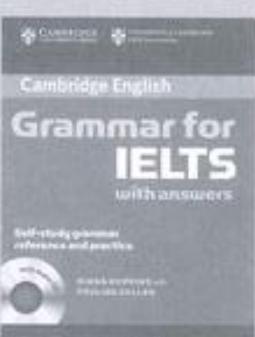


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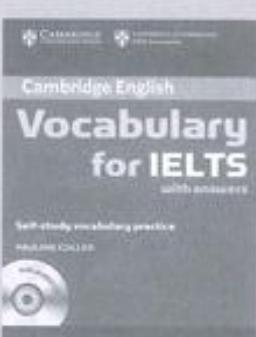
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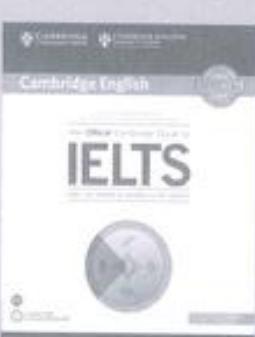
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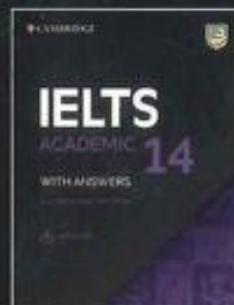
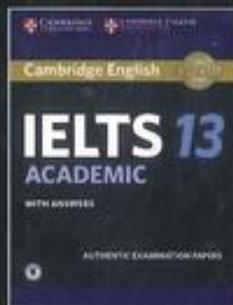
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