

Official IELTS Practice Materials 2

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A DVD containing the Practice Listening test and three sample candidate Speaking tests is included at the back of this booklet.

Introduction

Format of the IELTS Test

These Practice Materials are intended to give IELTS candidates an idea of what the test is like. They also give candidates the opportunity to test themselves to see whether their English is at the level required to take IELTS.

Please note, however, that a high score on these Practice Materials does not guarantee that the same standard will be reached in the real IELTS test.

These Practice Materials are approved by the British Council, Cambridge ESOL and IDP: IELTS Australia.

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The IELTS test is made up of four components. All candidates take the same Listening and Speaking tests. There is a choice of Reading and Writing tests depending on whether you are an **ACADEMIC** or **GENERAL TRAINING** candidate.

The tests are normally taken in the order Listening, Reading, Writing, Speaking, and are timed as follows:

Listening	approximately 30 minutes
Reading	60 minutes
Writing	60 minutes
Speaking	11–14 minutes

Information on the test format can be found in *IELTS Information for Candidates*. This is available from test centres or can be downloaded from the IELTS website www.ielts.org.

The website also contains further information on the test content, test administration and marking procedures.

test format
General Training
General Training
Speaking

test format
General Training

General Training

Speaking

How to Use the Practice Materials

Preparing to take the Practice Test

- Decide which Reading and Writing tests you should take – **ACADEMIC** or **GENERAL TRAINING**.

The Academic module assesses the English language skills required for academic study or professional recognition.

The emphasis of the General Training module is on language skills in broad social and workplace contexts. It is suitable for candidates who are going to migrate to an English-speaking country (Australia, Canada, New Zealand, UK). It is also suitable for candidates planning to undertake work experience or training programmes not at degree level, or to complete their secondary education.

- You need to write your answers on the answer sheets. The Listening/Reading answer sheets are on pages 82–83. Instructions on how to complete the Listening/Reading answer sheets are on page 81. The Writing answer booklet is on pages 84–87. You may photocopy the answer sheets/booklets so that they may be reused.

- Prepare for the Practice Test carefully:

- Find a quiet room with a table to write on.
- Make sure that you are not going to be interrupted.
- Make sure that you have everything you need, i.e. pencils, pens, an eraser, a pencil sharpener and a computer with headphones, or a DVD player for the Listening test.
- Make sure you have a watch or clock. It is essential that you follow the time allowed for each component. There is a lot of material in the Reading and Writing tests and one of the aims of this Practice Test is to see how you can manage in the time allowed. **If you allow yourself longer than the test says, you will not get a true picture of your ability.**

Taking the Practice Test

- Turn to the **Listening test** on page 5. Do not open it yet. Put the DVD in the DVD player/computer. Do not play it yet.

Read the instructions on the cover of the question paper and make sure you understand them. Start the Listening test (Full Test) on the DVD. Note that once you have started the DVD, you must not stop it. You must let it run straight through to the end. It will take about 30 minutes. You should write your answers as you listen in the spaces provided next to the questions on the question paper.

Once the recording has ended, do not listen to it again.

During the 10-minute pause at the end of the test, copy your answers carefully into the corresponding boxes on the answer sheet. For example, write the answer to question 1 in box 1.

- Now turn to the appropriate **Reading test** (Academic or General Training) on pages 13 or 36. Read the instructions on the cover of the question paper and make sure you understand them. Make a note of the time and start the test.

You may write your answers directly on the answer sheet, or you may write your answers on the question paper and then copy them onto the answer sheet. Note, however, that no extra time is allowed for copying answers onto the answer sheet.

After 60 minutes, stop immediately.

- Allow yourself a short break.

- Now turn to the appropriate **Writing test** (Academic or General Training). There are three examples of the Academic Writing test on pages 27–35. There are two examples of the General Training Writing test on pages 49–54.

Read the instructions on the cover of the question paper. Once you are sure you understand them, make a note of the time and start the test.

Write your answers in the Writing answer booklet.

You should spend approximately 20 minutes on Task 1, and approximately 40 minutes on Task 2.

After 60 minutes, stop immediately.

- Allow yourself a break.

- There is information about the **Speaking test** and sample Speaking materials on pages 55–56.

Read through this material and practise making responses.

Marking the Practice Test

- Read ‘How to Mark the Listening and Reading Practice Tests’ on page 57, and then check your answers to the Listening and Reading tests against those in the answer keys on page 58.

To interpret your Listening and Reading scores, read ‘Interpreting your Scores’ on page 62.

- You cannot mark the Writing test yourself, but you will have a clearer idea of what is required in the time allowed. There is information on how Writing is assessed on page 63.

You will find sample answers to the Writing tasks on pages 64–78. Each answer has been given a Band Score and these are explained by examiner comments.

- You cannot mark your speaking performance using the sample Speaking test materials, but there is information on how Speaking is assessed on page 79. On the DVD, there are three sample Speaking tests. On page 80, there are Band Scores and examiner comments for each sample candidate performance.

Taking the Practice Test again

- 1 If your scores on the Practice Test are low and you decide to have more English lessons or study to improve a language skill, you may want to take the test again to see if you have made progress before you apply to take IELTS. You should, therefore, put the Practice Materials away and not refer to them until you are ready to try again. If you do this, there is a good chance that you will have forgotten the answers and that the Practice Test will still give you a reasonable indication of the score you would get on IELTS. You should therefore not retake the Practice Test too soon after first taking it.
- 2 Please note that the Practice Materials are not designed to measure short-term progress. If you retake the Practice Test too soon, you may find that your scores are no higher than they were.

- 3 Once you have received a score you are satisfied with on the full Listening Practice Test, you may find it useful to listen to the separate sections (1–4) of the Listening Test on the DVD. However, you should only do this if you are sure you will not be retaking the full Listening Practice Test.

**INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM 0380/4
0381/4****Listening****PRACTICE MATERIALS**

Approximately 30 minutes

Additional materials:

Answer sheet for Listening and Reading

Time Approximately 30 minutes (plus 10 minutes' transfer time)**INSTRUCTIONS TO CANDIDATES**

Do not open this question paper until you are told to do so.

Write your name and candidate number in the spaces at the top of this page.

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 10 minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

At the end of the test, hand in this question paper.

INFORMATION FOR CANDIDATESThere are **four** parts to the test.You will hear each part **once** only.There are **40** questions.

Each question carries one mark.

For each part of the test, there will be time for you to look through the questions and time for you to check your answers.



SECTION 1**Questions 1 – 10**

Complete the form below.

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

THEATRE ROYAL PLYMOUTH Booking Form	
Example Performance: <i>The Impostor</i>	
Date:	Saturday 1
Time:	2
Tickets:	<i>three adults and one child</i>
Seats in:	<i>the 3</i>
Seat row/number(s):	4
Method of delivery:	<i>post</i>
Total payment:	£39
Card details: Type: 5 Number: 6 Name: Mr J. 7	
Address:	8 <i>Street, London</i> 9
Additional requests:	<i>put on the mailing list</i> <i>book 10</i>

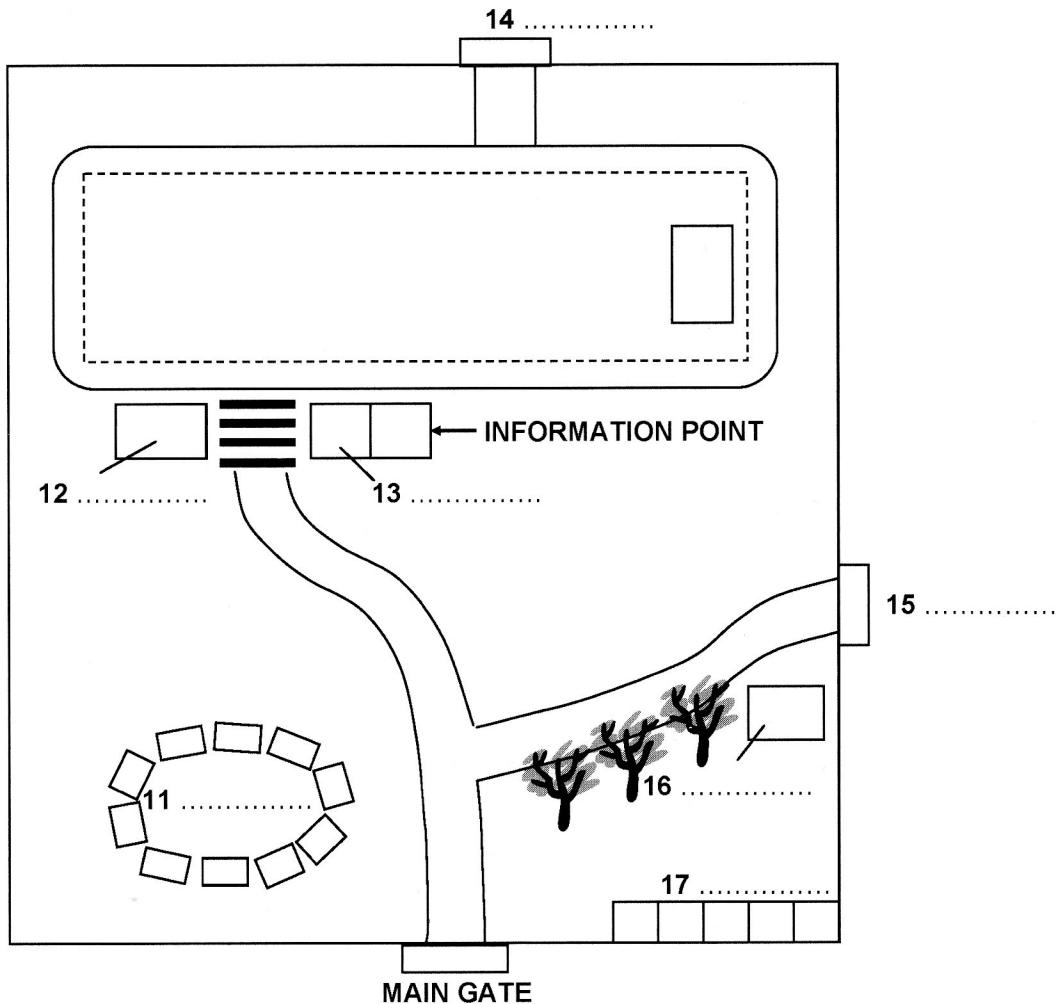
SECTION 2**Questions 11 – 20**

Questions 11 – 17

Label the plan of the rock festival site below.

Choose **SEVEN** answers from the box and write the correct letter, **A–I**, next to questions 11–17.

- | | |
|---|----------------------|
| A | art exhibition |
| B | band entrance |
| D | craft fair |
| E | exhibitors' entrance |
| F | fringe stage |
| G | lock-up garages |
| H | main stage |
| I | restaurant |



Turn over ►

Questions 18 – 20

Complete the sentences below.

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

- 18 To show you are an official visitor, you have to wear the provided.
- 19 Cars blocking paths could prevent access by in an emergency.
- 20 To reclaim items from storage, you must show your

SECTION 3***Questions 21 – 30***

36 – 38 minutes

*Questions 21 – 23**Choose THREE letters, A-G.*Which **THREE** factors does Marco's tutor advise him to consider when selecting a course?

- A possibility of specialisation
- B relevance to future career
- C personal interest
- D organisation of course
- E assessment methods
- F range of topics
- G reputation of lecturer

*Questions 24 – 27**Choose the correct letter, A, B or C.***24** Why does Marco's tutor advise him to avoid the *Team Management* course?

- A It will repeat work that Marco has already done.
- B It is intended for students at a lower level than Marco.
- C It may take too much time to do well.

25 Why does Marco want to do a dissertation?

- A He thinks it will help his future career.
- B He would like to do a detailed study.
- C He has already done some work for it.

26 What does Marco's tutor think about the dissertation outline?

- A The topic is too narrow to be useful.
- B The available data may be unsuitable.
- C The research plan is too complicated.

27 What does Marco decide to do about his dissertation?

- A contact potential interviewees
- B change to another topic
- C discuss it with Professor Briggs

IELTS Academic Test**2 Writing****Questions 28 – 30***Complete the sentences below.**Write **NO MORE THAN TWO WORDS** for each answer.***Practical details**

- 28** A first draft of the dissertation should be completed by the end of
- 29** The dissertation should be registered with the of the department.
- 30** Marco should get a copy of the statistics software from the

SECTION 4**Questions 31 – 40**

Questions 31 – 33

Complete the notes below.

Write ONE WORD ONLY for each answer.

The Tiger Shark

- **Origin of name:** its dark bands
- **Size:** 6.5 metres (maximum)
- **Preferred habitat:** near to the 31
- **Typical food:** other sea creatures but also 32 produced by humans
- **Raine Island area:** studies show tiger sharks are mainly found here during the 33 (when turtles are nesting)

Questions 34 – 38

Complete the flow-chart below.

Write ONE WORD ONLY for each answer.

Shark Tagging Process

Pieces of 34 were attached to lines as bait.



The lines were 35 regularly.



The hooked shark was brought to the 36 and secured.



The shark was measured and tagged, and tissue removed for research.



Larger sharks: an acoustic tag was fitted or a 37 was attached.



The shark was 38 and could be tracked.

Questions 39 and 40

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

- 39** The purpose of the research was to understand the tiger sharks'
- A** reproductive patterns.
 - B** migration patterns.
 - C** feeding patterns.
- 40** Observations showed that, in general, tiger sharks
- A** change depths frequently.
 - B** usually avoid the surface of the water.
 - C** often spend long periods on the ocean floor.

Candidate Name _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM 0381/1**Academic Reading****PRACTICE MATERIALS**

1 hour

Additional materials:

Answer sheet for Listening and Reading

* 1 5 6 4 5 2 3 2 5 9 *



Time 1 hour

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name and candidate number in the spaces at the top of this page.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Write your answers on the answer sheet. Use a pencil.

You must complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are 40 questions on this question paper.

Each question carries one mark.



UNIVERSITY of CAMBRIDGE
ESOL Examinations

READING PASSAGE 1

You should spend about 20 minutes on **Questions 1–13**, which are based on Reading Passage 1 on pages 3 and 4.

Questions 1 – 6

Reading Passage 1 has six paragraphs, A–F.

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

Write the correct number, i–ix, in boxes 1–6 on your answer sheet.

List of Headings

- i The appearance and location of different seaweeds
- ii The nutritional value of seaweeds
- iii How seaweeds reproduce and grow
- iv How to make agar from seaweeds
- v The under-use of native seaweeds
- vi Seaweed species at risk of extinction
- vii Recipes for how to cook seaweeds
- viii The range of seaweed products
- ix Why seaweeds don't sink or dry out

1 Paragraph A

2 Paragraph B

3 Paragraph C

4 Paragraph D

5 Paragraph E

6 Paragraph F

Seaweeds of New Zealand

- A** Seaweed is a particularly wholesome food, which absorbs and concentrates traces of a wide variety of minerals necessary to the body's health. Many elements may occur in seaweed – aluminium, barium, calcium, chlorine, copper, iodine and iron, to name but a few – traces normally produced by erosion and carried to the seaweed beds by river and sea currents. Seaweeds are also rich in vitamins; indeed, Inuits obtain a high proportion of their bodily requirements of vitamin C from the seaweeds they eat. The health benefits of seaweed have long been recognised. For instance, there is a remarkably low incidence of goitre among the Japanese, and also among New Zealand's indigenous Maori people, who have always eaten seaweeds, and this may well be attributed to the high iodine content of this food. Research into historical Maori eating customs shows that jellies were made using seaweeds, nuts, fuchsia and tutu berries, cape gooseberries, and many other fruits both native to New Zealand and sown there from seeds brought by settlers and explorers. As with any plant life, some seaweeds are more palatable than others, but in a survival situation, most seaweeds could be chewed to provide a certain sustenance.
- B** New Zealand lays claim to approximately 700 species of seaweed, some of which have no representation outside that country. Of several species grown worldwide, New Zealand also has a particularly large share. For example, it is estimated that New Zealand has some 30 species of *Gigartina*, a close relative of carrageen or Irish moss. These are often referred to as the New Zealand carrageens. The substance called agar which can be extracted from these species gives them great commercial application in the production of seameal, from which seameal custard (a food product) is made, and in the canning, paint and leather industries. Agar is also used in the manufacture of cough mixtures, cosmetics, confectionery and toothpastes. In fact, during World War II, New Zealand *Gigartina* were sent to Australia to be used in toothpaste.
- C** New Zealand has many of the commercially profitable red seaweeds, several species of which are a source of agar (*Pterocladia*, *Gelidium*, *Chondrus*, *Gigartina*). Despite this, these seaweeds were not much utilised until several decades ago. Although distribution of the *Gigartina* is confined to certain areas according to species, it is only on the east coast of the North Island that its occurrence is rare. And even then, the east coast, and the area around Hokianga, have a considerable supply of the two species of *Pterocladia* from which agar is also made. New Zealand used to import the Northern Hemisphere Irish moss (*Chondrus crispus*) from England and ready-made agar from Japan.

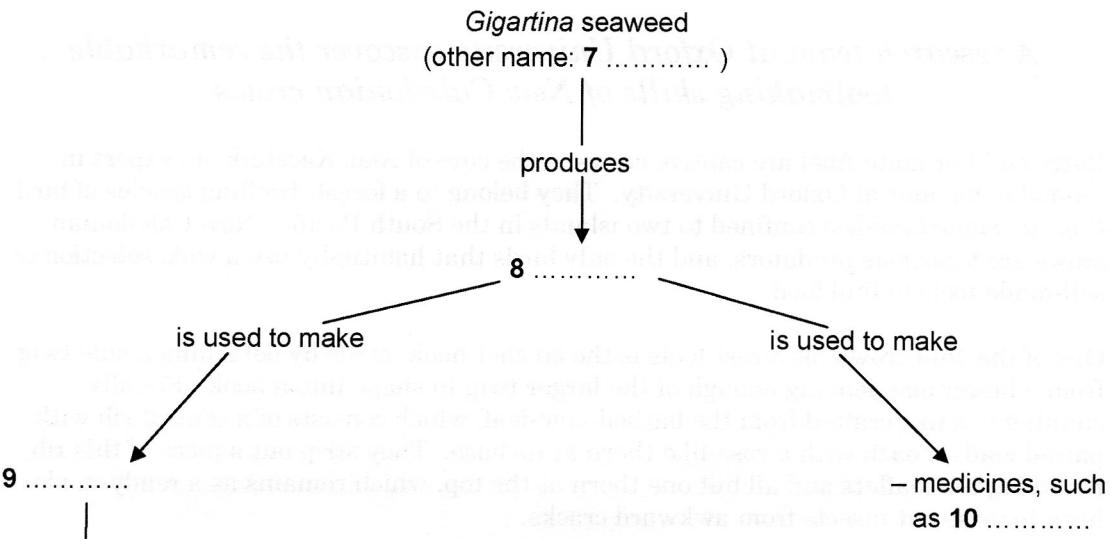
- D** Seaweeds are divided into three classes determined by colour – red, brown and green – and each tends to live in a specific position. However, except for the unmistakable sea lettuce (*Ulva*), few are totally one colour; and especially when dry, some species can change colour significantly – a brown one may turn quite black, or a red one appear black, brown, pink or purple. Identification is nevertheless facilitated by the fact that the factors which determine where a seaweed will grow are quite precise, and they tend therefore to occur in very well-defined zones. Although there are exceptions, the green seaweeds are mainly shallow-water algae; the browns belong to the medium depths; and the reds are plants of the deeper water, furthest from the shore. Those shallow-water species able to resist long periods of exposure to sun and air are usually found on the upper shore, while those less able to withstand such exposure occur nearer to, or below, the low-water mark. Radiation from the sun, the temperature level, and the length of time immersed also play a part in the zoning of seaweeds. Flat rock surfaces near mid-level tides are the most usual habitat of sea-bombs, Venus' necklace, and most brown seaweeds. This is also the home of the purple laver or Maori *karengo*, which looks rather like a reddish-purple lettuce. Deep-water rocks on open coasts, exposed only at very low tide, are usually the site of bull-kelp, strapweeds and similar tough specimens. Kelp, or bladder kelp, has stems that rise to the surface from massive bases or 'holdfasts', the leafy branches and long ribbons of leaves surging with the swells beyond the line of shallow coastal breakers or covering vast areas of calmer coastal water.
- E** Propagation of seaweeds occurs by seed-like spores, or by fertilisation of egg cells. None have roots in the usual sense; few have leaves; and none have flowers, fruits or seeds. The plants absorb their nourishment through their leafy fronds when they are surrounded by water; the holdfast of seaweeds is purely an attaching organ, not an absorbing one.
- F** Some of the large seaweeds stay on the surface of the water by means of air-filled floats; others, such as bull-kelp, have large cells filled with air. Some which spend a good part of their time exposed to the air, often reduce dehydration either by having swollen stems that contain water, or they may (like Venus' necklace) have swollen nodules, or they may have a distinctive shape like a sea-bomb. Others, like the sea cactus, are filled with a slimy fluid or have a coating of mucilage on the surface. In some of the larger kelps, this coating is not only to keep the plant moist, but also to protect it from the violent action of waves.

Questions 7 – 10

Complete the flow-chart below.

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

Write your answers in boxes 7-10 on your answer sheet.



Questions 11 – 13

Classify the following characteristics as belonging to

- A brown seaweed
- B green seaweed
- C red seaweed

Write the correct letter, A, B or C, in boxes 11-13 on your answer sheet.

- 11 can survive the heat and dryness at the high-water mark
- 12 grow far out in the open sea
- 13 share their site with *karengo* seaweed

READING PASSAGE 2

You should spend about 20 minutes on Questions 14-26, which are based on Reading Passage 2 on pages 6 and 7.

TWO WINGS AND A TOOLKIT

A research team at Oxford University discover the remarkable toolmaking skills of New Caledonian crows

Betty and her mate Abel are captive crows in the care of Alex Kacelnik, an expert in animal behaviour at Oxford University. They belong to a forest-dwelling species of bird (*Corvus monedulaoides*) confined to two islands in the South Pacific. New Caledonian crows are tenacious predators, and the only birds that habitually use a wide selection of self-made tools to find food.

One of the wild crows' cleverest tools is the crochet hook, made by detaching a side twig from a larger one, leaving enough of the larger twig to shape into a hook. Equally cunning is a tool crafted from the barbed vine-leaf, which consists of a central rib with paired leaflets each with a rose-like thorn at its base. They strip out a piece of this rib, removing the leaflets and all but one thorn at the top, which remains as a ready-made hook to prise out insects from awkward cracks.

The crows also make an ingenious tool called a padanus probe from padanus tree leaves. The tool has a broad base, sharp tip, a row of tiny hooks along one edge, and a tapered shape created by the crow nipping and tearing to form a progression of three or four steps along the other edge of the leaf. What makes this tool special is that they manufacture it to a standard design, as if following a set of instructions. Although it is rare to catch a crow in the act of clipping out a padanus probe, we do have ample proof of their workmanship: the discarded leaves from which the tools are cut. The remarkable thing that these 'counterpart' leaves tell us is that crows consistently produce the same design every time, with no in-between or trial versions. It's left the researchers wondering whether, like people, they envisage the tool before they start and perform the actions they know are needed to make it. Research has revealed that genetics plays a part in the less sophisticated toolmaking skills of finches in the Galápagos islands. No one knows if that's also the case for New Caledonian crows, but it's highly unlikely that their toolmaking skills are hardwired into the brain. 'The picture so far points to a combination of cultural transmission – from parent birds to their young – and individual resourcefulness,' says Kacelnik.

In a test at Oxford, Kacelnik's team offered Betty and Abel an original challenge – food in a bucket at the bottom of a 'well'. The only way to get the food was to hook the bucket out by its handle. Given a choice of tools – a straight length of wire and one with a hooked end – the birds immediately picked the hook, showing that they did indeed understand the functional properties of the tool.

But do they also have the foresight and creativity to plan the construction of their tools? It appears they do. In one bucket-in-the-well test, Abel carried off the hook, leaving Betty with nothing but the straight wire. 'What happened next was absolutely amazing,' says Kacelnik. She wedged the tip of the wire into a crack in a plastic dish and pulled the other end to fashion her own hook. Wild crows don't have access to pliable, bendable material that retains its shape, and Betty's only similar experience was a brief encounter with some pipe cleaners a year earlier. In nine out of ten further tests, she again made hooks and retrieved the bucket.

The question of what's going on in a crow's mind will take time and a lot more experiments to answer, but there could be a lesson in it for understanding our own evolution. Maybe our ancestors, who suddenly began to create symmetrical tools with carefully worked edges some 1.5 million years ago, didn't actually have the sophisticated mental abilities with which we credit them. Closer scrutiny of the brains of New Caledonian crows might provide a few pointers to the special attributes they would have needed. 'If we're lucky we may find specific developments in the brain that set these animals apart,' says Kacelnik.

One of these might be a very strong degree of laterality – the specialisation of one side of the brain to perform specific tasks. In people, the left side of the brain controls the processing of complex sequential tasks, and also language and speech. One of the consequences of this is thought to be right-handedness. Interestingly, biologists have noticed that most padanus probes are cut from the left side of the leaf, meaning that the birds clip them with the right side of their beaks – the crow equivalent of right-handedness. The team thinks this reflects the fact that the left side of the crow's brain is specialised to handle the sequential processing required to make complex tools.

Under what conditions might this extraordinary talent have emerged in these two species? They are both social creatures, and wide-ranging in their feeding habits. These factors were probably important but, ironically, it may have been their shortcomings that triggered the evolution of toolmaking. Maybe the ancestors of crows and humans found themselves in a position where they couldn't make the physical adaptations required for survival – so they had to change their behaviour instead. The stage was then set for the evolution of those rare cognitive skills that produce sophisticated tools. New Caledonian crows may tell us what those crucial skills are.

Turn over ►

Questions 14 – 17

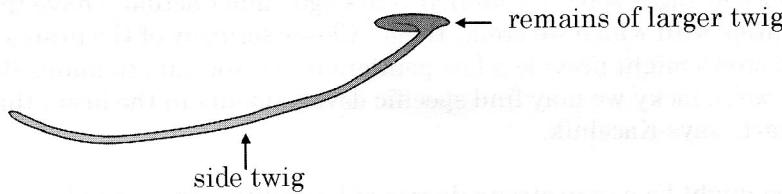
Label the diagrams below.

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

Write your answers in boxes 14–17 on your answer sheet.

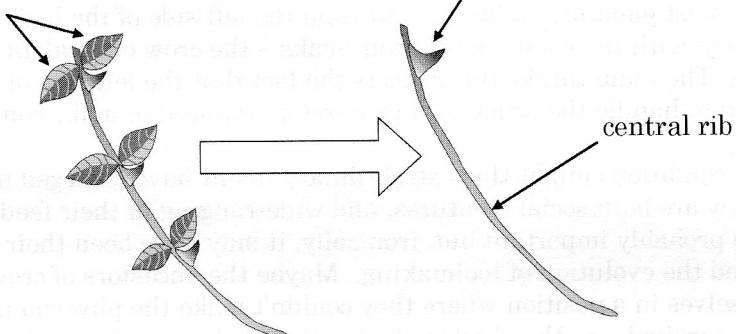
THREE TOOLS MADE BY CROWS

a) 14

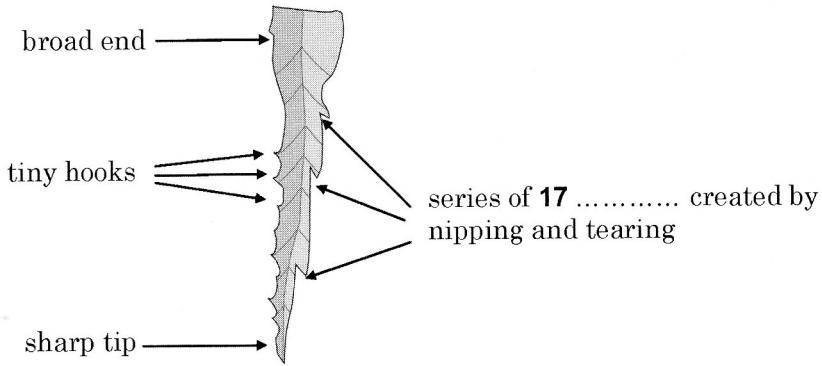


b) Barbed vine-leaf stick

15



c) Padanus probe



Questions 18 – 23

READING PASSAGE 2

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

In boxes 18-23 on your answer sheet, write

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

- 18 There appears to be a fixed pattern for the padanus probe's construction.
- 19 There is plenty of evidence to indicate how the crows manufacture the padanus probe.
- 20 Crows seem to practise a number of times before making a usable padanus probe.
- 21 The researchers suspect the crows have a mental image of the padanus probe before they create it.
- 22 Research into how the padanus probe is made has helped to explain the toolmaking skills of many other bird species.
- 23 The researchers believe the ability to make the padanus probe is passed down to the crows in their genes.

Questions 24 – 26

Choose **THREE** letters, A-G.

Write the correct letters in boxes 24-26 on your answer sheet.

According to the information in the passage, which **THREE** of the following features are probably common to both New Caledonian crows and human beings?

- A keeping the same mate for life
- B having few natural predators
- C having a bias to the right when working
- D being able to process sequential tasks
- E living in extended family groups
- F eating a variety of foodstuffs
- G being able to adapt to diverse habitats

READING PASSAGE 3

You should spend about 20 minutes on Questions 27-40, which are based on Reading Passage 3 on pages 10 and 11.

How did writing begin?

Many theories, few answers

The Sumerians, an ancient people of the Middle East, had a story explaining the invention of writing more than 5,000 years ago. It seems a messenger of the King of Uruk arrived at the court of a distant ruler so exhausted that he was unable to deliver the oral message. So the king set down the words of his next messages on a clay tablet. A charming story, whose retelling at a recent symposium at the University of Pennsylvania amused scholars. They smiled at the absurdity of a letter which the recipient would not have been able to read. They also doubted that the earliest writing was a direct rendering of speech. Writing more likely began as a separate, symbolic system of communication and only later merged with spoken language.

Yet in the story the Sumerians, who lived in Mesopotamia, in what is now southern Iraq, seemed to understand writing's transforming function. As Dr Holly Pittman, director of the University's Center for Ancient Studies, observed, writing 'arose out of the need to store and transmit information ... over time and space'.

In exchanging interpretations and information, the scholars acknowledged that they still had no fully satisfying answers to the questions of how and why writing developed. Many favoured an explanation of writing's origins in the visual arts, pictures becoming increasingly abstract and eventually representing spoken words. Their views clashed with a widely held theory among archaeologists that writing developed from the pieces of clay that Sumerian accountants used as tokens to keep track of goods.

Archaeologists generally concede that they have no definitive answer to the question of whether writing was invented only once, or arose independently in several places, such as Egypt, the Indus Valley, China, Mexico and Central America. The preponderance of archaeological data shows that the urbanizing Sumerians were the first to develop writing, in 3,200 or 3,300 BC. These are the dates for many clay tablets in an early form of cuneiform, a script written by pressing the end of a sharpened stick into wet clay, found at the site of the ancient city of Uruk. The baked clay tablets bore such images as pictorial symbols of the names of people, places and things connected with government and commerce. The Sumerian script gradually evolved from the pictorial to the abstract, but did not at first represent recorded spoken language.



Cuneiform Writing

Dr Peter Damerow, a specialist in Sumerian cuneiform at the Max Planck Institute for the History of Science in Berlin, said, 'It is likely that there were mutual influences of writing systems around the world. However, their great variety now shows that the development of writing, once initiated, attains a considerable degree of independence and flexibility to adapt to specific characteristics of the sounds of the language to be represented.' Not that he accepts the conventional view that writing started as a representation of words by pictures. New studies of early Sumerian writing, he said, challenge this interpretation. The structures of this earliest writing did not, for example, match the structure of spoken language, dealing mainly in lists and categories rather than in sentences and narrative.

For at least two decades, Dr Denise Schmandt-Besserat, a University of Texas archaeologist, has argued that the first writing grew directly out of a system practised by Sumerian accountants. They used clay tokens, each one shaped to represent a jar of oil, a container of grain or a particular kind of livestock. These tokens were sealed inside clay spheres, and then the number and type of tokens inside was recorded on the outside using impressions resembling the tokens. Eventually, the token impressions were replaced with inscribed signs, and writing had been invented.

Though Dr Schmandt-Besserat has won much support, some linguists question her thesis, and others, like Dr Pittman, think it too narrow. They emphasise that pictorial representation and writing evolved together. 'There's no question that the token system is a forerunner of writing,' Dr Pittman said, 'but I have an argument with her evidence for a link between tokens and signs, and she doesn't open up the process to include picture making.'

Dr Schmandt-Besserat vigorously defended her ideas. 'My colleagues say that pictures were the beginning of writing,' she said, 'but show me a single picture that becomes a sign in writing. They say that designs on pottery were the beginning of writing, but show me a single sign of writing you can trace back to a pot – it doesn't exist.' In its first 500 years, she asserted, cuneiform writing was used almost solely for recording economic information, and after that its uses multiplied and broadened.

Yet other scholars have advanced different ideas. Dr Piotr Michalowski, Professor of Near East Civilizations at the University of Michigan, said that the proto-writing of Sumerian Uruk was 'so radically different as to be a complete break with the past'. It no doubt served, he said, to store and communicate information, but also became a new instrument of power. Some scholars noted that the origins of writing may not always have been in economics. In Egypt, most early writing is high on monuments or deep in tombs. In this case, said Dr Pascal Vernus from a university in Paris, early writing was less administrative than sacred. It seems that the only certainty in this field is that many questions remain to be answered.

Turn over ►

Questions 27 – 30

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

Write the correct letter in boxes 27–30 on your answer sheet.

27 The researchers at the symposium regarded the story of the King of Uruk as ridiculous because

- A writing probably developed independently of speech.
- B clay tablets had not been invented at that time.
- C the distant ruler would have spoken another language.
- D evidence of writing has been discovered from an earlier period.

28 According to the writer, the story of the King of Uruk

- A is a probable explanation of the origins of writing.
- B proves that early writing had a different function to writing today.
- C provides an example of symbolic writing.
- D shows some awareness amongst Sumerians of the purpose of writing.

29 There was disagreement among the researchers at the symposium about

- A the area where writing began.
- B the nature of early writing materials.
- C the way writing began.
- D the meaning of certain abstract images.

30 The opponents of the theory that writing developed from tokens believe that it

- A grew out of accountancy.
- B evolved from pictures.
- C was initially intended as decoration.
- D was unlikely to have been connected with commerce.

Questions 31 – 36

Look at the following statements (Questions 31–36) and the list of people below.

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

Write the correct letter, A–E, in boxes 31–36 on your answer sheet.

NB You may use any letter more than once.

- 31 There is no proof that early writing is connected to decorated household objects.
- 32 As writing developed, it came to represent speech.
- 33 Sumerian writing developed into a means of political control.
- 34 Early writing did not represent the grammatical features of speech.
- 35 There is no convincing proof that tokens and signs are connected.
- 36 The uses of cuneiform writing were narrow at first, and later widened.

List of People

- | | |
|---|-----------------------------|
| A | Dr Holly Pittman |
| B | Dr Peter Damerow |
| C | Dr Denise Schmandt-Besserat |
| D | Dr Piotr Michalowski |
| E | Dr Pascal Vernus |

Turn over ►

Questions 37 – 40

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

Write the correct letter, **A–N**, in boxes 37–40 on your answer sheet.

The earliest form of writing

Most archaeological evidence shows that the people of 37 invented writing in around 3,300 BC. Their script was written on 38 and was called 39 Their script originally showed images related to political power and business, and later developed to become more 40

- | | | | | | |
|----------|----------------|----------|-------------|----------|--------------|
| A | cuneiform | B | pictorial | C | tomb walls |
| D | urban | E | legible | F | stone blocks |
| G | simple | H | Mesopotamia | I | abstract |
| J | papyrus sheets | K | decorative | L | clay tablets |
| M | Egypt | N | Uruk | | |

Candidate Name _____

PRACTICE EDITION

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM - 0381/2**Academic Writing****PRACTICE MATERIALS Example 1**

1 hour

Additional materials:

Writing answer booklet



Time 1 hour

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name and candidate number in the spaces at the top of this page.

Read the instructions for each task carefully.

Answer both of the tasks.

Write at least 150 words for Task 1.

Write at least 250 words for Task 2.

Write your answers in the answer booklet.

Write clearly in pen or pencil. You may make alterations, but make sure your work is easy to read.

At the end of the test, hand in both this question paper and your answer booklet.

INFORMATION FOR CANDIDATES

There are two tasks on this question paper.

Task 2 contributes twice as much as Task 1 to the Writing score.

UNIVERSITY of CAMBRIDGE
ESOL Examinations

WRITING TASK 1

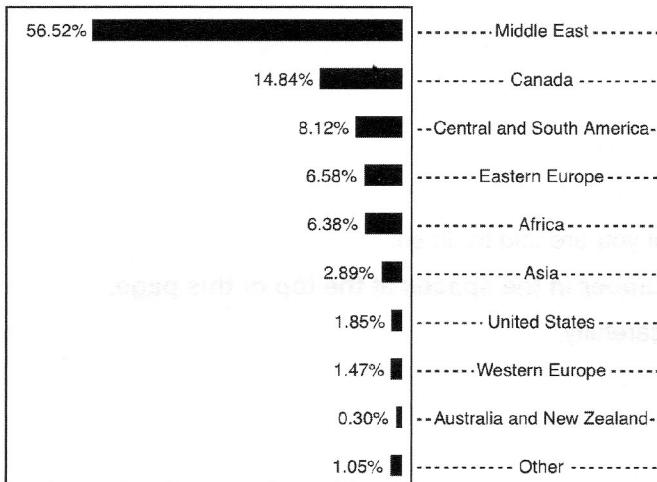
You should spend about 20 minutes on this task.

The charts below show the proportions of the world's oil resources held in different areas, together with the proportions consumed annually in the same areas.

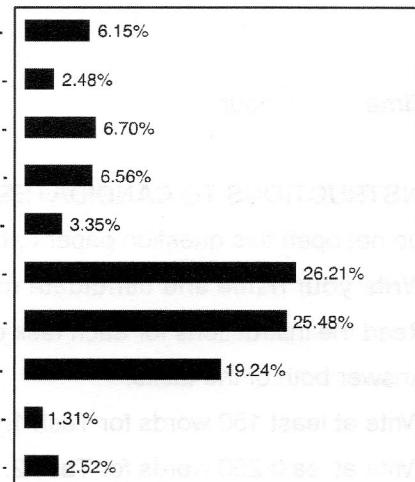
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Percentage of total world oil resources



Percentage of total world annual oil consumption



Task 2

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

In many countries today insufficient respect is shown to older people.

What do you think may be the reasons for this?

What problems might this cause in society?

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

Write at least 250 words.

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Writing Task 2

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Writing Task 2