

8 Contrasting ideas

1 Signposting words

1.1

- 1 OK, **let's move on to** the late 19th century, when a great deal of changes were taking place.
- 2 Now, **first of all**, I wanted to give you some background information.
- 3 So, **let's have a look at** some possible reasons for this.
- 4 **And finally**, I'd like to talk about some future projects.
- 5 So, **what conclusions** did we reach?
- 6 I'll **begin by explaining** what this machine can do.

1.2

- 1 B 2 A 3 B 4 C 5 C 6 A

1.3

- | | | | |
|-----|-----|-----|-----|
| 1 D | 3 H | 5 B | 7 C |
| 2 F | 4 A | 6 G | 8 E |

3 Comparing and contrasting ideas

2.1

- | | |
|--------------------|-----------------------|
| 1 C | 4 the last column |
| 2 a place | 5 the name of a plant |
| 3 the third column | |

2.2

- | | | |
|-----------|--------------|-----------|
| 1 Europe | 5 starvation | 9 tax(es) |
| 2 diet(s) | 6 cash | 10 trade |
| 3 lives | 7 war | |
| 4 poor | 8 tea | |

3 Using notes to follow a talk

3.1

- 1 It's organised chronologically (by year) and it takes a historical view.
- 2 You can listen for the dates to help you follow the talk.
- 3 prehistory
- 4 Question 6

3.2

- | | | |
|----------|-------------|--------------|
| 1 food | 4 religions | 7 vitamins |
| 2 silver | 5 gunpowder | 8 disease |
| 3 silk | 6 Spanish | 9 emigration |

Reading skills

1 Reading strategies

1.1

- 1 E 2 B 3 G 4 D 5 F 6 A

1.2

- A 2 B 5 C 1 D 3

1.3

- 1 C 2 A 3 C 4 A 5 B 6 D

1.4

- 1 B 2 A 3 D 4 F 5 C

1.5

- 1 B (*Tea leaves contain tannins, a loose collection of chemicals that give tea ... its flavour*)
- 2 B (*that astringent puckering effect in the mouth*)
- 3 A (footnote 1)
- 4 A (footnote 2)
- 5 C (*All tannins are soluble in water, but how much of them can dissolve in a given amount of water*)

2 Skimming a passage and speed reading

2.2

- 1 B 2 C 3 A

2.3

- 1 B, C 2 D 3 A

3 Global understanding

3.1

B

3.2

A

2 Descriptive passages

1 Scanning for detail

1.1

B

2 Using words from the passage

2.1

- 1 (ochre) engravings / (the) engravings
- 2 100,000 years ago
- 3 earth, rock (in either order but you must have both)

2.2

(The words that will help you locate the information in the passage are underlined here.)

- 4 What did the ancient people use to keep their ochre mixture in?
- 5 Nowadays, who makes use of ochre?
- 6 Apart from painting, what else might ancient humans have used ochre for?

(The details you need to find in the passage are underlined here.)

- 4 What did the ancient people use to keep their ochre mixture in?
- 5 Nowadays, who makes use of ochre?
- 6 Apart from painting, what else might ancient humans have used ochre for?

(Answer Questions 4–6.)

- 4 (two) shells / (abalone) shells
- 5 indigenous communities
- 6 skin protection

3 Notes/flow-chart/diagram completion

3.1

- 1 stored in
- 2 modern
- 3 functioned as

3.3

- 1 ingredients = (raw) materials
- 2 tools = equipment; make = produce; paint = pigment
- 3 scientists = Henshilwood and his team; work out how = deduce

3.4

(The words in brackets in the answer are allowed but not necessary.)

- 1 (mammal) bone (samples / pieces); charcoal
- 2 grindstones; hammerstones
- 3 signs of wear

3.5

(Suggested answers)

- 1 a noun – something colourful that is created by rubbing ochre against quartzite
- 2 a verb – something that was done to animal bones before they were crushed and added to ochre
- 3 a noun – something that researchers believe was added to the mixture
- 4 a noun – something the mixture was poured into
- 5 a noun – a way of using the mixture on walls
- 6 a noun – a way of using the mixture on the body

3.6

- 1 colourful = red; created = produced; pieces of = slabs
- 2 crushed = ground up
- 3 other solids = charcoal, stone chips, quartz grains; the researchers = Henshilwood and his team
- 4 poured into = transferred; mixed = stirred
- 5 the body = skin

3.7

- 1 powder
- 2 heated
- 3 liquid / water
- 4 shells
- 5 decoration
- 6 sunscreen

3.8

(Suggested answers)

- 2, 3, 4 nouns – types of ancient objects found in the area
- 5 a noun – the name of a substance used to provide colour
- 6 a plural noun – something recently found in the area, something linked to animal bone and charcoal
- 7 a noun – something the researchers have concluded about early humans and what they knew about

3.9

- 1 1992
- 2, 3, 4 (in any order) beads; tools; engravings
(N.B. Because of the word limit, if you write 'bone tools' or 'ochre engravings', your answer will be marked as wrong.)

- 5 ochre
- 6 materials
- 7 chemistry

3.11

Most hydropower plants rely on a dam that holds back water, creating a large reservoir behind it. Often, this reservoir is used as a recreational lake and is also known as the intake. Gates on the dam open and gravity pulls the water through the penstock, a line of pipe that leads to the turbine. Water builds up pressure as it flows through this pipe. The water strikes and turns the large blades of a turbine, which is attached to a generator above it by way of a shaft. As the turbine blades turn, so do a series of magnets inside the generator, producing alternating current (AC) by moving electrons. The transformer, located inside the powerhouse, takes the AC and converts it to higher-voltage current.

3.12

- 1 intake
- 2 magnets
- 3 powerhouse
- 4 shaft
- 5 penstock

3.13

- 1 helps contain = holds back; produces = creates
- 2 moves = flows; increases in = builds up
- 3 rotates = turns; connected = attached
- 4 changes into = converts to

3 Understanding the main ideas

1 Identifying the main idea

1.1

The topic they all have in common is urban planning – this is the overall topic of the Reading passage.

- i The future of urban planning in America
- ii Conflicting ideas through the history of urban planning
- iii Urban planning has a long and varied history
- iv Financial problems helped spread an urban planning concept
- v The background to one particular planned community
- vi Political change obstructs progress in urban planning
- vii An urban plan to reduce traffic

1.3

B

1.4

- 1 Headings iv, vi and vii feature money, politics and traffic (none of these are mentioned in Paragraph A, so they can be crossed off the list).
- 2 iii (the whole paragraph provides an overview of the long and varied history of urban planning)

1.5

shortlists

Paragraph B: ii, iii, iv, v

Paragraph D: i, ii, iv, v, vi

Paragraph C: i, ii, iii, v, vii

final answers

Paragraph B: v – the main topic is to explain what led to *(the background)* Letchworth, the first garden city *(one particular planned community)*

Paragraph C: vii – the main topic is the design of the city of Radburn, America *(An urban plan)* which was built with the aim of creating a safe environment for children *(to reduce traffic)*

Paragraph D: iv – the main topic is the impact the stock market crash, unemployment and a lack of affordable housing *(financial problems)* had in America and how the president dealt with these by creating more garden cities *(helped spread an urban planning concept)*

1.6

i – Although Paragraphs A, C and D all refer to America (or places in America), none of these paragraphs mention the future of urban planning.

ii – Although Paragraphs A, B, C and D all contain historical references, none of the paragraphs mention 'conflicting ideas'.

vi – Paragraphs A and D refer to political places or people, but neither of these mentions progress being stopped because of politics.

2 Understanding the main points**2.2**

B (A is incorrect because the passage makes no comparison between theoretical and actual designs; C is incorrect because no advice is given about who should carry out the planning, though several professionals are mentioned; D is incorrect because there is no comparison between ancient and modern planned cities. Although A, C and D all mention ideas that are in the passage, they do not accurately reflect the information in the text.)

2.3

2

A arose in the latter part of the 19th century as a reaction to the pollution and crowding of the Industrial Revolution

B After the First World War, the second town built following Howard's ideas, Welwyn Garden City, was constructed

C Howard believed that these towns should be limited in size and density

D arose in the latter part of the 19th century as a reaction to the pollution and crowding of the Industrial Revolution

3

A inspired by Howard's ideas and the success of Letchworth and Welwyn, created the city of Radburn

B Conceived as a community which would be safe for children,

C designed so that the residents would not require automobiles ... including the separation of pedestrians and vehicles

D 'superblocks', each of which shared 23 acres of commonly held parkland

4

A In America, following the stock market crash of 1929

B employment for workers who had lost their jobs

C These towns contained ... a 'green belt' of undeveloped land surrounding the community.

D in 1935 President Roosevelt created the Resettlement Administration

answers

2 D 3 B 4 C

3 Identifying information in a passage**3.2**

1 False – he was the first to identify the phenomenon but it is only 'now' that we use this term.

2 True – it occurs in winter and summer.

3 Not Given – there is no information in the text about experts attempting to create heat-reflecting materials.

3.3

(the corresponding parts of the text are in brackets)

4 Not Given. We know the weather there has been affected but the text does not compare Atlanta with other cities.

5 False (*Officials there are advising builders to use light-coloured roofs in a bid to reduce the problem.*)

6 False (*These metal constructions ...*)

7 Not Given. We are not given any information about alternative plans that the designers had (*These ... are made to resemble very tall trees ... Their structure allowed the designers to create an immediate rainforest canopy without having to wait for trees to reach such heights*)

8 False (*They contain ... containers to collect rainwater, making them truly self-sufficient*)

3.4

5 Light-coloured roofs help address the issue. // Dark-coloured roofs create the problem / issue.

7 They are manufactured from metal.

9 They are self-sufficient. // They don't need any maintenance.

4 Locating and matching information**1 Identifying types of information****1.1**

B

1.2

1 a whole idea

2 Meerkats devote a significant part of their day to foraging for food

1.3

1 F 2 D 3 G 4 E 5 C 6 A 7 B 8 H

2 Locating and matching information**2.1**

D

2.2

- 3 the method
- 4 the researcher's opinion
- 5 a mention of the different environments
- 6 the contrast between
- 7 the definition of

2.3

- 1 B
- 2 C
- 3 Paragraph D (*The toes are super-hydrophobic, (i.e. water repellent) explains Stark, who could see a silvery bubble of air around their toes*)

2.4

- 2 E 3 C 4 C 5 A 6 B 7 D

2.5

- 2 *the team is keen to understand* how long it takes geckos to recover from a drenching
- 3 *Fitting a tiny harness* around the lizard's pelvis and *gently lowering the animal* onto a plate of smooth glass, Stark and Sullivan *allowed the animal to become well attached* before *connecting the harness to a tiny motor* and *gently pulling the lizard until it came unstuck*.
- 4 'In my view, the gecko attachment system is over-designed,' says Stark
- 5 *they appear to be equally happy scampering through tropical rainforest canopies* as they are in *urban settings*
- 6 *she and her colleagues Timothy Sullivan and Peter Niewiarowski* were curious about how the lizards cope on *surfaces in their natural habitat*. *Explaining that previous studies had focused on the reptiles clinging to artificial dry surfaces*
- 7 'The toes are super-hydrophobic,' (i.e. water repellent)

3 How likely are you to do this?

3.1

- 1 C 2 F 3 A 4 E 5 B

3.2

- 1 The text says: *A lot of gecko studies look at the very small adhesive structures on their toes to understand how the system works at the most basic level.* So, the best sentence ending is B.
- 2 D (*she and her colleagues Timothy Sullivan and Peter Niewiarowski were curious about how the lizards cope on surfaces in their natural habitat. Explaining that previous studies had focused on the reptiles clinging to artificial dry surfaces*)
- 3 F (*Therefore geckos can walk on wet surfaces, as long as their feet are reasonably dry*)
- 4 E (*the team is keen to understand how long it takes geckos to recover from a drenching*)

5 Discursive passages

1 Discursive passages

1.1

to add more / clarify a point	to show contrast / present the opposite view	to give an example	to draw a conclusion / introduce a result
moreover furthermore indeed in addition similarly in fact	although though despite in spite of nonetheless whilst	such as for instance to illustrate this	therefore consequently thus as a result hence

1.2

in fact; although; whilst;
in addition; furthermore; though; thus; therefore; despite

1.3

- 1 D 2 F 3 A 4 C 5 B 6 H

1.4

- 1 in fact 3 whilst 5 despite
2 although 4 thus 6 therefore

2 Identifying theories and opinions

2.1

believes

2.2

verbs: speculate, remarked, noted
preposition: according to

2.3

- D Rooks are as intelligent as the most intelligent of animals. (*Corvids are remarkably intelligent, and in many ways rival the great apes in their physical intelligence and ability to solve problems*)
- F The ability of rooks is surprising, given the lack of similarities between the brains of birds and animals. (*This is remarkable considering their brain is so different to the great apes*)
- A We imagine that the rooks were soon able to appreciate the advantage of using different-sized tools. (*The scientists speculate that the birds quickly realised that the larger stones displaced more water and they were thus able to obtain the reward more quickly than by using small stones.*)
- C Using tools in their natural habitat is simply not necessary for rooks. (*Rooks do not use tools in the wild because they do not need to*)
- E In their natural setting, rooks can obtain food without using tools. (*Rooks do not use tools in the wild because ... They have access to other food that can be acquired without using tools*)
- B Tool use in rooks demonstrates a common English saying. (*As Bird noted, that fits nicely with Aesop's maxim, demonstrated by the crow: 'Necessity is the mother of invention.'*)

Identifying a writer's purpose

3.2

- 1 A (Pagel ... points out that this likely explains "why we can instinctively recognise words in other Indo-European languages, just from their sounds")
- 2 C (Russell Gray ... was impressed by both findings. "Despite all the vagaries and contingencies of human history, it seems that there are remarkable regularities in the processes of language change," he commented)
- 3 B (Lieberman ... found that the more an irregular verb is used, the longer it will remain irregular)
- 4 A ("Throughout its 8,000-year history, all Indo-European-language speakers have used a related sound to communicate the idea of 'two' objects – duo, due, deux, dos, etc.," Pagel commented)
- 5 B (Lieberman ... performed a quantitative study of the rate at which English verbs such as 'help' have become more regular with time. Of the list of 177 irregular verbs they took from Old English, only 98 are still irregular today)

3.3

- 1 – 5 We focused on the historical changes that have occurred in one particular language.
- 2 – 3 Words that don't follow a standard pattern will remain that way if they are used often.
- 3 – 4 Certain words have kept a similar sound across many years and many countries.
- 4 – 1 We are able to recognise certain words used by people in other cultures.
- 5 – 2 Regardless of what happens in the world, there appear to be fixed rules that govern the way words alter over time.

3.4

- 1 Question 5
- 2 writes, commented, adds, proposed, according to, points out

3.5

- 1 D (The question of why some words evolve rapidly through time while others are preserved ... has long plagued linguists.)
- 2 C (Over time, however, some irregular verbs 'regularise'. For instance, the past tense of 'help' used to be 'holp', but now it is 'helped'.)
- 3 B (Despite all the vagaries and contingencies of human history, it seems that there are remarkable regularities in the processes of language change)

E Multiple-choice questions

1.3

- C (at which stage language becomes a necessity has come under debate)

2.2

You need to find two issues that may have caused the rise in dolphin numbers.

2.3

there were probably several related phenomena ... Firstly, ... Something else was going on. That something was distinctively human.

The correct options are: B and E

Identifying a writer's purpose

3.3

blockbuster: positive, the word is used to describe a film that is very popular; *hopelessly flawed*: negative, this phrase is used to criticise the science portrayed in the film; *revel in*: positive, this gives us a positive image of people enjoying the film

3.4

- 1 B (the writer says that we are happy to 'suspend our disbelief' so that we can 'revel in' the story)
- 2 C (the writer tells us the science is 'hopelessly flawed' but that the film was a 'successful' book and a 'blockbuster' film)

7 Opinions and attitudes

Argumentative texts

1.1

positive	negative
diverse	disastrous
unspoilt	biased
accomplished	vulnerable
productive	dated
realistic	confusing
sophisticated	irrelevant
efficient	harsh
thorough	catastrophic
influential	monotonous
prominent	distorted

1.2

Some adjectives you might have underlined: modernist; world-class; steep (decline); (racially) integrated; (economically) stable; enormous; unique; casual; beautiful; huge; cavernous; renowned; great; famous; austere; unappealing; strong aesthetic (preferences)

2.1

- 1 claim 2 claim 3 view 4 view 5 view

2.2

- 1 No 2 Yes 3 Not Given 4 No 5 Yes

2.3

- 1 Hundreds were built then, it's the fact that it was designed by three famous people that made it unique.
- 2 built ... 1962 ... While much of Detroit began a steep decline soon after, Lafayette Park ... bucking the trend of suburban flight ... despite the fact that Detroit has suffered enormous population loss

- 3 We are only told that Mies designed Lafayette Park, there is no mention of Mies and any other part of Detroit.
- 4 The buildings have *a kind of austere uniformity*.
- 5 *Indeed, the best design doesn't force a personality on its residents. Instead, it helps them bring out their own.*

3 Identifying grammatical features

3.1

- A *settled* = verb or adjective
 B *adapt* = verb
 C *neutral* = adjective
 D *poor* = adjective or noun
 E *afford* = verb
 F *strongly* = adverb

3.2

(Suggested answers)

- | | |
|----------------|--------------------------|
| 1 an adjective | 3 an adjective or adverb |
| 2 an adjective | 4 a verb |

3.3

- 1 D 2 A 3 C 4 B

3.5

- | | |
|----------------|----------------|
| 1 a verb | 3 a noun |
| 2 an adjective | 4 an adjective |

3.7

- 1 rise / emerge (*while members of one meerkat troop will consistently rise very early, those of another will emerge from their burrows much later in the morning*)
- 2 innovative (*The tests showed that the more subordinate juvenile members of meerkat troops are the most innovative ... these low-ranking males were best at solving problems*)
- 3 treat / scorpion (*The meerkats had to work out how to open ... in order to reach the scorpion inside ... these low-ranking males were best at solving problems and obtaining the treat*)
- 4 opaque (*The meerkats had to work out how to open the opaque lid of the container ... the meerkats didn't ever appear to work out that it was the opaque surface of the box that they should attack*)

8 General Training Reading

1 The General Training Reading paper

1.1

Section 1: B, E, H
 Section 2: A, D, F
 Section 3: C, G

1.2

- | | | | |
|-----|-----|-----|-----|
| 1 D | 3 B | 5 A | 7 H |
| 2 C | 4 G | 6 F | 8 E |

1.3

(Suggested answers)

- 1 It's written by a local council.
- 2 residents of the area

1.4

two	3.5 million tonnes
3403 8888	160,000
13	six
500 tonnes	3467 9809

1.5

- 1 (13) trees
- 2 3.5 million (tonnes) (N.B. 3.5 million counts as 'a number' even though it is written in words)
- 3 3467 9809

1.6

- 1 rooms (*Remember to recycle items from other rooms in your house. Try placing a separate bin in the bathroom, laundry or study*)
- 2 black (*Your normal household waste is collected every week and should go in the bin with the black lid*)
- 3 two weeks (N.B. You must use words from the text – if you write *fortnight* your answer will be marked wrong because it is not in the text.) (*Place all recyclable items in your bin with a yellow lid. This will be emptied every two weeks*)
- 4 collection day (*You can find out your collection day by contacting the council on 3403 8888*)

1.7

- 1 *put* = place; *different* = separate
- 2 *top* = lid
- 3 *will collect* = will be emptied
- 4 *call* = contact; *they will tell you* = you can find out

1.9

- 3 True – (*Tree trimmings, grass clippings and flowers are not recyclable*)
- 4 True (*One job is created for every 500 tonnes*)
- 5 False (*Paper can be recycled six times*)
- 6 Not Given – we are told that fibres are added but there is no information given about these fibres and where they come from.

2 Dealing with multiple texts

2.1

They are all advertising open days at colleges or universities.

2.2

- 1 B 2 C 3 D 4 B 5 B 6 A

2.3

- 1 *International food fair*
- 2 *Visit our working farm; Marine biology exhibit – come and find out about our fascinating sea creatures*
- 3 *test your skills in our flight simulator; win a free flying lesson*
- 4 *Digital photography – workshops*
- 5 *Creative arts market – crafted by our third-year students – all reasonably priced*
- 6 *10:00 till 21:00; All finished off with our popular fireworks display*

2.4

- 1 D 2 A 3 E 4 B 5 C

3 Understanding work-related texts

3.1

- | | | | |
|-----|-----|-----|------|
| 1 F | 4 A | 7 B | 10 E |
| 2 D | 5 H | 8 L | 11 J |
| 3 G | 6 K | 9 I | 12 C |

3.2

- B someone who would like to know about what happens when their workplace is inspected

3.3

- 1 C (*All inspectors complete a rigorous nine-month programme of classroom training and field experience with a qualified inspector*) (A is incorrect because they spend 9 months doing this; B is incorrect because they only learn about one industry; D is incorrect because they have to do practical work after their theoretical training (*classroom training*))
- 2 B (*look at any documents or records and take them from the workplace in order to make copies*) (A is incorrect because they don't take away equipment; C is incorrect because they don't concern themselves with how employees are recruited; D is incorrect because they do not warn employees about inspections (*Workplace visits by an inspector are typically unannounced*))
- 3 D (*If the staff concerned are not available, the inspector may continue with a limited inspection ... and/or arrange a follow-up visit later*) (A is incorrect because it does not have to be postponed; B is incorrect because there is no need for a complaint to be made; C is incorrect because they will not leave without talking to some staff or completing the inspection)

3.4

The last section, under the heading: *What to expect from a workplace health and safety visit*

3.5

- | | |
|------------------------------------|----------------|
| 1 representative | 5 instructions |
| 2 day | 6 videos |
| 3, 4 policy, poster (in any order) | 7 injury |

3.6

identifies themselves = will introduce themselves
to meet = to speak with
absent = not available
do a job = carry out specific tasks
the premises = the workplace
you can get = can be obtained

3.8

- A iv B v C iii

3.9

- A The whole paragraph talks about how the mayor (*one person*) decided to ban all outdoor advertising because he thought it looked ugly (*changed a city*); ii is incorrect because the city did not vote, only the mayor decided.

- B The paragraph is about the reaction of people in the advertising and marketing business (*professionals*) and their warning of what would happen (*warn of the consequences*); i is incorrect because the industry insiders did not welcome the change.
- C The paragraph gives the views of a person who liked the advertisements; he argues that advertisements are also an art form and a form of entertainment; iv is incorrect because, although he is one man, he did not change the city; although he gives a warning, only one man is mentioned here, so heading v is incorrect.

3.10

- 2 the deadline
 - 3 the public's reaction
 - 4 advertising techniques
 - 5 an action
 - 6 examples showing the wide range
- 1 G (*It has also brought some unforeseen advantages. When the hoardings were removed, many locals were shocked at the state of the buildings and houses beneath. As a result, renovation work in the city has increased considerably*)
 - 2 D (*businesses were given 90 days to take down any signs that did not meet the new regulations*)
 - 3 G (*the scheme has worked, and surveys conducted by local newspapers indicate it is extremely popular, with more than 70% of residents showing their approval*)
 - 4 F (*innovative methods of indoor advertising such as inside elevators and bathrooms ... Big banks and stores began painting their buildings in eye-catching colours*)
 - 5 B (*representatives drove their cars up and down in front of city hall to protest against the ruling*)
 - 6 E (*15,000 billboards ... huge outdoor video screens, and even posters and ads on the side of buses and taxis, were all quickly removed across the city ... Even giving out pamphlets in public spaces was made illegal*)

3.12

- 1 G (*As journalist Vincenze Galvao commented ... 'My old reference was a big Panasonic billboard, but now my reference is an art deco building that had been covered by it.'*)
- 2 F (*But, according to advertising executive Marcio Oliveira, 'The internet was the really big winner.'*)
- 3 C (*Advertising is both an art form and, when you're in your car or on foot, a form of entertainment that helps relieve solitude and boredom*)
- 4 E (*'It was really dramatic ... Big companies had to change their focus and strategies,' says Marcello Queiroz*)
- 5 A (*Kassab set up telephone hotlines so that citizens could report instances of advertisers breaking the law. 'Some days we had 3,000 calls on those lines,' he said proudly*)
- 6 D (*spokesman Roberto Tripoli said. 'Yes, some people are going to have to pay a price, but things were out of hand and the population has made it clear that it wants this.'*)

Writing skills

1 Academic Writing Task 1 –

Describing a chart, table or graph

1 Understanding graphs, tables and charts

1.1

1 E 2 D 3 C 4 B 5 A 6 F

1.3

(These are examples of the types of information you should have highlighted in 1.2.)

- 1 traffic growth in the Netherlands measured/shown as a percentage
- 2 Yes, ten-year gaps from 1950 to 2000.
- 3 Yes, four types of transport are compared: cars, trains, bicycles, and other types of public transport.

1.4

The graph shows the increases in traffic in ~~England and the Netherlands~~ from ~~1960~~ 1950 to ~~2010~~ 2000. During this time, car traffic increased by ~~just over~~ ~~150~~ 140%, while train traffic increased by ~~40~~ 20%, bicycle traffic increased by approximately ~~20~~ 15%, and other public transport traffic ~~actually decreased~~ increased by about ~~20~~ 10%.

1.5 (Statements B and C are both examples of the type of information that is **inaccurate**)

- 1 B (it tells us what proportion of journeys was made by car etc. and not how many vehicles were used)
- 2 A
- 3 B (more people travelled by train than bicycle in 2000)
- 4 A
- 5 C (we are not told any information about car ownership, only about how journeys were made)
- 6 A

2 More complex charts

2.1

1 C 2 B 3 C 4 B

2.2

It is telling us the actual records of sea level changes from 1870 to 2008, as well as past and future estimates.

2.3

- 1 It is predicted that sea levels will continue to rise.
- 2 It is estimated that sea levels will have increased by 200 mm by the year 2050.
- 3 Sea levels are forecast(ed) to rise more rapidly between 2050 and 2100.
- 4 By 2100, sea levels are estimated to be 500 mm higher than they are at present.

3 Improving your Task Achievement score

3.2

D is the correct answer

- A (this is inaccurate as the results were not mixed)
- B (this is inaccurate as we are given no information about how many people used the extra lanes)
- C (this is inaccurate, as we do not know traffic figures, and it is also an isolated fact about two roads only and not a main trend)
- D (this summarises the impact that the introduction of the new lanes had on all roads)
- E (this is an opinion rather than a main trend)

3.3

1 A 2 B 3 B 4 A 5 A 6 A

Sentences 2 and 3 do not focus on main features or significant changes so it is not necessary to report these.

Sentences 1, 4, 5, 6 all give support for the main trend that was identified in the overview sentence and so are important details to include.

3.4

- 1 *From their responses, it is clear that swimming is the most popular sport among all groups, and that from these three groups, boys participated in the most sports.*
- 2 Main features
 - *for three out of the four sports, boys were the major participants.*
 - *The only sport not enjoyed by the boys surveyed was hockey ...*
 - *... a sport that the vast majority of the girls who were interviewed participated in.*
 - *only a very small number, approximately 10 of the 100, participated in football.*
- 3 The word count is only 143 words, so it will lose marks for being too short.

3.5

- 1 The final sentence needs to be deleted (leaving only 123 words): *We can conclude from this that girls in Manchester enjoy hockey a lot and that they don't particularly like football.* You should not try to draw conclusions like this about the data; you will lose marks if you do.
- 2 The data for the adults has not been mentioned at all. Missing out key details will lose marks.
- 3 Deleting the final line and adding details about the adults will mean a higher score for Task Achievement. For example, *When it comes to the adults surveyed, the two most popular sports were swimming and tennis, with hockey being the least popular. In fact, the team sports of football, hockey and basketball are all played less frequently by the adults who took part.* (43 words)

2 Academic Writing Task 1 – Comparing and contrasting graphs and tables

1 Avoiding repetition

1.1

1 F 2 D 3 E 4 A 5 B 6 C

1.2

1 D 2 F; B 3 A; E; C 4 G

1.3

The other differences are the words and phrases used to replace 'show(s)' in the question:

indicates; tells us; we can see; reveal

2 Comparing and contrasting data

2.1

- the net worth of three different sectors in the UK in billions of British pounds (£)
- One has a positive value (above the line) and one has a negative value (below the line).
- the UK total

2.2

- | | |
|--------------------|---------------------------------------|
| 1 2000–2008 | 5 Government, UK Total and Households |
| 2 2009–2010 | |
| 3 2002, 2008, 2010 | 6 Businesses |
| 4 2002 and 2008 | |

2.3

- remained; began to increase; had risen
- showed; increased
- dropped; fell; went
- followed
- improved; did not last; began to worsen
- experienced / was experiencing; returned
- revealed / reveals; was growing; was declining / declined

2.4

- A sentences 1 and 5
B sentences 2 and 4
C sentences 3, 6 and 7

3 Grammatical Accuracy – describing numbers and figures accurately

3.1

- Percentages, years and high or complex numbers (e.g. 305,678) can be left as numerals. We often simplify complex numbers by rounding them up or down (e.g. *just under four million; a little over five million*, etc.).
- You should write fractions and simple numbers (1–10) in words.

3.2

- Half of the people who attended in 1961 had never attended a concert before.
- They reduced the budget by **one million dollars** 40 years later.

- 60% of students report using the library in term time only and **a quarter** of those use the library at night.
- The population rose by **three and a half billion** in the next 15 years.
- Over 15 million planes landed at the airport in the last seven months; this is an increase of **a third**.

3.3

- | | | |
|-----------------|----------------|------------|
| 1 thousand cars | 3 Millions | 5 students |
| 2 million | 4 hundred beds | |

3.4

- | | | |
|------|----------|------------|
| 1 in | 3 of; of | 5 from; to |
| 2 of | 4 for | |

3 Academic Writing Task 1 – Describing diagrams

1 Understanding a diagram

1.2

- | | |
|-----------------------------|-----------------------|
| 1 tear | 6 slide |
| 2 pour / add / soak / leave | 7 lift / drain |
| 3 beat / mix | 8 place / put / press |
| 4 pour / add | 9 leave / dry |
| 5 mix | |

1.3

- | | | |
|------------------|--------|---------------|
| 1 bowl; jug | 3 tray | 5 rolling pin |
| 2 electric mixer | 4 mesh | |

2 Describing a process – coherence and cohesion

2.1

- | | | | |
|-----|-----|-----|-----|
| 1 D | 4 B | 6 F | 8 G |
| 2 E | 5 I | 7 A | 9 C |
| 3 H | | | |

2.2

(Suggested answer)

The diagram explains how recycled paper is made from old newspapers. First, some newspaper is torn into small pieces and put into a bowl. Then, 250 ml of water is added and it is left to soak for up to an hour. Next, using an electric mixer, the mixture is beaten for about 45 seconds until a pulp is formed. / an electric mixer is used to beat the mixture for about 45 seconds until a pulp is formed. When it is ready, the pulp is poured into a shallow tray and a further 100 ml of water is added. It is mixed together by hand. After this, a piece of mesh is used to carefully lift the pulp mixture out of the tray, allowing the water to drain. / the pulp mixture is carefully lifted out of the tray using a piece of mesh and the water is allowed to drain. Next, an old newspaper is opened up and the pulp mixture is placed inside. / the pulp mixture is placed inside an old newspaper. Then, a rolling pin is used to press the paper down and force out any excess water. / the paper is pressed down with a rolling pin and any excess water is forced out. Finally, the new paper is left to dry in a warm place for at least 24 hours.

2.3

First; Then; Next; When; After this; Finally

3 Lexical Resource – being accurate

3.1

- | | |
|--------------|-------------|
| 1 government | 5 countries |
| 2 percentage | 6 between |
| 3 different | 7 decreased |
| 4 until | 8 increased |

3.2

- | | | |
|----------|----------|--------------|
| 1 amount | 3 number | 5 percentage |
| 2 method | 4 means | 6 factors |

3.3

- | | | |
|--------------|--------------|---------------|
| 1 difference | 4 increase | 7 sport/s |
| 2 work | 5 attendance | 8 educational |
| 3 lives | 6 slight | |

4 Academic Writing Task 1 – Describing maps

1 Describing a map

1.1

the hotel	It has been expanded / extended.
Steggie Farm	It's been replaced by a road.
the roads	Have been modernised and traffic lights, a roundabout and zebra crossing have been added.
the shops	There are more shops / they have been extended.
the houses	There are more houses and they are smaller.
Goode Farm	Replaced with a car park.
the house in St Peter's Lane	Replaced with a supermarket.
the stables	Replaced with a block of flats.

1.2

- | | |
|-----------------|----------|
| 1 market square | 3 church |
| 2 house | 4 shops |

1.3

- in the bottom left-hand corner
- the left of
- top left-hand corner of
- to the right of / on the right-hand side of

2 Describing changes in a place

2.1

- | | |
|----------------------|----------------|
| 1 extend or expand | 6 reduce |
| 2 renovate/modernise | 7 develop |
| 3 modernise/renovate | 8 add |
| 4 replace | 9 remove |
| 5 improve | 10 reconstruct |

2.2

- replaced
- expanded / extended / developed
- have been modernised / improved
- have now been added; have been improved / modernised
- have been removed

3 Grammatical Accuracy

3.1

- | | |
|----------------------|----------------------|
| 1 allow | 6 have been added |
| 2 consisted | 7 has now replaced |
| 3 was restricted | 8 are located |
| 4 has changed | 9 have been made |
| 5 have been improved | 10 has been extended |

3.2

There are two clear paragraphs. The first describes the town in 1700 and the second describes modern-day changes that have taken place.

5 General Training Writing Task 1 – A letter

1 Understanding the task

1.1

	informal	semi-formal	formal
greeting	Hi Mum	Dear Mike	Dear Sir or Madam
opening statement	Thanks for the parcel, it just arrived!	I'm afraid I won't be able to attend the meeting next week.	I'm writing in response to your advertisement.
closing statement	I can't wait to see you next week.	I'm looking forward to getting back to work.	I look forward to your reply.
ending	Lots of love	Kind regards	Yours sincerely

1.2

- 1 F 2 A 3 D 4 E 5 B 6 C

1.4

- formal (You do not know the person and it is a business letter.)