



# **IELTS Testbuilder 2**

---

**Sam McCarter**

Macmillan Education  
Between Towns Road, Oxford OX4 3PP  
A division of Macmillan Publishers Limited  
Companies and representatives throughout the world

ISBN 978-0-230-02883-8

Text © Sam McCarter 2008  
Design and illustration © Macmillan Publishers Limited 2008

First published 2008

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, transmitted in any form, or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Designed by eMC Design Ltd, [www.emcdesign.org.uk](http://www.emcdesign.org.uk)  
Illustrated by eMC Design Ltd, Martin Sanders  
Cover design by Macmillan Publishers Limited  
Cover photograph by Image Source

#### Authors' acknowledgements

I would like to thank Micky Silver for the article on left-handedness p78 and Wendy Riley for Physician, Rule Thyself! p83. I would also like to say a special thank you to Xanthe Sturt Taylor for her patience. I would also like to thank the following students for the writing samples: Bassam Khalil, Abdulkadir Hadi, Luse Kanumuangi, Abukar Haji Jimale, Wilonja Mutebwe.

The publishers would like to thank Liz Hunt and Edward Lee for their help.

The author and publishers would like to thank the following for permission to reproduce their photographs: Alamy / John Arnold Images p102, Alamy / Jenny Hart p21, Alamy / David Wall p72; Corbis / Edward Block p54 Corbis / Horace Bristol p44, Corbis / James Richardson pp112, 113; Getty / Superstudio p16.

The author(s) and publishers are grateful for permission to reprint the following copyright material: Australian Academy of Technological Sciences and Engineering (ATSE) for the diagram "Water recycling in Australia" published on [www.atse.org.au](http://www.atse.org.au) © ATSE 2004 p87; The Economist for an extract from "Much ado about almost nothing" published in The Economist 18th March 2004 © The Economist Newspaper Limited, London 2004 p112; Extract from "History of Blue Plaques Scheme 2" published on [www.english-heritage.org.uk](http://www.english-heritage.org.uk), © Emily Cole used by permission of the author p102; Professor Michael D. Guiry, Martin Ryan Institute for extracts from [www.seaweed.ie](http://www.seaweed.ie) p44; Office for National Statistics for the diagrams "Transport Highlights, Passenger railway journeys, GB" p30 and "Working Lives: Half of women's jobs are part time – All in employment: by sex and occupation, 2005, UK" p115 © Crown copyright, and facts from "Participation: More volunteers from higher income homes" from the Home Office Citizenship Survey, 2001 p27 © Crown copyright, all published on [www.statistics.gov.uk](http://www.statistics.gov.uk); Te Ara, Encyclopedia of New Zealand for information about caves by Leslie Owen Kermode, B.A., Geological Survey Station, Department of Scientific and Industrial Research, Otahuhu published on [www.teara.govt.nz](http://www.teara.govt.nz) p72; Cambridge ESOL for an extract adapted from IELTS Practice Materials and candidates Booklet © 2006 p7.

These materials may contain links for third party websites. We have no control over, and are not responsible for, the contents of such third party websites. Please use care when accessing them.

Although we have tried to trace and contact copyright holders before publication, in some cases this has not been possible. If contacted we will be pleased to rectify any errors or omissions at the earliest opportunity.

Printed and bound in Spain by Edelvives

2012 2011 2010 2009 2008  
10 9 8 7 6 5 4 3 2

# CONTENTS

<b>Introduction</b>	4
<b>TEST ONE</b>	
<b>Listening</b>	8
Further practice for Sections 1 and 2	11
<b>Academic Reading</b>	15
Further practice for Reading Passage 1	19
Further practice for Reading Passage 2	25
<b>Academic Writing</b>	30
Further practice for Task 1	31
<b>Speaking</b>	35
Further practice for Speaking	36
<b>TEST TWO</b>	
<b>Listening</b>	37
Further practice for Section 3	41
Further practice for Section 4	43
<b>Academic Reading</b>	44
Further practice for Reading Passage 1	47
Further practice for Reading Passage 2	52
Further practice for Reading Passage 3	57
<b>Academic Writing</b>	59
Further practice for Task 1	60
Further practice for Task 2	62
<b>Speaking</b>	64
Further practice for Speaking	65
<b>TEST THREE</b>	
<b>Listening</b>	66
Further practice for Section 1	67
Further practice for Section 3	70
<b>Academic Reading</b>	72
Further practice for Reading Passage 1	76
Further practice for Reading Passage 2	82
Further practice for Reading Passage 3	86
<b>Academic Writing</b>	87
Further practice for Task 1	88
Further practice for Task 2	90
<b>Speaking</b>	92
Further practice for Speaking	93
<b>TEST FOUR</b>	
<b>Listening</b>	95
Further practice for Section 2	97
Further practice for Section 4	101
<b>Academic Reading</b>	102
Further practice for Reading Passage 1	106
Further practice for Reading Passage 2	111
<b>Academic Writing</b>	115
Further practice for Task 1	116
Further practice for Task 2	118
<b>Speaking</b>	119
Further practice for Speaking	120
<b>Key and explanation</b>	122
<b>Listening scripts</b>	153
<b>Sample answer sheets</b>	173
<b>IELTS Results</b>	175
<b>CD Track listing</b>	176



The IELTS Testbuilder 2 is more than a book of Practice Tests. It is designed not only to enable students to practise doing tests of exactly the kind they will encounter in the exam itself, but also to provide them with valuable further practice, guidance and explanation. This will enable them to prepare thoroughly for the exam and increase their ability to perform well. IELTS Testbuilder 2 has been developed for **all** students preparing for the academic component of the IELTS examination. Students who are at Band 4.5 will find the book as useful as those who are aiming for Band 6 and above.

The IELTS Testbuilder 2 contains:

### **Four complete Practice Tests for the academic version of the International English Language Testing System**

These tests closely reflect the level and types of question to be found in the exam.

### **Further Practice and Guidance pages**

In each test, these follow each paper or section of a paper.

In the READING AND LISTENING TESTS, there are exercises, questions, advice and tips directly related to each paper or section. These encourage students to reach their own decisions as to what the answers in the tests should be. Their step-by-step approach enables students to develop and apply the appropriate processes when answering the questions in the exam.

In the WRITING TEST, there are language development exercises which help with planning, and a range of authentic sample answers for the student to assess.

In the SPEAKING TEST, there are examples of possible question areas, guidance in topic development and suggestions for useful language.

### **Key and Explanation**

This contains full explanations of answers in the Tests and Further Practice pages. For headings, multiple-choice and True/False/Not Given and Yes/No/Not Given questions etc., there are clear and detailed explanations not only of the correct answer, but also of why the other options are incorrect.

## How to use the IELTS Testbuilder 2

1 Simply follow the instructions page by page. Clear directions are given as to the order in which to do things. If you follow this order, you:

- complete one part of a paper, perhaps under exam conditions, and then either
- do the Further Practice and Guidance pages relating to that part. You then check the answers to the questions in those pages and review the answers given to the questions in the test in the light of what has been learnt from doing the Further Practice and Guidance pages. After that, you can check the answers to the questions in the test and go through the explanations.

or

- check the answers to the questions in the test and go through the explanations if there are no Further Practice and Guidance pages and then
- move on to the next part of the test.

2 Vary the order.

You may wish to do some of the Further Practice and Guidance pages before answering the questions in the test that they relate to.

### Note to teachers

As an alternative to the above, you may wish to do the Further Practice and Guidance pages as discussion or pairwork, or ask students to prepare them before class.

### The International English Language Testing System

The following is a brief summary of what the exam consists of. Additional details of what is tested in each Paper are given in the relevant Further Practice and Guidance pages.

### The Listening Module approximately 30 minutes

Contents	Situations	Question Type
<p>There are four separate sections which you hear only once.</p> <p>There are usually 40 questions. You have time to read the questions and time at the end to transfer your answers to the answer sheet.</p> <p>As the test progresses, the difficulty of the questions, tasks and text increases.</p>	<p>The first two sections are of a general, social nature. There will be a conversation between two people and then usually a monologue or an interview.</p> <p>In the third and fourth sections, the contexts are of an educational or training nature. There will be a conversation of up to four speakers and then a talk/lecture of general academic interest.</p>	<p>The question types may include:</p> <ul style="list-style-type: none"> <li>• multiple-choice questions</li> <li>• sentence completion</li> <li>• short-answer questions</li> <li>• completion of tables/charts/summary/notes/flow-chart</li> <li>• labelling a diagram/plan/ map</li> <li>• classification</li> <li>• matching.</li> </ul>



## The Academic Reading Module 60 minutes

Contents	Texts	Question Type
<p>There are three reading passages with a total of 1,500 to 2,500 words.</p> <p>There are 40 questions. You must write your answers on the answer sheet within the 60 minutes.</p> <p>As the test progresses, the difficulty of the questions, tasks and text increases.</p>	<p>The texts are of the type you find in magazines, journals, textbooks and newspapers.</p> <p>The topics are not specific to any one discipline. They are all accessible to candidates who are entering undergraduate or postgraduate courses.</p> <p>There is at least one article, which contains detailed logical argument.</p>	<p>The question types may include:</p> <ul style="list-style-type: none"> <li>• multiple-choice questions</li> <li>• sentence completion</li> <li>• short-answer questions</li> <li>• completion of tables/charts/summary/notes</li> <li>• choosing headings from a list</li> <li>• identification of a writer's views or attitudes (yes/no/not given) or identification of information in the passage (true/false/not given)</li> <li>• classification</li> <li>• matching lists</li> <li>• matching phrases</li> <li>• labelling a diagram.</li> </ul>

## The Academic Writing Module 60 minutes

There are two compulsory writing tasks.

Contents	Texts	Assessment Criteria
<p>Task 1</p> <p>You are advised to spend 20 minutes and write a minimum of 150 words.</p>	<p>You will be asked to describe a diagram or data i.e. a graph, table or chart.</p>	<p>You will be assessed on your ability to:</p> <ul style="list-style-type: none"> <li>• organize, present and compare data</li> <li>• answer the question which is asked</li> <li>• use English grammar and vocabulary</li> <li>• use language that is appropriate in style, register and content</li> <li>• write in a way that your reader can follow.</li> </ul>
<p>Task 2</p> <p>You are advised to spend 40 minutes and write a minimum of 250 words.</p>	<p>You will be asked to express and justify your opinion of a point of view, problem etc. or to discuss a problem.</p>	<p>You will be assessed on your ability to:</p> <ul style="list-style-type: none"> <li>• write in an appropriate style</li> <li>• present a solution to the problem</li> <li>• present and justify your opinion</li> <li>• compare and contrast evidence and opinions</li> <li>• evaluate and challenge ideas.</li> </ul>

## The Speaking Module 11–14 minutes

Contents	Task Type	Assessment Criteria
There are three sections:  Part 1 (4–5 minutes) Introduction and interview	The examiner will introduce himself/herself, check your identification and then ask you questions about yourself, your home, interests etc.	In all parts of the speaking module, you will be assessed on your: <ul style="list-style-type: none"> <li>• fluency and coherence</li> <li>• vocabulary</li> <li>• grammatical range and accuracy</li> <li>• pronunciation.</li> </ul>
Part 2 (3–4 minutes)  Individual long turn	You will be given a card with a subject on which you will be asked to prepare a short talk of 1–2 minutes. You will be given pencil and paper to make notes.	
Part 3 (4–5 minutes)  Two-way discussion	You will take part in a discussion with the examiner on a subject related to the one in Part 2.	

## Completing the mark sheets (please see pages 173–174)

### Candidates

- may use upper or lower case in writing their answers.
- should take care when writing their answers on the Listening Answer Sheet as poor spelling and grammar are penalized.
- may use both UK and US varieties of spelling.
- should write only one answer for questions where the answer is a single letter or number. If more than one answer is written, the answer is marked wrong.
- will be penalized if they exceed the word limit. If a question specifies an answer using NO MORE THAN THREE WORDS and the correct answer is *black leather coat*, the answer *coat of black leather* is incorrect.
- should transfer only the necessary missing word(s) on to the Answer Sheet where they are expected to complete a gap. For example, if a candidate has to complete '*in the .....*' and the correct answer is *morning* the answer *in the morning* would be incorrect.
- must transfer their answers on to the Answer Sheet within the time allocated in both Reading and Listening papers.

## Results

For notes on how IELTS is scored, see page 175.

For further information about the exam see also the IELTS Handbook and [www.IELTS.org](http://www.IELTS.org).

# TEST ONE

## Listening



approximately 30 minutes

Note that you will hear each section once only in the exam.

*Before listening to the recording and completing Sections 1–2, go on to pages 11–12.*

### Section 1 Questions 1–10

#### Questions 1–4

Complete the notes below.

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

**ITALIABREAKS**

Example	Destination	venice
Name	John	1 .....
Mobile number	07987	2 .....
Number of people	Two adults	
Holiday length	3 .....	
Hotel Scotland	4 ..... star	



#### Questions 5 and 6

Choose **TWO** letters **A–E**.

Which **TWO** good things about Hotel Scotland are mentioned?

- A restaurant
- B convenience
- C room with a terrace
- D large rooms
- E cleanliness

**Questions 7–10**

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

- 7 The departure date is ..... .
- 8 The holiday excluding insurance costs £ ..... .
- 9 The discount is ..... per cent if booked before 17th February.
- 10 The booking reference is ..... .

*Stop the recording when you hear 'That is the end of Section 1'. Now check your answers.*

## Section 2 Questions 11–20

### Questions 11–13

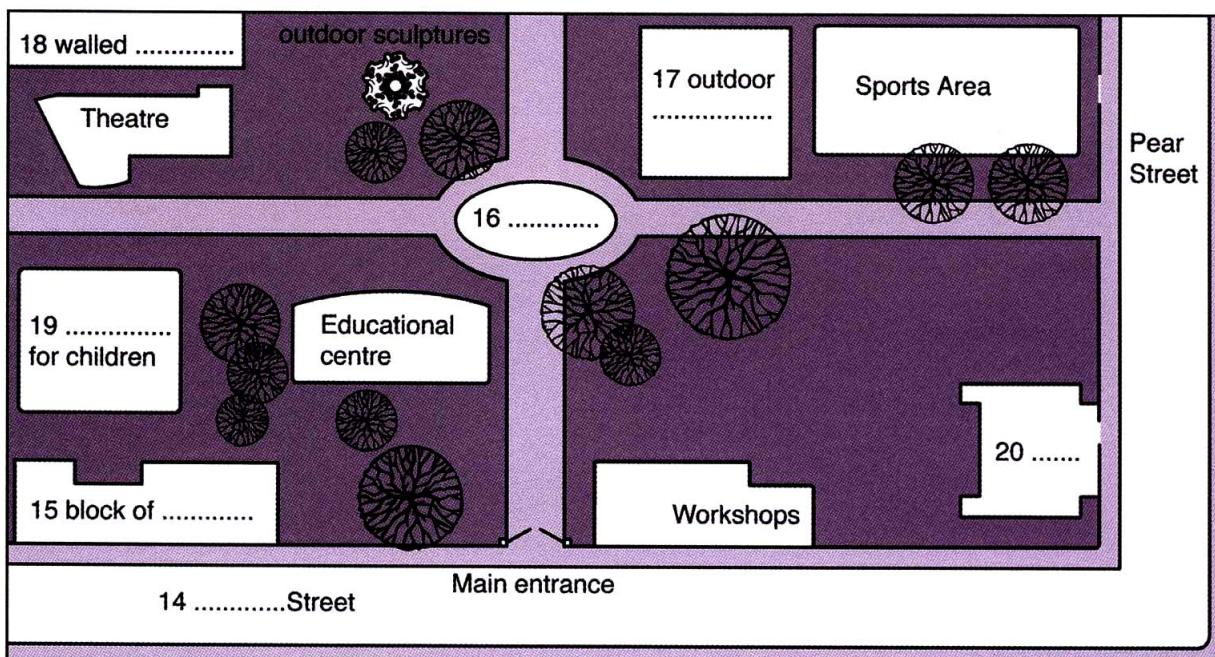
*Write NO MORE THAN THREE WORDS for each answer.*

- 11 The land for development has not been used for over a .....
- 12 There was pressure to build a training centre and a ..... on the land.
- 13 Sponsorship has been received from a number of .....

### Questions 14–20

*Label the plan below.*

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



*Stop the recording when you hear 'That is the end of Section 2'. Now check your answers.*

## Further practice for Listening Sections 1 and 2

The questions below help you make sure you have chosen the correct answers for questions 1–20 in Sections 1 and 2.

### Personal details

Before you listen, use these questions to help you predict when to listen carefully for the answers.

Predict the type of questions which are asked to obtain information.

*Look at Questions 1–4 on page 8. What questions can the Receptionist ask to obtain the information? You can use the following: What/How/How long ...? or Can/Could you tell me ...?*

1 .....  
.....

2 .....  
.....

3 .....  
.....

4 .....  
.....

### Completing sentences

*Look at Questions 7–10 on page 9 and answer the following:*

- 1 Which word or phrase in each list below is **not** related to the word in italics?

7 <i>departure</i>	start (out) date you want to leave return date go away when
8 <i>cost</i>	price fee pay save how much
9 <i>discount</i>	reduction additional charge less (money) off special offer
10 <i>booking</i>	reservation part-payment reserve cancellation put name down for

- 2 Does the Receptionist provide all the information in questions 7–10? .....

- 3 Which questions or statements are likely to be used in each case below?

**Question 7**

..... *when*

..... (?)

**Question 8**

*How* .....

..... ?

**Question 9**

*What* .....

..... ?

**Question 10**

*I'll just give* .....

.....

**Gap-filling**

It is important that you develop the skill of predicting the content of each gap to be filled.

*Look at Questions 11–13 on page 10 and decide whether a noun, adjective verb or adverb is needed.*

11 .....

12 .....

13 .....

**Understanding plans**

*Look at Questions 14–20 in Section 2.*

To help you to see the organisation of the plans, use the following words to describe where the places 14–20 in the plan of the park on page 10 are:

centre	corner	park	hand	right
left	bottom	top	entrance	side
in	on	near	beside	near
below	above			

*Example:*

14 is at the bottom of the plan.

15 is .....

.....

16 is .....

.....

17 is .....

.....

18 is .....

.....

19 is .....

.....

20 is .....

.....

*Now check your answers to these exercises. When you have done so, listen again to Sections 1 and 2 of the test and decide whether you wish to change any of your answers on pages 8–10. Then check your answers to Sections 1 and 2 of the test.*

## Section 3 Questions 21–30

### Questions 21–23

Choose the correct letter A, B or C.

21 Generally, Rosana finds the Wednesday programme

- A worthless.
- B very slow.
- C valuable.

22 Rosana wants to change her course because

- A she always arrives home very late at night.
- B it affects her work on the next two days.
- C she doesn't get on with the course tutors.

23 If Rosana changes her course, she

- A may not have the same tutor.
- B cannot change her mind again.
- C may regret the change.

### Questions 24 and 25

Choose TWO letters A–E.

Which TWO good things about the distance-learning component are mentioned?

- A course length
- B evening seminars
- C course tutors
- D course flexibility
- E time factor

### Questions 26–30

Complete the summary below.

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

#### Course Assessment

Students are required to keep a written 26 ..... and present a paper monthly. Thirty per cent of the marks are allocated to the 27 ..... . Each student has to keep a 28 ..... portfolio which in the end accounts for 29 ..... of their marks. Each student is also expected to present at least one piece of work at a 30 .....

Stop the recording when you hear 'That is the end of Section 3'. Now check your answers.

## Section 4 Questions 31–40

### Questions 31–37

Choose the correct letter A, B, or C.

- 31 The purpose of the data collection was to  
A test people's reaction to different buildings.  
B collect detailed information on various buildings.  
C assess the beauty of different public buildings.
- 32 The initial plan to use a questionnaire was abandoned, because  
A it would take too much time to produce.  
B the questions were too difficult to write.  
C it would take too long for people to complete.
- 33 People indicated their reactions on a 1–5 scale,  
A giving rise to some interesting answers.  
B ensuring that the information was easier to collect.  
C making it quicker to choose the top three images.
- 34 To make sure people could see the detail in the images better  
A only daylight images were used.  
B black and white images were used.  
C the images were produced in colour.
- 35 What was done to preserve the images when being used?  
A they were covered in plastic with a special machine.  
B people were asked to wear gloves when touching them.  
C the images were handled only by the researcher.
- 36 Among the people who formed part of the sample were  
A tourists from various places.  
B office workers during lunch-break.  
C commuters as they exited stations.
- 37 What was the reason for appointing a leader for the group?  
A to comply with the instructions for the task.  
B to help hold the team together.  
C to allocate tasks to the various members.

### Questions 38–40

Which findings match the age groups of the image testing?

Write the appropriate letter A–D next to each age group.

#### Findings

- A varied reaction  
B mainly scored 1  
C mostly scored 3  
D mainly scored 5

- 38 11–18 year-olds .....  
39 20–40 year-olds .....  
40 50 years old and over .....

Stop the recording when you hear 'That is the end of Section 4'. Now check your answers.

# Reading



## Academic Reading 60 minutes

### Reading Passage 1

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

#### Questions 1–4

Reading passage 1 has five sections A–E.

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

Write the correct number, i–viii, in boxes 1–4 on your answer sheet.

#### List of Headings

- i How the problem of land scarcity has been overcome in the past
- ii Various predictions about future solutions to a lack of space
- iii The effects of population growth on land availability
- iv The importance of the new British Library
- v An expanding population
- vi A description of a mega-city
- vii A firm belief that human habitation of outer space will occur
- viii The importance of having an international space station

Example

Section A

Answer

v

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

# Space

Is humanity running out of space or will we find new frontiers?

As populations grow, people have to look for more innovative ways to provide space.

## Section A

The world has changed dramatically since Thomas Malthus's work *An Essay on the Principle of Population*, first published in 1798, argued that by the mid 1800s the unrestricted expansion of the human population would outgrow the agricultural land available to supply humanity with food. Over 150 years have passed since this theoretical milestone, but mankind, admittedly somewhat more cramped, is still expanding and will continue to do so.

## Section B

The impact of unfettered population growth is clear for all to see. Urbanization is now a more evident worldwide phenomenon than



previously as even greater numbers of people drift from rural areas to vast cities all over the world like Tokyo, Mexico City and Mumbai (26.4 million, 18.4 million and 18.1 million inhabitants in 2000 respectively) in their quest for a better life. These mega-cities, i.e. conurbations with an estimated population of more than 10 million people, are springing up in every continent. Now teeming with humanity, they are hungry for one increasingly valuable resource: land.

While developments in agricultural technology ensure humanity may be able, by and large, to feed the people flocking to these great metropolises, the expansion of the human race is fuelling an unprecedented appetite for real estate. Space, whether it be for personal or public use, corporate or national, human or flora/fauna, is now at a premium as we move into a new century. Not only is more land required for accommodation, but also for a wide range of infrastructure facilities. Transport systems including roads within and between cities need to be constructed or upgraded to create motorways; green fields are turned into airports; virgin forest is stripped to provide food and firewood. In poorer regions, this newly exposed land becomes desert, completing the cycle of destruction.

## Section C

Hitherto, the most common practice for the utilization of expensive space for living and working has been to build upwards; hence, the demand for ever higher buildings, both apartment and commercial, in major cities like New York, Shanghai and Singapore all vying with each other for the tallest buildings. There has also been a tradition for building underground, not just for transport systems, but for the storage of waste, depositories for books etc. as in London, where The British Library housing millions of books has been built largely underground.

Recent years have seen more novel construction developments around the world. In the past, in many countries, Holland and the UK included, marshes and flood plains have been reclaimed from the sea. Like the city of Venice in Italy, housing complexes and even airports have now been constructed off-shore to amazing effect. In Japan, Kansai International Airport has been built off-shore on a man-made island at vast expense and in Dubai a very imaginative and expensive housing complex in the shape of a palm tree is being built just off the coast on land created by a construction company. However, these and other developments are at risk from rising sea levels as a consequence of global warming.

## Section D

But where will the human race go when planet earth is full? There have been many theories put forward about the human population moving to outer space. Marshall Savage (1992, 1994), for example, has projected that the human population will reach five quintillion throughout the solar system by the year 3000, with the majority living in the asteroid belt. Arthur C Clarke, a fervent supporter of Savage, now argues that by the year 2057 there will be humans on the Moon, Mars, Europa, Ganymede, Titan and in orbit around Venus, Neptune and Pluto. Freeman Dyson (1999) favours the Kuiper belt as the future home of humanity, suggesting this could happen within a few centuries.

## Section E

Habitation in outer space in huge stations is no longer just a dream, but a reality. A permanent international space station now orbits the earth. The first commercial tourist recently went into outer space with more trips planned for the near future. This is only a beginning, but the development of space hotels is not far-off. There is no knowing where mankind may end up. But the ideas about off-world habitation are not fanciful and I am sure I am not alone in fantasizing about summer holidays spent watching the moons rising in some far-flung planet or on a floating hotel somewhere on the Andromeda nebula.

## Questions 5–8

Complete the sentences below.

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

Write your answers in boxes 5–8 on your answer sheet.

- 5 The movement of rural people to cities is a .....
- 6 Land is now a very ..... , as a result of the growing demand for space.
- 7 The feeding of the human race will perhaps be guaranteed by changes in .....
- 8 Besides the demands of accommodation, land is needed for various .....

## Questions 9–13

Do the following statements agree with the claims of the writer in Reading Passage 1?

In boxes 9–13 on your answer sheet write

**YES** if the statement reflects the claims of the writer

**NO** if the statement contradicts the claims of the writer

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

- 9 The destruction of land for food and firewood is linked to desertification.
- 10 Shortage of space has also led to underground building construction.
- 11 The building of the airport in Japan cost much more than that of the housing complex in Dubai.
- 12 Arthur C Clarke was the only person to predict that mankind will inhabit other parts of the solar system.
- 13 The concept of the habitation of outer space by mankind is unimaginable.

Before you check your answers to Reading Passage 1, go on to pages 19–20.

## Further practice for Reading Passage 1

The questions below help you make sure that you have chosen the correct answers for questions 1–4 in Reading Passage 1.

### Title

*Look at the title of the passage and answer the following questions.*

- 1 Does the title give you information about a problem?

.....

- 2 Can you predict the contents of the article?

.....

- 3 Does the title contain a cause and effect?

.....

### Section A and example

*Look at Section A and the example answer. Answer these questions.*

- 1 Do you think it is important to look at the example?

.....

- 2 Does the introduction describe a problem?

.....

- 3 Is the word *cramped* at the end of the paragraph positive?

.....

- 4 In the rest of the article, do you expect to see effects and solutions?

.....

### Question 1

*Look at Section B and answer these questions.*

- 1 Does section B describe the effects of section A?

.....

- 2 Does the section contain words related to effect?

.....

- 3 Does the first paragraph relate to effects and the second to solutions?

.....

### Question 2

*Look at Section C and answer these questions.*

- 1 Does the section talk about the future? Look at the tenses, adverbs of time and nouns.

.....

- 2 Does the section contain causes?

.....

- 3 Does the section contain different ways used to solve the problem of the lack of space?

.....

**Question 3**

Look at Section D and answer these questions.

- 1 Does the section talk about the future? Look at the tenses and time phrases.

.....

- 2 Is the time clear without reading the paragraph in detail?

.....

- 3 Is the section about predictions?

.....

**Question 4**

Look at Section E and answer these questions.

- 1 Is the section only about the space station?

.....

- 2 Are there words and phrases connected with certainty?

.....

- 3 Does the section tell you what the writer believes?

.....

- 4 Read the titles for sections A to E. Do they fit together?

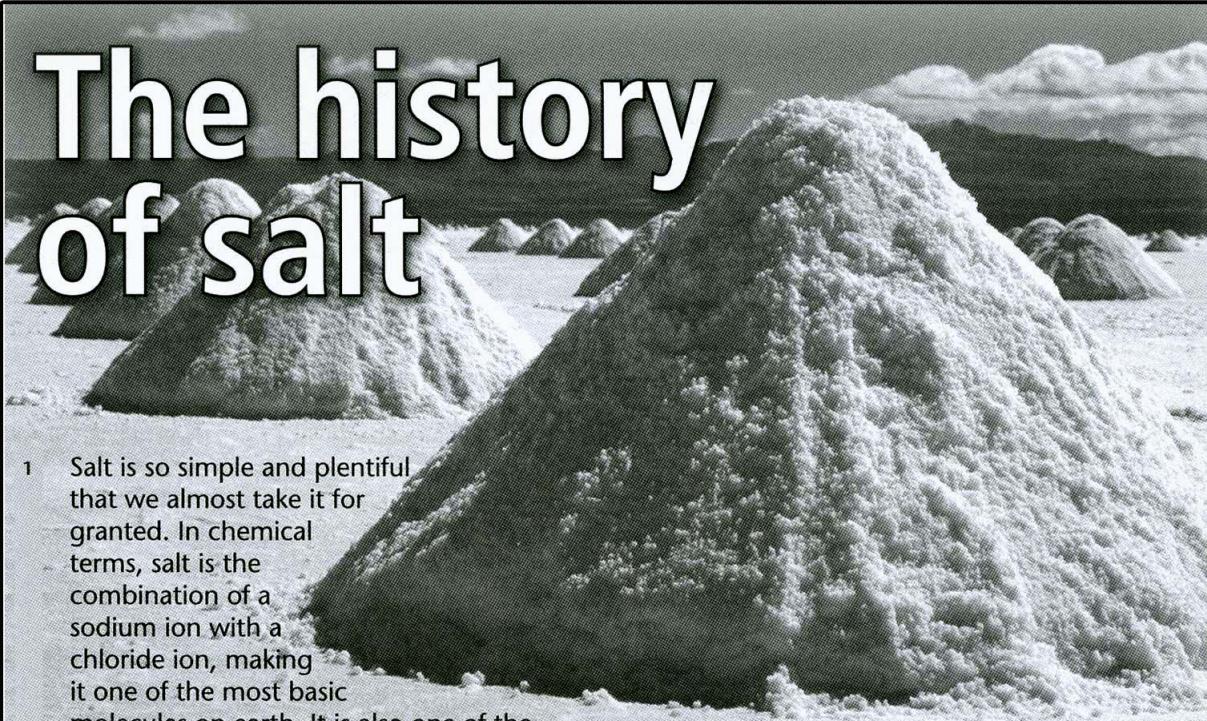
.....

Now check your answers to these exercises. When you have done so, decide whether you wish to change any of your answers to Reading Passage 1 on pages 15 and 18. Then check your answers to Reading Passage 1.

## Reading Passage 2

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

# The history of salt



1 Salt is so simple and plentiful that we almost take it for granted. In chemical terms, salt is the combination of a sodium ion with a chloride ion, making it one of the most basic molecules on earth. It is also one of the most plentiful: it has been estimated that salt deposits under the state of Kansas alone could supply the entire world's needs for the next 250,000 years.

2 But salt is also an essential element. Without it, life itself would be impossible since the human body requires the mineral in order to function properly. The concentration of sodium ions in the blood is directly related to the regulation of safe body fluid levels. And while we are all familiar with its many uses in cooking, we may not be aware that this element is used in some 14,000 commercial applications. From manufacturing pulp and paper to setting dyes in textiles and fabric, from producing soaps and detergents to making our roads safe in winter, salt plays an essential part in our daily lives.

3 Salt has a long and influential role in world history. From the dawn of civilization, it has been a key factor in economic, religious, social and political development. In every corner of the world, it has been the subject

of superstition, folklore, and warfare, and has even been used as currency.

4 As a precious and portable commodity, salt has long been a cornerstone of economies throughout history. In fact, researcher M.R. Bloch conjectured that civilization began along the edges of the desert because of the natural surface deposits of salt found there. Bloch also believed that the first war – likely fought near the ancient city of Essalt on the Jordan River – could have been fought over the city's precious supplies of the mineral.

5 In 2200 BC, the Chinese emperor Hsia Yu levied one of the first known taxes. He taxed salt. In Tibet, Marco Polo noted that tiny cakes of salt were pressed with images of the Grand Khan to be used as coins and to this day among the nomads of Ethiopia's Danakil Plains it is still used as money. Greek slave traders often bartered it for slaves, giving rise to the expression that someone was "not worth his salt." Roman

- legionnaires were paid in salt – a salarium, the Latin origin of the word “salary.”
- 6 Merchants in 12th-century Timbuktu – the gateway to the Sahara Desert and the seat of scholars – valued this mineral as highly as books and gold. In France, Charles of Anjou levied the “gabelle,” a salt tax, in 1259 to finance his conquest of the Kingdom of Naples. Outrage over the gabelle fueled the French Revolution. Though the revolutionaries eliminated the tax shortly after Louis XVI, the Republic of France re-established the gabelle in the early 19th Century; only in 1946 was it removed from the books.
- 7 The Erie Canal, an engineering marvel that connected the Great Lakes to New York’s Hudson River in 1825, was called “the ditch that salt built.” Salt tax revenues paid for half the cost of construction of the canal. The British monarchy supported itself with high salt taxes, leading to a bustling black market for the white crystal. In 1785, the earl of Dundonald wrote that every year in England, 10,000 people were arrested for salt smuggling. And protesting against British rule in 1930, Mahatma Gandhi led a 200-mile march to the Arabian Ocean to collect untaxed salt for India’s poor.
- 8 In religion and culture, salt long held an important place with Greek worshippers consecrating it in their rituals. Further, in Buddhist tradition, salt repels evil spirits, which is why it is customary to throw it over your shoulder before entering your house after a funeral: it scares off any evil spirits that may be clinging to your back. Shinto religion also uses it to purify an area. Before sumo wrestlers enter the ring for a match – which is in reality an elaborate Shinto rite – a handful is thrown into the center to drive off malevolent spirits.
- 9 In the Southwest of the United States, the Pueblo worship the Salt Mother. Other native tribes had significant restrictions on who was permitted to eat salt. Hopi legend holds that the angry Warrior Twins punished mankind by placing valuable salt deposits far from civilization, requiring hard work and bravery to harvest the precious mineral. In 1933, the Dalai Lama was buried sitting up in a bed of salt. Today, a gift of salt endures in India as a potent symbol of good luck and a reference to Mahatma Gandhi’s liberation of India.
- 10 The effects of salt deficiency are highlighted in times of war, when human bodies and national economies are strained to their limits. Thousands of Napoleon’s troops died during the French retreat from Moscow due to inadequate wound healing and lowered resistance to disease – the results of salt deficiency.

## Questions 14–16

Choose **THREE** letters **A–H**.

Write your answers in boxes **14–16** on your answer sheet.

NB Your answers may be given in any order.

Which **THREE** statements are true of salt?

- A** A number of cities take their name from the word *salt*.
- B** Salt contributed to the French Revolution.
- C** The uses of salt are countless.
- D** Salt has been produced in China for less than 2000 years.
- E** There are many commercial applications for salt.
- F** Salt deposits in the state of Kansas are vast.
- G** Salt has few industrial uses nowadays.
- H** Slaves used salt as a currency.

## Questions 17–21

Complete the summary.

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

Write your answers in boxes **17–21** on your answer sheet.

Salt is such an 17 ..... that people would not be able to live without it. As well as its uses in cooking, this basic mineral has thousands of business 18 ..... ranging from making paper to the manufacture of soap. Being a prized and 19 ..... , it has played a major part in the economies of many countries. As such, salt has not only led to war, but has also been used to raise 20 ..... by governments in many parts of the world. There are also many instances of its place in religion and culture, being used as a means to get rid of evil 21 .....

## Questions 22–27

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

In boxes 22–27 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 about the statement

- 22 It has been suggested that salt was responsible for the first war.
- 23 The first tax on salt was imposed by a Chinese emperor.
- 24 Salt is no longer used as a form of currency.
- 25 Most of the money for the construction of the Erie Canal came from salt taxes.
- 26 Hopi legend believes that salt deposits were placed far away from civilization to penalize mankind.
- 27 A lack of salt is connected with the deaths of many of Napoleon's soldiers during the French retreat from Moscow.

Before you check your answers to Reading Passage 2, go on to pages 25–26.

## Further practice for Reading Passage 2

The questions below help you make sure that you have chosen the correct answers for questions 22–27 in Reading Passage 2.

### Question 22

*Look at the fourth paragraph and answer these questions.*

- 1 Did Bloch know for certain what caused the first war?

.....

- 2 Do the words *It has been suggested* in the question mean that the information is not certain?

.....

- 3 Does the question suggest that salt was the cause?

.....

- 4 In the passage, do the words *fought over* show a connection (cause and effect) between salt and war?

.....

### Question 23

*Look at the fifth paragraph and answer these questions.*

- 1 Does the reading passage say the tax was one of the first known taxes?

.....

- 2 Do you know whether it was the first tax on salt?

.....

- 3 Is it possible that a salt tax was introduced elsewhere but not known about?

.....

### Question 24

*Look at the fifth paragraph and answer these questions.*

- 1 Are the words *no longer* in the question important?

.....

- 2 Does a phrase like *to this day/still* contradict the words *no longer*?

.....

- 3 If you remove the phrase *no longer*, does it change the answer?

.....

- 4 Is the past tense used at the end of the third sentence in the reading passage?

.....

### Question 25

*Look at the seventh paragraph and answer these questions.*

- 1 Does the name *Erie* help you find the information?

.....

- 2 Does the word *most* refer to a quantity?

.....

- 3 Is a quantity given in the passage?

.....

- 4 If so, is the quantity in the question the same as the quantity in the passage?

.....

**Question 26**

Look at the ninth paragraph and answer these questions.

- 1 Does the name *Hopi* help you find the information easily?  
.....
- 2 Are the words *penalize* and *punishment* related?  
.....
- 3 Does the paragraph give a reason why salt was placed far away?  
.....

**Question 27**

Look at the last paragraph and answer these questions.

- 1 Are there any words in the paragraph which show a relationship between salt and death?  
.....
- 2 Is the relationship cause and effect?  
.....

Now check your answers to these exercises. When you have done so, decide whether you wish to change any of your answers to Reading Passage 2. Then check your answers to Reading Passage 2.

## Reading Passage 3

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

# Volunteering: enriching others and helping oneself

- A** Volunteering, some might mistakenly think, embraces a plethora of people from all walks of life as well as activities, but data from the other side of the world suggest otherwise. A 2001 survey on who participated in volunteering by the Office for National Statistics (ONS) in the United Kingdom (UK) revealed that people in higher income households are more likely than others to volunteer. In England and Wales, 57 per cent of adults with gross annual household incomes of £75,000 or more, have volunteered formally (such as raising or handling money for a charity or being a member of a committee) in the 12 months prior to the survey date. They were almost twice as likely to have done so than those living in households with an annual income under £10,000.
- B** As well as having high household incomes, volunteers also tend to have higher academic qualifications, be in higher socio-economic groups and be in employment. Among people with a degree or postgraduate qualification, 79 per cent had volunteered informally and 57 per cent had volunteered formally in the previous 12 months. For people with no qualifications the corresponding proportions were 52 per cent and 23 per cent. But voluntary work is certainly not the exclusive preserve of the rich, nor should it be. Does the answer not lie perhaps in the fact that the rich tend to have money to allow them the time to become involved in voluntary work compared to less well-off people?
- C** A breakdown in the year 2000 of the range of volunteering activities taken from The Australian Bureau of Statistics gives an idea of the scale of activities in which people are typically involved. Eleven sectors are given ranging from Community and Welfare, which accounted for just over a quarter of the total hours volunteered in Australia, to Law/justice/politics with 1.2 percent at the other end of the scale. Other fields included sport/recreation, religious activities and education, following at 21.2 per cent, 16.9 and 14.3 per cent respectively. Foreign/international volunteer work accounted for 2.4 per cent of the total hours. The data here also seem to point to a cohort of volunteers with expertise and experience.
- D** The knock-on effect of volunteering on the lives of individuals can be profound. Voluntary work helps foster independence and imparts the ability to deal with different situations, often simultaneously, thus teaching people how to work their way through different systems. It therefore brings people into touch with the real world; and, hence, equips them for the future.
- E** Initially, young adults in their late teens might not seem to have the expertise or knowledge to impart to others that say a teacher or agriculturalist or nurse would have, but they do have many skills that can help others. And in the absence of any particular talent, their energy and

enthusiasm can be harnessed for the benefit of their fellow human beings, and ultimately themselves. From all this, the gain to any community no matter how many volunteers are involved is immeasurable.

- F** Employers will generally look favourably on people who have shown an ability to work as part of a team. It demonstrates a willingness to learn and an independent spirit, which would be desirable qualities in any employee. So to satisfy employers' demands for experience when applying for work, volunteering can act as a means of gaining experience that might otherwise elude would-be workers and can ultimately lead to paid employment in the desired field.
- G** But what are the prerequisites for becoming a volunteer? One might immediately think of attributes like kindness, selflessness, strength of character, ability to deal with others, determination, adaptability and flexibility and a capacity to comprehend the ways of other people. While offering oneself selflessly, working as a volunteer makes further demands on the individual. It requires a strength of will, a sense of moral responsibility for one's fellow

human beings, and an ability to fit into the ethos of an organization or community. But it also requires something which in no way detracts from the valuable work done by volunteers and which may seem at first glance both contradictory and surprising: self-interest.

- H** Organizations involved in any voluntary work have to be realistic about this. If someone, whatever the age, is going to volunteer and devote their time without money, they do need to receive something from it for themselves. People who are unemployed can use volunteer work as a stepping-stone to employment or as a means of finding out whether they really like the field they plan to enter or as a way to help them find themselves.
- I** It is tempting to use some form of community work as an alternative to national service or as punishment for petty criminals by making the latter for example clean up parks, wash away graffiti, work with victims of their own or of other people. This may be acceptable, but it does not constitute volunteer work, two cardinal rules of which are the willingness to volunteer without coercion and working unpaid.

## Questions 28–33

Reading Passage 3 has nine paragraphs A–I.

Which paragraph contains the following information?

Write the correct letter, A–I, in boxes 28–33 on your answer sheet.

- 28 a description of what does not satisfy the criteria for volunteer work
- 29 the impact of voluntary work on the development of individuals
- 30 the requirement for both selflessness and self-interest in volunteers
- 31 various areas in which people volunteer
- 32 the benefit of voluntary work for the young
- 33 a mistaken view of volunteering

### Questions 34–37

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

Write the correct letter in boxes 34–37 on your answer sheet.

34 The ONS survey was done to find out

- A why people undertook volunteering.
- B how many people participated in volunteering.
- C how many rich people did volunteer work.
- D which people were involved in volunteering.

35 The ONS survey found that people with university qualifications were

- A as likely to volunteer as those with no qualifications.
- B more likely to volunteer than those with no qualifications.
- C less likely to volunteer than those with no qualifications.
- D the only group likely to do formal volunteer work.

36 It is suggested that rich people volunteer as a result of having

- A clearer goals.
- B fewer children.
- C more spare time.
- D greater guilt.

37 Volunteer work benefits people by teaching them how to

- A function in systems.
- B communicate clearly.
- C deal with failure.
- D overcome shyness.

### Questions 38–40

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

Write the correct letter, **A**–**F**, in boxes 38–40 on your answer sheet.

38 One of the requirements of being a volunteer is being able to

39 Volunteering can be used as a way for the unemployed to

40 Employers in general tend to

- A consider workers with volunteer work experience an asset.
- B gain a very well paid job.
- C gain access to a job in a field of interest.
- D benefit most from volunteer work.
- E understand how people behave.
- F want much younger workers.

# Writing



## Academic Writing 60 minutes

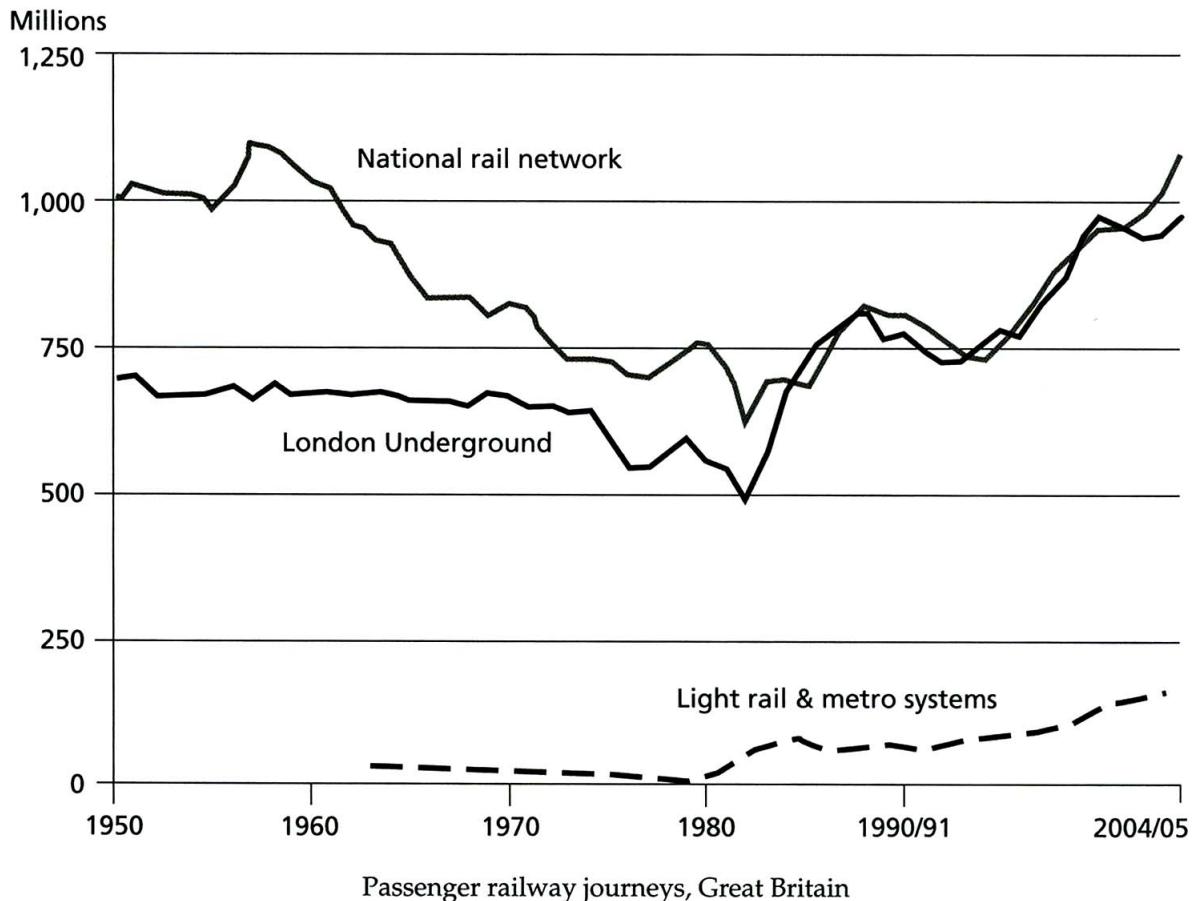
### WRITING TASK 1

You should spend about 20 minutes on this task.

*The graph below shows the number of passenger railway journeys made in Great Britain between 1950 and 2004/5.*

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

Write at least 150 words.



*Before you write your answer to Task 1, go on to pages 31–33.*

**Further practice for Writing Task 1****Language to describe movements in graphs**

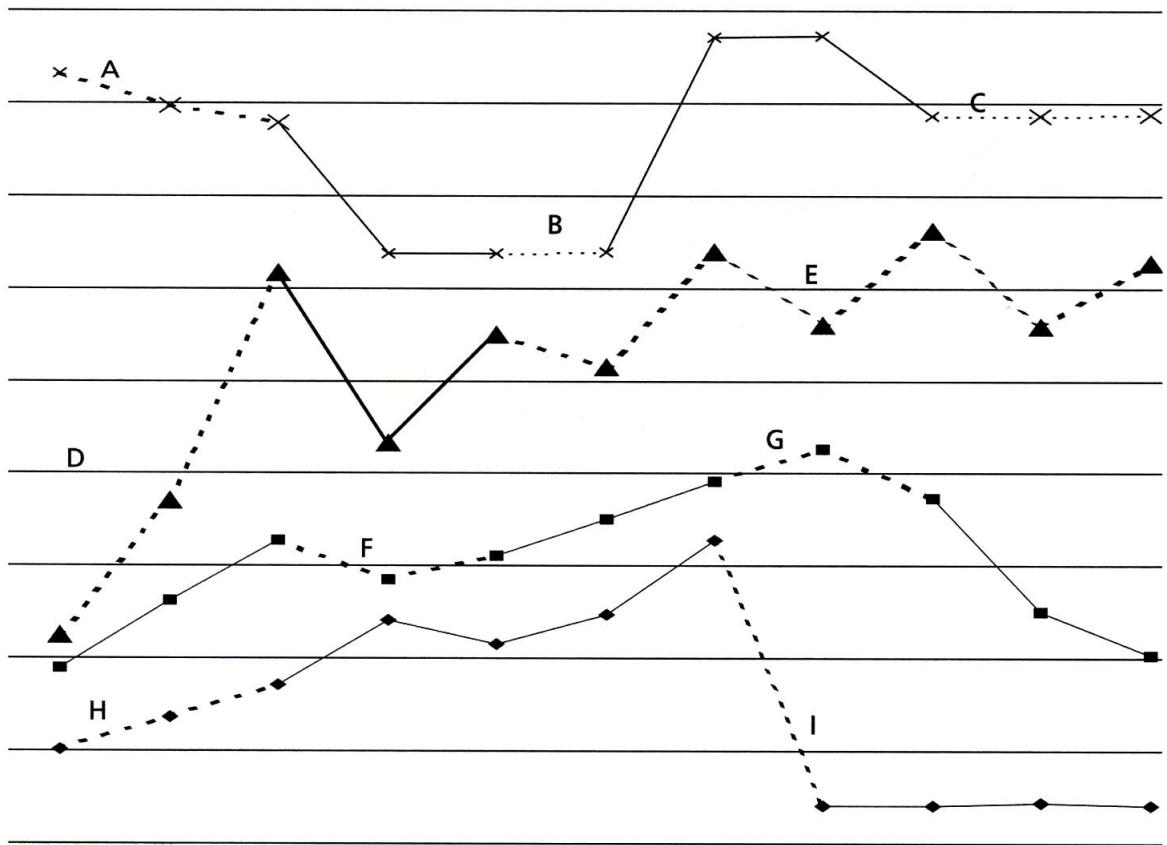
- 1 Look at the list of verbs opposite and match them to the parts of the graphs A–I.

*Example*

to fall

A

to plunge	.....
to soar	.....
to rise (gradually)	.....
to fluctuate	.....
to hit/reach a peak	.....
to dip	.....
to bottom out	.....
to remain flat	.....



- 2 Complete the following sentences using words from 1 above as either verbs or nouns in the correct form.
- Student numbers ..... wildly, but the trend was clearly upward.
  - There was a gradual ..... in student numbers, followed by a sharp drop.
  - Student numbers ..... a peak towards the end of the period and then declined steadily.
  - There was a steady ..... in student numbers, after which they fell and then bottomed out.
  - The number of students ....., but then they began to climb again.
  - After plunging sharply, student numbers ..... out.
  - After an initial rise, student numbers ..... to a new low.

- 3 Match the following verbs with the correct verb from 1 above.

Example go down = fall, dip

decline	.....	rocket	.....
plummet	.....	decrease	.....
increase	.....	jump	.....
reach a high	.....	level off	.....

- 4 Look at the graph in Task 1 on page 30. Correct the sentences below by rearranging the words in italics.

- a It is noticeable that *the for the numbers Underground London* match and at times exceed the national figures.

.....  
.....

- b Generally speaking, all three networks trend an upward show.

.....  
.....

- c By 2004/05, the National rail network *a high had reached of billion around 1.1* passenger journeys.

.....  
.....

- d Moreover, journey numbers for the London Underground showed a similar pattern 500 *from falling about approximately 700 million to million.*

.....  
.....

- e The graph illustrates passenger journeys on *systems three in Great railway Britain* between 1950 and 2005.

.....  
.....

- f Both systems exceeded the billion passenger journey mark, with the 1980s and the early 2000s *the most increases noticeable witnessing.*

.....  
.....

- g The light railway and metro systems *have as many did not as passenger journeys* the other two networks.

.....  
.....

- h The most striking characteristic is that the journey numbers for the National rail network *Underground the correspond to those for London.*

.....  
.....

5 Decide which sentences *a–h* in 4 above are:

- i summarizing sentences
- ii comparisons
- iii an introduction
- iv striking features

Note that some sentences may be included in more than one category.

6 Now write your own answer to Task 1 on page 30. When you have finished writing, use questions *a–g* below to check your answer.

a Is the text at least 150 words?

.....

b Is the text divided into paragraphs?

.....

c Does the introduction contain words and phrases that are different from the question?

.....

d Has the text summarized the information by selecting and reporting the main features and made relevant comparisons?

.....

e Is anything missing?

.....

f Does the text avoid repetition of words and grammar?

.....

g Are there any mistakes?

.....

7 Now look at the following model answer for Task 1 and answer questions 6 *a–g* again.

The graph provides information about how many trips were made by passengers on three railway systems in Great Britain between 1950 and 2004/5.

It is clear that the trends for all three networks are upward with the most striking feature being the similarity between the National rail network and the London Underground. For example, numbers for the former fell from approximately one billion passengers in 1950 to about 750 million in the early 1980s. Likewise, the London Underground experienced a parallel, but less pronounced, decline over the same period (from approximately 700 million to about 500 million). Thereafter, both followed a very similar pattern as they climbed towards the billion passenger mark, with the 1980s and the early 2000s seeing the sharpest increases. The National rail network reached a high of approximately 1.1 billion passenger journeys in 2004/05.

By comparison, after their introduction in the 1960s, the light railway and metro systems carried fewer passengers than the other two networks, no more than around ten million over the first 15 years. However, in 1980 the number of journeys made by passengers picked up, reaching nearly 200 million in 2004/05.

(Word count: 188 words)

Now check your answers to this section and compare your Task 1 answer with the model above and authentic student answer on page 127. Then do Task 2 on page 34.

## WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

*The inequality between rich and poor nations is now wider than it has ever been before.  
What do you think are the main causes of this difference and what do you think can be done  
to reduce the gap?*

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

Write at least 250 words.

# Speaking



11–14 minutes

## PART 1 Introduction (4–5 minutes)

The examiner will ask you about yourself, and topics which are familiar to you.

### EXAMPLE

#### Places in your hometown

- Can you tell me your name?
- Where do you come from?
- Describe the place where you were born.
- Tell me about the main types of buildings there.
- How easy is it to get to?
- How have the buildings in your hometown changed since you were a child?

*Now look at the Further Practice section on page 36.*

## PART 2 Individual long turn (3–4 minutes)

#### Describe your favourite possession.

You should say:

what this is  
when you obtained it  
what you like about it

and explain why this item is important for you.

You will have to talk about this 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.

*Now look at the Further Practice section on page 36.*

## PART 3 Two-way discussion (4–5 minutes)

In this part of the exam, the examiner will discuss a topic with you. The topic is usually related in some way to the topic in Part 2, but the questions will be of a more abstract nature.

### The main products that are made in your country

#### Example questions:

- What kinds of products are manufactured in your home country?
- How important are they for the local or national economy?
- Is manufacturing more important in your home country now than it was in the past? In what way?

### Commercialism in your country

#### Example questions:

- What are the advantages of manufacturing consumer goods in your own country?
- Have we become too obsessed nowadays with owning the latest products? Why? Why not?
- What do you think are the effects of commercialism on people?

## Further practice for Speaking

### PART 1

After you give your details, the examiner will ask about other personal details, things you like and are familiar with.

- 1 Below are some notes made by a student from China when the examiner asked the questions opposite. Match the notes a–e with the questions.

- a Compared to the past, they are now ... / In the past, they were ...
- b ... easy to get there, because ...
- c ... and made of glass and so ...
- d .... modern and lively, as ...
- e (Shanghai, China)

- 2 What questions would you ask for the following: travelling and flowers?

.....

- 3 What adjectives would you use to describe holidays and walking? Think of at least two adjectives.

.....

Now with a partner, practise asking and answering the questions on the topics above.

### PART 2

In the exam you have one minute to make notes about the subject on the card. Pen and paper are provided. Use this time to write very short notes to guide you.

- 1 Make short notes for two or more items below. Use the example for a possession to help you.

	possession	book	musical device	game
a What?	iphone			
b Description:	compact			
c When?	week ago			
d How?	gift			
e Why?	convenient not live without			

- 2 To organize your answer, match the phrases below to a–e in the table.

- 1 What I like most about it is ...
- 2 I have chosen it because ...
- 3 It's also ... and so ...
- 4 It reminds me of ...
- 5 If I didn't have it ...
- 6 I would like to choose/ talk about ...

7 I received it last year for my birthday

8 My favourite ...

9 It's got a ...

10 I like it because it's ...

- 3 Now make notes for the other items in the table. Use your notes to talk on one or more subjects for one to two minutes.

# TEST TWO

## Listening



approximately 30 minutes

### Section 1 Questions 1–10

#### Questions 1–10

Complete the notes below.

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

#### Sidney Street Community Centre

##### Venue booking form

Example Answer

Name Maria Lincoln

##### Details of party booking

Number of people 1 approximately .....

Date of party 2 .....

Name of room The 3 .....

Time 4 from ..... to ..... pm

Drinks Licensed only for soft drinks

##### Contact details

Postcode 5 .....

Address Flat 6 ....., 35 Beeches Street

##### Telephone:

Landline 22 32 79

Mobile 07897 7 .....

##### Booking fee

Cost of room hire £115 with 8 .....

Disco system hire Optional. Fee £25 with no technician.

Deposit 9 £.....

Insurance £9 for 24 hours. Covers cancellation, 10 .....

Stop the recording when you hear 'That is the end of Section 1.' Now check your answers.

## Section 2 Questions 11–20

### Questions 11–13

Choose the correct letter A, B or C.

11 Green products are aimed at

- A people who can afford to pay the higher prices.
- B the young who are very environmentally aware.
- C those who care more about the environment.

12 Grass roofs have been used

- A on buildings in Europe.
- B on homes and other buildings.
- C mostly on residential buildings.

13 On the grass roof, soil or crushed stones are laid directly on top of

- A the insulation and drainage layer.
- B the waterproof underlay.
- C the wooden roof deck.

### Questions 14–18

Complete the notes below.

Write ONE WORD ONLY for each answer.

Type of roof	Advantages	Disadvantages	Verdict
Grass roof	Cooler in summer, warmer in winter  <b>14</b> Little .....  Encourages biodiversity Absorbs water run-off	<b>15</b> ..... appearance in winter	Highly recommended
Tiles	<b>16</b> ..... appearance	<b>17</b> ..... absorption	Not recommended
Thatched roof	Good insulators	<b>18</b> Very .....  .....	Not ideal for cities

**Questions 19 and 20**

Choose **TWO** letters **A–E**.

Which **TWO** methods for encouraging people to install grass roofs are mentioned?

- A educating school children
- B holding design competitions
- C support from celebrities
- D making grass roofs cheaper
- E using the media

*Stop the recording when you hear 'That is the end of Section 2.' Now check your answers.*

## Section 3 Questions 21–30

### Questions 21–23

Complete the sentences below.

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

- 21 Karen is planning to use an ..... for her presentation.
- 22 Karen is also going to prepare a power-point presentation as a .....
- 23 Karen wants a few websites to obtain more .....

### Questions 24–28

What recommendations does Dr Owen make about the websites?

Choose your answers from the box and write the letters A–G next to questions 24–28.

- A must read
- B read recent articles
- C look at abstracts quickly
- D check links
- E scan references
- F useful
- G limited use

Example	Answer
www.kmul.org	.....A.....
24 investment_IT.com	.....
25 knowledge_journal.com	.....
26 IT_knowledge_review.com	.....
27 IT_online.com	.....
28 NationalStatistics.com	.....

### Questions 29 and 30

Choose **TWO** letters A–E.

Which **TWO** things should be avoided in the presentation?

- A too much information at once
- B irrelevant visuals
- C small font
- D too many colours
- E talking fast

Stop the recording when you hear 'That is the end of Section 3'.

Before you check your answers to Section 3 of the test, go on to page 41.

## Further practice for Listening Section 3

In this Section, you will hear two or three people talking with each other about an academic subject.

### Recommendations

#### Questions 24–28

Look at A–G on page 40 and answer the following questions:

Look at **A**: Does this mean that the website is essential to look at?

.....

Look at **B**: Could *recent* mean over the last university term?

.....

Look at **C**: Does this mean to skim to get a general idea?

.....

Look at **D**: Does *check* mean look at everything in detail?

.....

Look at **E**: Do *references* mean the authors of the articles?

.....

Look at **F**: If something is *beneficial*, is it useful?

.....

Look at **G**: Does *limited* mean that there are lots of things that are useful?

.....

### Things to avoid

#### Questions 29 and 30

Look at A–E in Questions 29 and 30 and match them to the reasons 1–5 below.

- 1 because people won't understand what the pictures mean and won't listen
- 2 because people will find it hard to keep up with you
- 3 because people will not be able to take in lots of details on the screen
- 4 because people will have difficulty reading small letters
- 5 because people will be puzzled about the meaning of the colours

Now check your answers to these exercises. When you have done so, listen again to Section 3 of the test and decide whether you wish to change any of your answers. Then check your answers to Section 3 of the test.

## Section 4 Questions 31–40

### Questions 31–40

Complete the notes below.

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

#### Department of the Printed Word

##### Statistics

- many different full- and part-time courses
- 17 students on the 31 ..... MA course and 7 full-time research students
- 9 full-time lecturers
- about 32 ..... per cent of students are from outside the country

##### Sponsorship

- links with organizations in the publishing world
- sponsorship of students, technicians and 33 .....
- outside speakers
- workshops built to expand facilities for book binding and 34 .....

##### Teaching

- main work is teaching the 35 .....
- as most printing is now very technological, students have to be 36 .....
- for students without the necessary skills, there are specialist technicians who deliver 37 ..... in computing

##### Facilities

- in printing, editing, page design and layout, book-binding
- former students are now working as expert book 38 ..... and .....

##### Research

- growing interest in the history of the printed word from early European etc printing techniques
- a visiting lecturer, Dr Yu, is an expert on early Chinese manuscripts and 39 .....
- department is very popular, with many 40 ..... for each research position

Stop the recording when you hear 'That is the end of Section 4'.

Before you check your answers to Section 4 of the test, go on to page 43.

## Further practice for Listening Section 4

In Section 4 you often need to read a lot of information as well as listen. There is usually no break in the middle (as in the other sections) to give you time to read. Skim the questions to get a summary of the listening. Read the sub-headings. Listen to the introduction to the Section.

### Key words

*Look at questions 31–40 and write which words will help you predict when to listen carefully for the answers.*

- 31 .....
- 32 .....
- 33 .....
- 34 .....
- 35 .....
- 36 .....
- 37 .....
- 38 .....
- 39 .....
- 40 .....

### Grammar

*Decide whether the answer in questions 31–40 is a number, noun, adjective, verb or adverb and circle the correct answer. Decide whether the nouns are singular or plural.*

- 31 number noun adjective verb adverb  
.....
- 32 number noun adjective verb adverb  
.....
- 33 number noun adjective verb adverb  
.....
- 34 number noun adjective verb adverb  
.....

- 35 number noun adjective verb adverb  
.....
- 36 number noun adjective verb adverb  
.....
- 37 number noun adjective verb adverb  
.....
- 38 number noun adjective verb adverb  
.....
- 39 number noun adjective verb adverb  
.....
- 40 number noun adjective verb adverb  
.....

### Questions about the questions

- 31 Do MA courses always involve just research?  
.....
- 32 Is this a percentage?  
.....
- 33 Is this list to do with types of books?  
.....
- 34 Is this linked to doing something to books?  
.....
- 35 Is this to do with an aspect of printing?  
.....
- 36 Is this to do with being able to use computers?  
.....
- 37 Is this connected with 36?  
.....
- 38 Is this to do with fixing books?  
.....
- 39 Is this to do with the title at the top of the page?  
.....
- 40 Is this to do with something people make to a university?  
.....

*Now check your answers to these exercises. When you have done so, listen again to Section 4 of the test and decide whether you wish to change any of your answers. Then check your answers to Section 4 of the test.*