



Academic

MODEL TEST 2

ANSWER SHEET

Academic Model Test 2

IELTS Listening Answer Sheet

1		✓ 1 X
2		— 2 —
3		— 3 —
4		— 4 —
5		— 5 —
6		— 6 —
7		— 7 —
8		— 8 —
9		— 9 —
10		— 10 —
11		— 11 —
12		— 12 —
13		— 13 —
14		— 14 —
15		— 15 —
16		— 16 —
17		— 17 —
18		— 18 —
19		— 19 —
20		— 20 —

21		✓ 21 X
22		— 22 —
23		— 23 —
24		— 24 —
25		— 25 —
26		— 26 —
27		— 27 —
28		— 28 —
29		— 29 —
30		— 30 —
31		— 31 —
32		— 32 —
33		— 33 —
34		— 34 —
35		— 35 —
36		— 36 —
37		— 37 —
38		— 38 —
39		— 39 —
40		— 40 —
Listening Total		

MODEL TEST 2

Candidate Name _____

International English Language Testing System

LISTENING

Time: Approx. 30 minutes

INSTRUCTIONS TO CANDIDATES

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

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

You should answer all questions.

All the recordings will be played ONCE only.

Write all your answers on the Question Paper.

At the end of the test, you will be given ten minutes to transfer your answers to an Answer Sheet.

Do not remove this booklet from the examination room.

INFORMATION FOR CANDIDATES

There are 40 questions on this question paper.

The test is divided as follows:

Section 1	Questions 1-10
Section 2	Questions 11-20
Section 3	Questions 21-30
Section 4	Questions 31-40

Track
24

SECTION 1

Questions 1–7

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

Example

What is the man doing?

- A Shopping at the mall
- B** Asking shoppers questions
- C Looking for a certain shop

- 1 The interviewer wants to find out about
 - A when the mall is open.
 - B people's shopping habits.
 - C the best stores¹ in the shopping center².
- 2 The interviewer wants to speak with
 - A married women.
 - B any shopper.
 - C children.
- 3 What is the respondent's age?
 - A 18–25
 - B 26–35
 - C 36–45
- 4 How often does the respondent shop at the mall?
 - A Less than once a month
 - B Once a week
 - C Two or more times a week
- 5 What does the respondent usually shop for?
 - A Clothes
 - B Books
 - C Groceries
- 6 How much time does the respondent usually spend at the mall?
 - A One hour or less
 - B Between one and two hours
 - C More than two hours
- 7 What method of transportation does the respondent use to get to the mall?
 - A Car
 - B Bus
 - C Subway

¹BRITISH: shops, shoppes

²BRITISH: shopping centre

Questions 8–10*Complete the sentences below.**Write NO MORE THAN THREE WORDS for each answer.*

- 8** Why does the respondent like the shoe store?

.....

- 9** Why doesn't the respondent like the food court?

.....

- 10** What improvement does the respondent suggest?

.....

SECTION 2**Question 11***Choose the correct letters, A, B, or C.*

- 11** The tour of the health club is for

- A people who want to become members of the club.
- B people who are already members of the club.
- C people who work at the club.

Questions 12–14*Choose THREE letters, A–F.**What are three things that members can do at the club?*

- A Learn to play tennis
- B Buy exercise equipment
- C Consult a nutrition expert
- D Exercise on a machine
- E Run on a track
- F Swim competitively

Questions 15–17*Choose THREE letters, A–F.**What three things should club members bring with them to the locker room?*

- A Towels
- B Soap
- C Shampoo
- D Hair dryers
- E Rubber sandals
- F Locks

Questions 18–20*Complete the notice below.**Write NO MORE THAN THREE WORDS for each answer.***Swimming Pool Rules**No children allowed without **18**Be safe! Please **19** near the pool because the floor is wet.Be clean! Use **20** before getting into the pool.**SECTION 3****Questions 21–22***Write NO MORE THAN THREE WORDS for each answer.***21** How often will the students have to write essays?

.....

22 How long should each essay be?

.....

Questions 23–26*Complete the chart below.**Write NO MORE THAN THREE WORDS for each answer.*

Essay Type	Sample Topic
23	How to change the oil in a car
24	Three kinds of friends
25	Student cafeteria food and restaurant food
Argumentative	The necessity of 26

Questions 27–30*Choose the correct letters, A, B, or C.***27** How will the students get their essay topics?

- A The professor will assign them.
- B Students will choose them.
- C They will come from books.

28 When are the essays due?

- A Every Monday
- B Every Wednesday
- C Every Friday

29 What percentage of the final grade¹ comes from the essays?

- A 15 percent
- B 20 percent
- C 65 percent

30 The professor wants

- A computer-written essays.
- B handwritten essays.
- C photocopied essays.

SECTION 4

Questions 31–32

Answer the questions.

Write NO MORE THAN THREE WORDS for each answer.

31 What is the name of the class?

.....

32 What day does the class meet?

.....

Questions 33–36

Complete the notes below.

Write NO MORE THAN THREE WORDS for each answer.

In hunter-gatherer societies, gathering is done by **33**

All humans lived in hunter-gatherer societies until **34** ago.

Today we can find hunter-gatherer societies in the Arctic, **35**

and **36**

¹BRITISH: mark

Questions 37–40

The following are characteristics of which types of society?

Check column A if it is a characteristic of hunter-gatherer societies.

Check column B if it is a characteristic of farming societies.

Characteristic	A	B
37 They usually remain in one area.		
38 They move around.		
39 They live in larger groups.		
40 They have an egalitarian social structure.		

ANSWER SHEET

Academic Model Test 2

IELTS Reading Answer Sheet

1		<input checked="" type="checkbox"/> 1 <input type="checkbox"/>
2		<input type="checkbox"/> 2 <input type="checkbox"/>
3		<input type="checkbox"/> 3 <input type="checkbox"/>
4		<input type="checkbox"/> 4 <input type="checkbox"/>
5		<input type="checkbox"/> 5 <input type="checkbox"/>
6		<input type="checkbox"/> 6 <input type="checkbox"/>
7		<input type="checkbox"/> 7 <input type="checkbox"/>
8		<input type="checkbox"/> 8 <input type="checkbox"/>
9		<input type="checkbox"/> 9 <input type="checkbox"/>
10		<input type="checkbox"/> 10 <input type="checkbox"/>
11		<input type="checkbox"/> 11 <input type="checkbox"/>
12		<input type="checkbox"/> 12 <input type="checkbox"/>
13		<input type="checkbox"/> 13 <input type="checkbox"/>
14		<input type="checkbox"/> 14 <input type="checkbox"/>
15		<input type="checkbox"/> 15 <input type="checkbox"/>
16		<input type="checkbox"/> 16 <input type="checkbox"/>
17		<input type="checkbox"/> 17 <input type="checkbox"/>
18		<input type="checkbox"/> 18 <input type="checkbox"/>
19		<input type="checkbox"/> 19 <input type="checkbox"/>
20		<input type="checkbox"/> 20 <input type="checkbox"/>

21		<input checked="" type="checkbox"/> 21 <input type="checkbox"/>
22		<input type="checkbox"/> 22 <input type="checkbox"/>
23		<input type="checkbox"/> 23 <input type="checkbox"/>
24		<input type="checkbox"/> 24 <input type="checkbox"/>
25		<input type="checkbox"/> 25 <input type="checkbox"/>
26		<input type="checkbox"/> 26 <input type="checkbox"/>
27		<input type="checkbox"/> 27 <input type="checkbox"/>
28		<input type="checkbox"/> 28 <input type="checkbox"/>
29		<input type="checkbox"/> 29 <input type="checkbox"/>
30		<input type="checkbox"/> 30 <input type="checkbox"/>
31		<input type="checkbox"/> 31 <input type="checkbox"/>
32		<input type="checkbox"/> 32 <input type="checkbox"/>
33		<input type="checkbox"/> 33 <input type="checkbox"/>
34		<input type="checkbox"/> 34 <input type="checkbox"/>
35		<input type="checkbox"/> 35 <input type="checkbox"/>
36		<input type="checkbox"/> 36 <input type="checkbox"/>
37		<input type="checkbox"/> 37 <input type="checkbox"/>
38		<input type="checkbox"/> 38 <input type="checkbox"/>
39		<input type="checkbox"/> 39 <input type="checkbox"/>
40		<input type="checkbox"/> 40 <input type="checkbox"/>
Reading Total		

MODEL TEST 2

Candidate Name _____

International English Language Testing System

ACADEMIC READING

Time: 1 hour

INSTRUCTIONS TO CANDIDATES

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

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

Start at the beginning of the test and work through it.

You should answer all questions.

If you cannot do a particular question, leave it and go on to the next. You can return to it later.

All answers must be written on the Answer Sheet.

Do not remove this booklet from the examination room.

INFORMATION FOR CANDIDATES

There are 40 questions on this question paper.

The test is divided as follows:

Reading Passage 1	Questions 1-15
Reading Passage 2	Questions 16-28
Reading Passage 3	Questions 29-40

Reading Passage 1

You should spend about 20 minutes on questions 1–15, which are based on Reading Passage 1 on page 349.

Questions 1–5

Reading Passage 1 has five paragraphs, A–E. Choose the most suitable heading for each paragraph from the list of headings below. Write the appropriate numbers (i–viii) on your Answer Sheet. There are more headings than paragraphs, so you will not use them all.

List of Headings

- i** Glacial Continents
- ii** Formation and Growth of Glaciers
- iii** Glacial Movement
- iv** Glaciers in the Last Ice Age
- v** Glaciers Through the Years
- vi** Types of Glaciers
- vii** Glacial Effects on Landscape
- viii** Glaciers in National Parks

- 1** Paragraph A
- 2** Paragraph B
- 3** Paragraph C
- 4** Paragraph D
- 5** Paragraph E

Glaciers

A

Besides the earth's oceans, glacier ice is the largest source of water on earth. A glacier is a massive stream or sheet of ice that moves underneath itself under the influence of gravity. Some glaciers travel down mountains or valleys, while others spread across a large expanse of land. Heavily glaciated regions such as Greenland and Antarctica are called *continental glaciers*. These two ice sheets encompass more than 95 percent of the earth's glacial ice. The Greenland ice sheet is almost 10,000 feet thick in some areas, and the weight of this glacier is so heavy that much of the region has been depressed below sea level. Smaller glaciers that occur at higher elevations are called *alpine* or *valley glaciers*. Another way of classifying glaciers is in terms of their internal temperature. In *temperate glaciers*, the ice within the glacier is near its melting point. *Polar glaciers*, in contrast, always maintain temperatures far below melting.

B

The majority of the earth's glaciers are located near the poles, though glaciers exist on all continents, including Africa and Oceania. The reason glaciers are generally formed in high alpine regions is that they require cold temperatures throughout the year. In these areas where there is little opportunity for summer *ablation* (loss of mass), snow changes to compacted *firn* and then crystallized ice. During periods in which melting and evaporation exceed the amount of snowfall, glaciers will retreat rather than progress. While glaciers rely heavily on snowfall, other climactic conditions including freezing rain, avalanches, and wind, contribute to their growth. One year of below average precipitation can stunt the growth of a glacier tremendously. With the rare exception of *surging glaciers*, a common glacier flows about 10 inches per day in the summer and 5 inches per day in the winter. The fastest glacial surge on record occurred in 1953, when the Kutiah Glacier in Pakistan grew more than 12 kilometers in three months.

C

The weight and pressure of ice accumulation causes glacier movement. Glaciers move out from under themselves, via *plastic deformation* and *basal slippage*. First, the internal flow of ice crystals begins to spread outward and downward from the thickened snow pack also known as the *zone of accumulation*. Next, the ice along the ground surface begins to slip in the same direction. Seasonal thawing at the base of the glacier helps to facilitate this slippage. The middle of a glacier moves faster than the sides and bottom because there is no rock to cause friction. The upper part of a glacier rides on the ice below. As a glacier moves it carves out a U-shaped valley similar to a riverbed, but with much steeper walls and a flatter bottom.

D

Besides the extraordinary rivers of ice, glacial erosion creates other unique physical features in the landscape such as horns, fjords, hanging valleys, and cirques. Most of these landforms do not become visible until after a glacier has receded. Many are created by moraines, which occur at the sides and front of a glacier. Moraines are formed when material is picked up along the way and deposited in a new location. When many alpine glaciers occur on the same mountain, these moraines can create a *horn*. The Matterhorn, in the Swiss Alps, is one of the most famous horns. *Fjords*, which are very common in Norway, are coastal valleys that fill with ocean water during a glacial retreat. *Hanging valleys* occur when two or more glacial valleys intersect at varying elevations. It is common for waterfalls to connect the higher and lower hanging valleys, such as in Yosemite National Park. A *cirque* is a large bowl-shaped valley that forms at the front of a glacier. Cirques often have a lip on their down slope that is deep enough to hold small lakes when the ice melts away.

E

Glacier movement and shape shifting typically occur over hundreds of years. While presently about 10 percent of the earth's land is covered with glaciers, it is believed that during the last Ice Age glaciers covered approximately 32 percent of the earth's surface. In the past century, most glaciers have been retreating rather than flowing forward. It is unknown whether this glacial activity is due to human impact or natural causes, but by studying glacier movement, and comparing climate and agricultural profiles over hundreds of years, glaciologists can begin to understand environmental issues such as global warming.

Questions 6–10

Do the following statements agree with the information in the passage? In boxes 6–10 on your Answer Sheet, write

- | | |
|------------------|--|
| TRUE | <i>if the statement is true according to the passage.</i> |
| FALSE | <i>if the statement contradicts the passage.</i> |
| NOT GIVEN | <i>if there is no information about this in the passage.</i> |

- 6 Glaciers exist only near the north and south poles.
- 7 Glaciers are formed by a combination of snow and other weather conditions.
- 8 Glaciers normally move at a rate of about 5 to 10 inches a day.
- 9 All parts of the glacier move at the same speed.
- 10 During the last Ice Age, average temperatures were much lower than they were during previous Ice Ages.

ANSWER SHEET

Academic Model Test 2

-2-

ANSWER SHEET

Academic Model Test 2

Writing Answer Sheet

TASK 1

Questions 11–15

Match each definition below with the term it defines.

Write the letter of the term, A–H, on your Answer Sheet. There are more terms than definitions, so you will not use them all.

Terms	
A	fjord
B	alpine glacier
C	horn
D	polar glacier
E	temperate glacier
F	hanging valley
G	cirque
H	surging glacier

- 11 a glacier formed on a mountain
- 12 a glacier with temperatures well below freezing
- 13 a glacier that moves very quickly
- 14 a glacial valley formed near the ocean
- 15 a glacial valley that looks like a bowl

Reading Passage 2

You should spend about 20 minutes on questions 16–28, which are based on Reading Passage 2 below.

Irish Potato Famine

A

In the ten years following the Irish potato famine of 1845, over 750,000 Irish people died, including many of those who attempted to immigrate to countries such as the United States and Canada. Prior to the potato blight, one of the main concerns in Ireland was overpopulation. In the early 1500s, the country's population was estimated at less than three million, but by 1840 this number had nearly tripled. The bountiful potato crop, which contains almost all of the nutrients that a person needs for survival, was largely to blame for the population growth. However, within five years of the failed crop of 1845, the population of Ireland was reduced by a quarter. A number of factors contributed to the plummet of the Irish population, namely the Irish dependency on the potato crop, the British tenure system, and the inadequate relief efforts of the English.

ANSWER SHEET

Academic Model Test 2

-3-

TASK 2

ANSWER SHEET

Academic Model Test 2

-4-

MODEL TEST 2

Candidate Name _____

International English Language Testing System

ACADEMIC WRITING

Time: 1 hour

INSTRUCTIONS TO CANDIDATES

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

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

All answers must be written on the separate answer booklet provided.

Do not remove this booklet from the examination room.

INFORMATION FOR CANDIDATES

There are 2 tasks on this question paper.

You must do both tasks.

Underlength answers will be penalized.¹

¹BRITISH: penalised

Writing Task 1

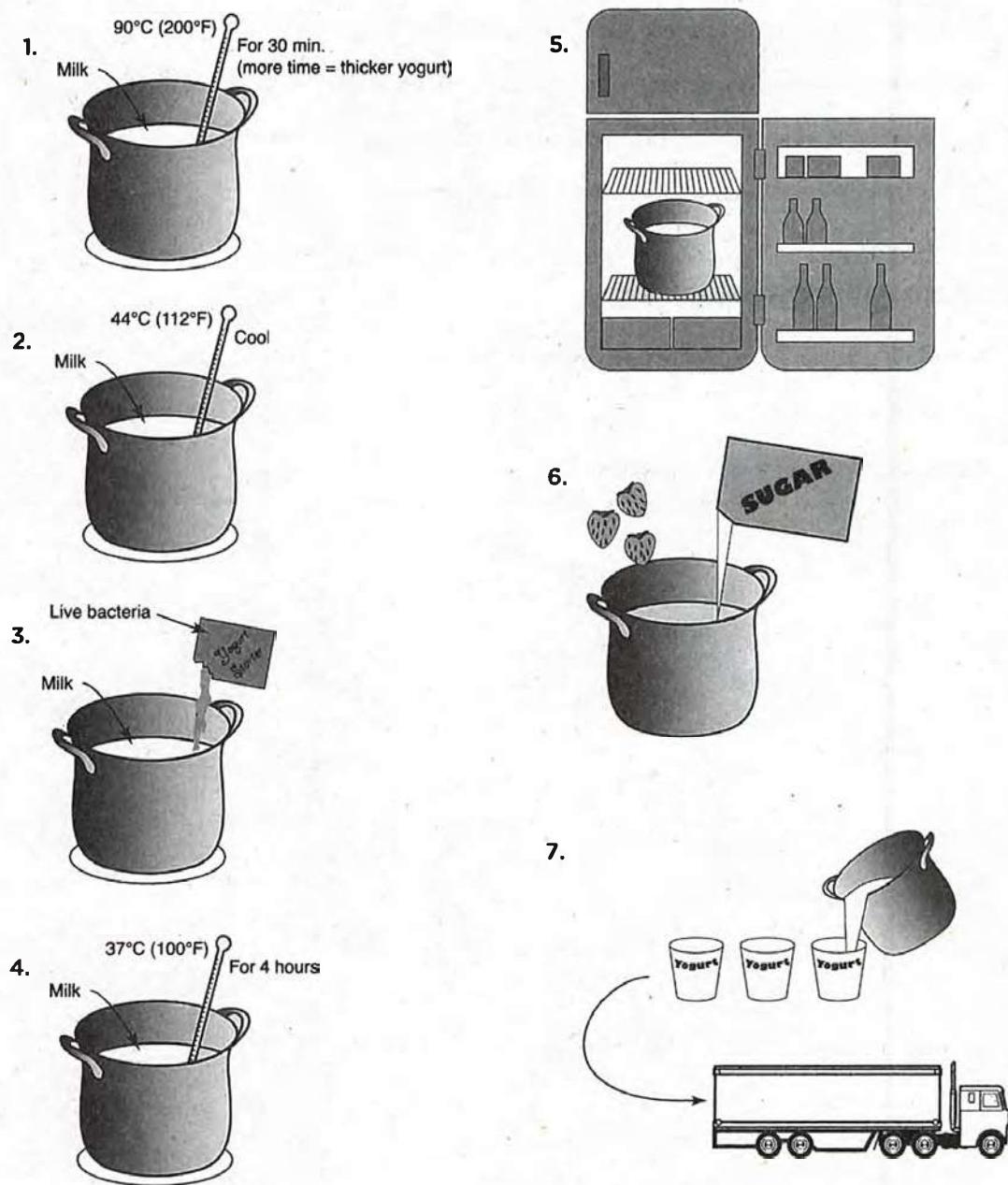
You should spend no more than 20 minutes on this task.

The diagram below shows the steps in the process of manufacturing yogurt.

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

Write at least 150 words.

Manufacturing Yogurt



Writing Task 2

You should spend no more than 40 minutes on this task.

Write about the following topic:

Families who do not send their children to government-financed schools should not be required to pay taxes that support universal education.

To what extent do you agree or disagree with this statement? Give reasons for your answer, and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.

SPEAKING

Examiner Questions:

Part 1 (4–5 minutes)

Jobs

- Do you have a job? Do you like it? Why or why not?
- Why did you choose this job?
- What kind of education or training did you need to get this job?

Free Time

- Describe an activity you enjoy doing in your free time.
- How long have you been doing this activity? How did you learn it?
- In your free time, do you prefer activities you can do with other people, or activities you can do alone? Why?
- Is having a lot of free time important to you? Why or why not?

Part 2 (4–5 minutes)

You will be given a topic. You will have one to two minutes to talk about this topic. You will have one minute to prepare what you are going to say. You may take some notes if you wish. Here is your topic:

Describe a holiday¹ that you have celebrated recently.

You should say:

- what the purpose of the holiday is
- who you celebrated with
- why this holiday is important to you

and describe some activities that you did as part of the celebration

You will have one to two minutes to talk about this topic.

You will have one minute to prepare what you are going to say.

Part 3 (4–5 minutes)

The Importance of Holidays

- What are some important holidays in your country?
- Why do people celebrate holidays?

Changes in Holidays

- Do you think holiday celebrations have changed over the years? Why or why not?
- Do you think the importance of holiday celebrations has changed over the years?
Why or why not?
- How will holidays be different in the future?

¹AMERICAN and BRITISH: A special day commemorating a religious, historical, social, or political event.

LISTENING

Example. (B) Choice (B) is correct because the man is “conducting a survey of shoppers at this mall.” He also wants to learn about “people’s habits when they shop at the mall.” Choice (A) is incorrect because the man is not shopping at the mall; he is conducting a survey. Choice (C) is incorrect because he is not looking for a shop.

1. (B) The man wants to learn about “people’s habits when they shop at the mall.” The other choices—(A) and (C)—are not mentioned during their conversation.
2. (A) Choice (A) is correct because the man is “interviewing married women, that is women with husbands and children who shop for their families.” Choice (B) is incorrect because the man won’t talk to “any shopper.” Choice (C) is incorrect because the man does not want to speak to children.
3. (B) Choice (B)—26–35—is correct because she says, “I’m 34,” which fits into that range. Choices (A) and (C) give numeric ranges that do not match her age.
4. (C) Choice (C) is correct because she says, “I’m here at least twice a week.” This statement is the equivalent of choice (C)—two or more times a week. Choice (A)—less than once a month—is incorrect because it is a time period that the man mentions, but the woman does not select that time period. Choice (B)—once a week—is incorrect. It is never mentioned during their conversation.
5. (C) Choice (C) is correct because she says, “The reason I come here so often is for food. I told you I have a large family. I buy all our food at the supermarket here.” Choice (A) is incorrect because the woman says, “The clothing stores are quite nice,” but she doesn’t say that she usually shops for clothes. Choice (B) is incorrect because she says, “I like the bookstore,” but she doesn’t say that she usually shops for books.
6. (B) Choice (B) is correct because she spends “about an hour and a half or so.” Choice (A)—one hour or less—is incorrect because she doesn’t say that she ever spends that amount of time at the mall. Choice (C)—more than two hours—is incorrect because she says, “I’m hardly ever here for more than two hours.” So, she is not usually at the mall for that amount of time . . . and the question asks for her usual length of time.
7. (A) Choice (A) is correct because the woman says, “I always drive.” Choice (B)—bus—is provided by the man as an option, which she doesn’t select. Choice (C)—subway—is incorrect. It is never mentioned.
8. Multiple possible answers:
 - (a) Employees are polite
 - (b) Give good service
 - (c) Very good service
 - (d) Polite employeesThe woman likes the shoe store because, “the employees there are so polite. They give very good service.”
9. The correct answer is “it’s very expensive.” The woman says, “[the food] is very expensive. It shouldn’t cost so much.”
10. Multiple possible answers
 - (a) add more parking
 - (b) more parking spaces/places
 - (c) add parking spaces/places
 - (d) add parkingThe woman says, “You should add more parking spaces.”
11. (A) Choice (A) is correct because the purpose of the tour is to let people “become familiar with the different activities available at the club.” The goal of the tour is to have everyone “decide to become

members." Choice (B) is incorrect because the club members already have a membership. They don't need to be convinced to join again. Choice (C) is incorrect because the people who work at the club already know about all of the club's activities.

- 12–14. Choices (A), (D), and (F) are correct.

Choice (A)—learn to play tennis—is correct because the club does "offer tennis lessons." Choice (D) is correct because the club has "the most modern exercise machines." Choice (F) is correct because club members "have the opportunity to swim competitively."

Choice (B) is incorrect because their club store offers only "snacks or drinks." Choice (C) is incorrect because the only expert mentioned is a fitness and technology expert, but not a nutrition expert. Choice (E) is incorrect because "run on a track" is never mentioned.

- 15–17. Choices (C), (E), and (F) are correct.

Choice (C) is correct because they are told to "supply your own shampoo." Choice (E) is correct because people are told that everyone must "wear rubber sandals in the changing rooms" and since they aren't told where to get the sandals, it is understood that you need to bring your own. Choice (F) is correct because people are told "to supply your own lock."

Choices (A) and (B) are incorrect because the club's locker/changing rooms are kept "well-stocked with basic necessities such as towels and soap." Choice (D) is incorrect because "There are plenty of . . . hair dryers."

18. *an adult.* "Children must be accompanied by an adult at all times."
19. *don't run.* "No running near the pool."
20. *the shower.* People are told, "we ask everyone to shower before entering the pool."
21. *weekly/once a week/every week.* The professor says, "You'll have to write one essay each week." Also, she says, "Every week I'll assign a different type of essay."
22. *350–400 words.*

Essay Type	Sample Topic
23. Process	How to change the oil in a car
24. Classification	Three kinds of friends
25. Compare and contrast	Student cafeteria food and restaurant food
Argumentative	The necessity of 26. homework

27. (B) Choice (B) is correct because the professor tells the students that she wants them to "pick your own topics." Choices (A) and (C) are incorrect because the professor says that students will pick their own topics. The professor mentions books, but only when telling students that the topics must be original: "I want them [the topics] to come out of your own heads, not out of any book on essay writing."
28. (C) Choice (C)—Friday—is correct because the professor says each student will "hand [it] in to me the following Friday." Choice (A) is incorrect—Monday—because that is the day that the essay assignment is given, not when it is due. Choice (B)—Wednesday—is incorrect because that day is never mentioned.
29. (C) Choice (C) is correct because the professor says that "your essays will count for 65 percent of your final grade."¹ Choice (A) is incorrect because it doesn't refer to essays: "Other class work will count for 15 percent." Choice (B) is incorrect because it doesn't refer to essays: "Your tests will be 20 percent of the final grade."
30. (A) Choice (A) is correct because the professor tells them, "Please type your essays on a computer." Choice (B) is incorrect because the professor says, "Handwritten essays are not acceptable." Choice (C) is incorrect because the professor says, "I don't want to receive any photocopied work."

¹BRITISH: mark

31. *Introduction to Anthropology.* "This class is Introduction to Anthropology."
32. *Tuesday.* "This class meets every Tuesday evening."
33. *women.* "The men's job is to hunt . . . while the women gather plants . . ."
34. *twelve thousand years.* "Before 12,000 years ago, all humans lived as hunter-gathers."
35. *some desert areas/deserts.* "Today hunter-gatherer societies still exist in the Arctic, in some desert areas, and in tropical rainforests."
36. *rainforests/tropical rainforests.* (see #35).

Characteristic	A	B
37. They usually remain in one area.		XX
38. They move around.	XX	
39. They live in larger groups.		XX
40. They have an egalitarian social structure.	XX	

37. (B) Choice (B) is correct because the professor says that farmers are more likely to be sedentary. They can't move often because they need to plant their crops. Choice (A) is incorrect because the hunter-gatherers "travel from place to place."
38. (A) Choice (A) is correct because the professor says that they tend to be nomadic. Choice (B) is incorrect because farmers can't move often because they need to plant their crops.
39. (B) Choice (B) is correct because "Farming can support much higher population densities than hunting and gathering can because farming results in a larger food supply." Choice (A) is incorrect because "hunter-gatherer societies generally have lower population densities." Also, the farming society's population density is higher than theirs.
40. (A) Choice (A) is correct because hunter-gatherer societies "tend not to have hierarchical social structures." Choice (B) is incorrect because farming societies had "hierarchical social structures begin to develop."

READING

Passage 1—Glaciers

- vi—Types of Glaciers is the correct answer. Paragraph A defines the term *glacier* and describes four specific types of glaciers.
- ii—Formation and Growth of Glaciers is the correct answer. Paragraph B describes the reason why glaciers generally form in the high alpine regions—because "they require cold temperatures throughout the year." The paragraph also describes the retreat of glaciers during periods when melting and evaporation exceed the amount of snowfall.
- iii—Glacial Movement is the correct answer. Paragraph C begins with a clear topic sentence: "The weight and pressure of ice accumulation causes glacier movement." The rest of the paragraph then provides details about this movement.
- vii—Glacial Effects on Landscape is the correct answer. Like the previous paragraph, paragraph D begins with a clear topic sentence directly related to the topic: "glacial erosion creates other unique physical features in the landscape such as horns" and so on. Each feature is described in the following sentences.
- v—Glaciers Through the Years is the correct answer. Paragraph E refers to the glaciers from the Ice Age, the past century, and even looks into the future by referring to studies that glaciologists can conduct now and in the future.
- False. Paragraph B, first sentence states: "glaciers exist on all continents," and paragraph B, last sentence states: "The fastest glacial surge on record occurred in . . . the Kutiah Glacier in Pakistan," which is not at the poles.

7. True. Paragraph B, middle sentence states: "While glaciers rely heavily on snowfall, other climatic conditions including freezing rain, avalanches, and wind, contribute to their growth."
8. True. Paragraph B, second to the last sentence states: "With the rare exception of *surging glaciers*, a common glacier flows about 10 inches per day in the summer and 5 inches per day in the winter." This fits the 5–10 inch range.
9. False. Paragraph C states: "The middle of a glacier moves faster than the sides and bottom because there is no rock to cause friction."
10. Not Given. Paragraph E refers to the last Ice Age and the percentage of glaciers that covered the earth's surface. However, no mention is made of the temperatures then.
11. (B) Paragraph A explains: "Smaller glaciers that occur at higher elevations are called *alpine* or *valley glaciers*." Paragraph D refers to "alpine glaciers [occurring] on the same mountain."
12. (D) Paragraph A states: "*Polar glaciers* . . . always maintain temperatures far below melting." Therefore, these temperatures are freezing, and D is the correct answer.
13. (H) Paragraph B says: "With the rare exception of *surging glaciers*, a common glacier flows about 10 inches per day in the summer and 5 inches per day in the winter. The fastest glacial surge on record occurred in 1953." So the reader can infer that the term surging glacier is related to the speed of the glacier's movement.
14. (A) Paragraph D explains: "*Fjords* . . . are coastal valleys that fill with ocean water." Therefore, the reader assumes that fjords form near the ocean and term A (fjord) is selected as the correct answer.
15. (G) Paragraph D states: "A *cirque* is a large bowl-shaped valley that forms at the front of a glacier."

Passage 2—Irish Potato Famine

16. (F) Paragraph F begins by stating the British government's political policy toward Ireland during the famine: "The majority of the British officials in the 1840s adopted the laissez-faire philosophy." The rest of the paragraph provides details about the British government's action (or lack of action) to help Ireland and the impact that had on Ireland.
17. (D) Paragraph D describes the British tenure system, including how British landowners charged rent and people lived on smaller and smaller parcels of land.
18. (B) Paragraph B describes how Europeans changed their attitude about potatoes, from saying it "belonged to a botanical family of a poisonous breed" to having the European monarchs order the wide planting of the vegetable.
19. (E) Paragraph E examines the Penal Laws and the many rights those laws denied the Irish peasants.
20. (C) Paragraph C describes Ireland's dependence on the potato—as a crop and as a stored food item.
21. (I) Paragraph B states: "Europeans believed that potatoes belonged to a botanical family of a poisonous breed."
22. (K) Paragraph B states: "By the late 1700s, the dietary value of the potato had been discovered, and the monarchs of Europe ordered the vegetable to be widely planted."
23. (C) Paragraph C states: "By 1800, the vast majority of the Irish population had become dependent on the potato as its primary staple."
24. (E) Paragraph C states: "Those who did manage to grow things such as oats, wheat, and barley relied on earnings from these exported crops to keep their rented homes."
25. (G) Paragraph D states: "As the population of Ireland grew, however, the plots were continuously subdivided . . . families were forced to move to less fertile land where almost nothing but the potato would grow."
26. (A) Paragraph E states: "Approximately 500,000 Irish tenants were evicted . . . Many of these people . . . were put in jail for overdue rent."

27. (H) Paragraph F states: "Sir Robert Peel . . . showed compassion toward the Irish by making a move to repeal the Corn Laws . . . For this hasty decision, Peel quickly lost the support of the British people and was forced to resign."
28. (F) Paragraph F states: "A few relief programs were eventually implemented, such as soup kitchens and workhouses; [but] these were poorly run institutions."

Passage 3—Anesthesiology

29. False. Paragraph 1 states that his book "was the primary reference source for physicians for over sixteen centuries," so it did not fall out of use after 60 A.D.
30. True. Paragraph 2 states: "The mandragora . . . was one of the first plants to be used as an anesthetic." Then the paragraph refers to its use in the Middle Ages.
31. True. Paragraph 3 explains nitrous oxide caused "a strange euphoria, followed by fits of laughter, tears, and sometimes unconsciousness."
32. Not Given. Paragraph 3 refers to laughing gas being used in 1844 to relieve pain during a tooth extraction. However, no details are given about anesthesia/anaesthesia being used for the remainder of the century.
33. True. Paragraph 5 states: "It takes over eight years of schooling and four years of residency until an anesthesiologist is prepared to practice in the United States."
34. False. Paragraph 6 states: "The number of anesthesiologists in the United States has more than doubled since the 1970s."
35. (D) Paragraph 4 states: "Simpson sprinkled chloroform on a handkerchief."
36. (B) Paragraph 5 states: "Local anesthetic is used only at the affected site."
37. (H) Paragraph 2 states: "Dioscorides suggested boiling the root [of mandrake] with wine."
38. (F) Paragraph 3 states: "laughing gas [also known as nitrous oxide], which he used in 1844 to relieve pain during a tooth extraction."
39. (C) Paragraph 5 states: "Regional anesthetic is used to block the sensation and possibly the movement of a larger portion of the body."
40. (E) Paragraph 3 states that the first anesthetic machine contained an ether-soaked sponge.

WRITING

Sample Responses

Writing Task 1

The diagram shows the steps involved in the process of manufacturing yogurt and preparing it for sale.

First, milk has to be heated to the proper temperature, which is 90° Celsius, or 200° Fahrenheit. The milk is kept at this temperature for at least ten minutes. The longer this temperature is maintained, the thicker the yogurt will be. Thirty minutes is generally the maximum time.

Next, the milk is cooled to 44° Celsius, or 112° Fahrenheit. Yogurt starter, or live bacteria, is added. The yogurt is kept at a temperature of 37° Celsius, or 100° Fahrenheit, while it incubates for four hours. After four hours, incubation is stopped by putting the yogurt in a cool place.

Now the yogurt is ready to have things added to it, usually fruit, sweetener, and different flavorings. Then it is put into containers. The containers are labeled and packed for shipping. Soon, the yogurt will show up in your neighborhood grocery store.

Writing Task 2—Agree

Families who do not send their children to government-financed schools should not be required to pay taxes that support universal education.

When families send their children to private school, they must pay tuition and other school expenses. Spending additional money to pay taxes creates an even greater financial hardship for these families. For example, my friend Amalia is a single mother with an eight-year-old son, Andrew. Because they survive solely on her income, money is tight. Amalia works at least 10 hours of overtime each week to cover Andrew's school expenses. This gives Amalia and Andrew less time to spend together, and she is always so tired that she is impatient with him when they do have family time.

While some people may consider private school to be a luxury, for many families it is essential because their community's public schools fail to meet their children's needs. Unfortunately, due to shrinking budgets, many schools lack well-qualified, experienced educators. Children may be taught by someone who is not a certified teacher or who knows little about the subject matter. Some problems are even more serious. For example, the public high school in my old neighborhood/neighbourhood had serious safety problems, due to students bringing guns, drugs, and alcohol to school.

Unfortunately, even when families prefer public schools, sometimes they can't send their children to one. These families are burdened not only by paying expenses at another school, but also by being forced to pay taxes to support a public school that they do not use.

Writing Task 2—Disagree

Families who do not send their children to public school should be required to pay taxes that support public education.

Every child in my country is required to attend school, and every child is welcome to enroll at his/her local public school. Some families choose to send their children to other schools, and it is their prerogative to do so. However, the public schools are used by the majority of our children and must remain open for everyone. For example, my uncle sent his two children to a private academy for primary school. Then he lost a huge amount of money through some poor investments and he could no longer afford the private school's tuition. The public schools supported their family when they had no money to educate their children.

Because the public schools educate so many citizens, everyone in my country—whether a parent or not—should pay taxes to support our educational system. We all benefit from the education that students receive in public school. Our future doctors, firefighters, and teachers—people whom we rely on every day—are educated in local public schools. Providing an excellent education in the public school system is vital to the strength of our community and our country.

Our government must offer the best education available, but it can only do so with the financial assistance of all its citizens. Therefore, everyone—including families who do not send their children to public school—should support public education by paying taxes.

SPEAKING

Sample Responses

Part 1

Do you have a job? Do you like it? Why or why not?

Yes, I have a job. I work as an enrollment manager for a university. I recruit new students into the program. I like it a lot because I can help people, and I get to meet a lot of new and interesting people. Also I have the opportunity to travel a lot.

Why did you choose this job?

I chose this job because I enjoy traveling, and I like meeting people. I have to travel at least 25 percent of the time for my job. I am always talking to people, e-mailing them, or writing articles about our university. It's really interesting.

What kind of education or training did you need to get this job?

I have my MBA (Masters in Business Administration) and that's the same program that I recruit students into. So, having that education really helped me to get this job, because I know what the students need to succeed in our program. Also, I've taken courses in public speaking so I'm comfortable giving presentations about our university.

Describe an activity you enjoy doing in your free time.

One of my favorite free-time activities is painting with watercolors. I especially like to paint outdoor scenes, so when the weather is nice, I go outside and paint.

How long have you been doing this activity? How did you learn it?

I've been painting since I was in high school. I learned how to use watercolors in one of my classes and I really liked it and I've been painting ever since. Sometimes I take a painting class at the local community center, but mostly I learn by doing.

In your free time, do you prefer activities you can do with other people, or activities you can do alone? Why?
It really depends on the activity. Painting is something I usually do alone, although sometimes I go to a park or other pretty place with some other painters I know and we paint together. But if I want to go to the movies or go shopping, those things are always much more fun when you do them with other people.

Is having a lot of free time important to you? Why or why not?

I like having a lot of free time because I always have so much to do. I have my painting and then I want to spend time with my family, of course. I think family is really the most important reason to have free time. It's important to do things with your family.

Part 2

I recently celebrated New Year's Day. The purpose of this day is to welcome the New Year. I think people celebrate it just about everywhere in the world. I celebrated with my cousins. We try to get together every year to celebrate this holiday, even though some of us live far away now. They're like my brothers and sisters; we grew up together. And that's the reason why this holiday is important to me, because I know I will see my cousins then. We're still young, so we did what young people do. We went to some clubs and stayed out all night dancing. We also met up with some old school friends, so it was like a reunion. We stayed out really late, until about 5:00 in the morning. The next day we went to my aunt's house and had a big family dinner with all the aunts and uncles and cousins, everyone in the family of all ages. We ate/had my country's traditional food and told stories and played games. It was a traditional family party. We do it every year.

Part 3***What are some important holidays in your country?***

Some important holidays in my country are New Year's Day, National Day, and Children's Day.

Why do people celebrate holidays?

Holidays are a time to remember important dates and people from our past and to practice our traditions. They're also a time to be with our families, and to relax and enjoy good food.

Do you think holiday celebrations have changed over the years? Why or why not?

Holiday celebrations haven't changed much over the years. The dates are the same, and the reason for each day hasn't changed. Families and friends still meet and spend time together.

Do you think the importance of holiday celebrations has changed over the years? Why or why not?

No, I don't think that the importance of holiday celebrations has changed. These days are still special for everyone. But sometimes it's difficult for people to have time to really enjoy the holiday.

How will holidays be different in the future?

In the future, we may have some new holidays. Also, with so many busy families, some of the holiday traditions may change. Instead of eating home-cooked food on holidays, I think that more and more families will go to restaurants. Then they can do less work and still enjoy the holiday together.

Academic

MODEL TEST 3

ANSWER SHEET

Academic Model Test 3

IELTS Listening Answer Sheet

1		✓ 1 X
2		— 2 —
3		— 3 —
4		— 4 —
5		— 5 —
6		— 6 —
7		— 7 —
8		— 8 —
9		— 9 —
10		— 10 —
11		— 11 —
12		— 12 —
13		— 13 —
14		— 14 —
15		— 15 —
16		— 16 —
17		— 17 —
18		— 18 —
19		— 19 —
20		— 20 —

21		✓ 21 X
22	/	— 22 —
23		— 23 —
24		— 24 —
25		— 25 —
26		— 26 —
27		— 27 —
28		— 28 —
29	29	— 29 —
30		— 30 —
31	31	— 31 —
32		— 32 —
33		— 33 —
34		— 34 —
35		— 35 —
36		— 36 —
37		— 37 —
38		— 38 —
39		— 39 —
40		— 40 —
Listening Total		

MODEL TEST 3

Candidate Name _____

International English Language Testing System

LISTENING

Time: Approx. 30 minutes

INSTRUCTIONS TO CANDIDATES

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

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

You should answer all questions.

All the recordings will be played ONCE only.

Write all your answers on the Question Paper.

At the end of the test, you will be given ten minutes to transfer your answers to an Answer Sheet.

Do not remove this booklet from the examination room.

INFORMATION FOR CANDIDATES

There are 40 questions on this question paper.

The test is divided as follows:

Section 1	Questions 1-10
Section 2	Questions 11-20
Section 3	Questions 21-30
Section 4	Questions 31-40

Track
25**SECTION 1**
Questions 1–4

Complete the form below. Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.

Lost Item Report**Example**

Day item was lost: Monday

Reported by:

Last Name Brown First name I

Address 2 High Street, 3 #5

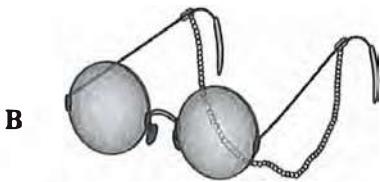
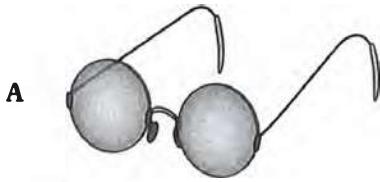
City Riverdale

Phones: Home (not given) Office (not given) 4 305-5938

Questions 5–10

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

5 What do the woman's glasses look like?



6 Where was the woman sitting when she lost her glasses?

- A** By the window
- B** Next to the door
- C** In the train station

7 What was the woman reading?

- A A book
- B A newspaper
- C A magazine

8 Where was the woman going on the train?

- A Home
- B To work
- C To visit her aunt

9 What time did the train arrive?

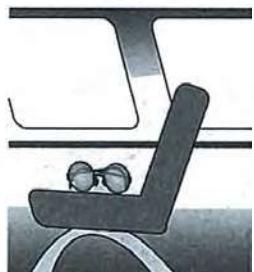
- A 5:00
- B 10:00
- C 10:30

10 Where did the woman find her glasses?

A



B



C



SECTION 2**Questions 11–20**

Complete the notes. Write **NO MORE THAN THREE WORDS** for each answer.

Places to look for housing

Not recommended:

Near university too expensive

Downtown¹ 11

12 from the university

Recommended:

Uptown² 13
 a lot of buses go there

Greenfield Park closer to the university
 you need 14

Places to look for ads³

15
 University newspaper

16
 Internet

Available at the Student Counseling Center⁴

city maps

city 17

18 service

list of 19

information about 20 plans

¹BRITISH: city centre

²BRITISH: area north of city centre

³BRITISH: advertisements/adverts

⁴BRITISH: Centre

SECTION 3

Questions 21–25

Choose **FIVE** letters, **A–I**.

What five advantages and disadvantages of bicycles do the students mention?

- A** They help you stay healthy.
- B** They are simple to maintain.
- C** They are easy to store.
- D** They are less expensive than other types of transportation.
- E** They are nonpolluting.
- F** They are not comfortable to use in the rain and cold.
- G** They are easily stolen.
- H** They are not convenient for long trips.
- I** They are dangerous to ride on busy highways.

Questions 26–30

Complete the notes below. Write **NO MORE THAN THREE WORDS** for each answer.

Encouraging Bicycle Riding

Cities can:

26 on roads

make places to **27** at subway stations

provide **28**

Bicycling Equipment

Safety: wear a **29**
reflective tape

Comfort: light clothes

30

SECTION 4**Questions 31–40**

Complete the outline. Write **NO MORE THAN THREE WORDS** for each answer.

Writing a Research Paper**I. Choose a topic**

A Look at 31

B Make topic more specific

C Get 32

II. 33**A. Library**

1. Reference and other types of books

2. Journals, 34

3. Atlases and other similar sources

B. Internet

1. Online journals and newspapers

2. Online 35

III. Write a thesis statement**IV. 36****A. Introduction**

B. 37

C. 38

V. 39**VI. Write first draft****VII. 40****VIII. Type final draft**

ANSWER SHEET

Academic Model Test 3

IELTS Reading Answer Sheet

1		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> X
2		<input type="checkbox"/> 2
3		<input type="checkbox"/> 3
4		<input type="checkbox"/> 4
5		<input type="checkbox"/> 5
6		<input type="checkbox"/> 8
7		<input type="checkbox"/> 7
8		<input type="checkbox"/> 8
9		<input type="checkbox"/> 9
10		<input type="checkbox"/> 10
11		<input type="checkbox"/> 11
12		<input type="checkbox"/> 12
13		<input type="checkbox"/> 13
14		<input type="checkbox"/> 14
15		<input type="checkbox"/> 15
16		<input type="checkbox"/> 18
17		<input type="checkbox"/> 17
18		<input type="checkbox"/> 18
19		<input type="checkbox"/> 19
20		<input type="checkbox"/> 20

21		<input checked="" type="checkbox"/> 21 <input type="checkbox"/> X
22		<input type="checkbox"/> 22
23		<input type="checkbox"/> 23
24		<input type="checkbox"/> 24
25		<input type="checkbox"/> 25
26		<input type="checkbox"/> 26
27		<input type="checkbox"/> 27
28		<input type="checkbox"/> 28
29		<input type="checkbox"/> 29
30		<input type="checkbox"/> 30
31		<input type="checkbox"/> 31
32		<input type="checkbox"/> 32
33		<input type="checkbox"/> 33
34		<input type="checkbox"/> 34
35		<input type="checkbox"/> 35
36		<input type="checkbox"/> 36
37		<input type="checkbox"/> 37
38		<input type="checkbox"/> 38
39		<input type="checkbox"/> 39
40		<input type="checkbox"/> 40
Reading Total		

MODEL TEST 3

Candidate Name _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

ACADEMIC READING

Time: 1 hour

INSTRUCTIONS TO CANDIDATES

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

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

Start at the beginning of the test and work through it.

You should answer all questions.

If you cannot do a particular question, leave it and go on to the next. You can return to it later.

All answers must be written on the Answer Sheet.

Do not remove this booklet from the examination room.

INFORMATION FOR CANDIDATES

There are 40 questions on this question paper.

The test is divided as follows:

Reading Passage 1	Questions 1-14
Reading Passage 2	Questions 15-27
Reading Passage 3	Questions 28-40

Reading Passage 1

You should spend about 20 minutes on questions 1–14, which are based on Reading Passage 1 below.

Allergy Testing

Allergic reactions are triggered by the contact, inhalation, or ingestion of a number of different allergens. Some of the most common allergens are made up of proteins found in plants, mold, food, venom, animal skin, and medication. Symptoms of allergic reactions range from mild irritation such as itching, wheezing, and coughing to life-threatening conditions related to the respiratory and gastrointestinal organs. Serious allergic reactions are more likely to result from food, drugs, and stinging insects. A person does not become allergic to a particular substance until after the first exposure. However, in some cases, even trace amounts of a substance, such as peanuts or seafood in a mother's breast milk, can cause an allergic reaction in a subsequent exposure.

A variety of allergy tests are available for determining specific substances that trigger allergic reactions in individuals. Allergists, also known as immunologists, are trained in selecting the types of tests that are both safe and appropriate, depending on the suspected allergies. By using allergen extracts, tiny amounts of commonly bothersome allergens (usually in the form of purified liquid drops), immunologists are often able to isolate which substances cause reactions in allergy sufferers.

One of the most common types of environmental allergy tests is the skin-prick test. This technique involves placing small drops of potential allergen onto the skin of the forearm about one to two inches apart. After the drops are placed on the arm, a needle is used to puncture the skin at the site of each drop. (Though the procedure is virtually painless, this test is often done on the upper back of children to prevent them from seeing the needle.) If an allergy is present, an allergic antibody called *immunoglobulin E* (IgE) will activate a special cell called a *mast* cell. Mast cells release chemicals (also known as *mediators*) that cause itching and swelling. The most common mediator is *histamine*. Histamine is what causes the controlled hive known as a *wheel and flare*. The white wheel is the small raised surface, while the flare is the redness that spreads out from it. In an uncontrolled allergic reaction, wheals and flares can get much bigger and spread all over a person's body. Results from a skin test can usually be obtained within 20 to 30 minutes, while the reaction usually fades within a few hours.

Another test that is very similar to the skin-prick test is the intradermal allergy test. This involves placing the allergen sample under the skin with a syringe. The intradermal test involves more risk and is usually saved for use if the allergy persists even after a skin-prick test comes back negative. People who have experienced serious allergic reactions called anaphylactic

reactions are not advised to have these types of tests. These allergy sufferers may be hypersensitive to even trace amounts of the allergens when they are introduced into the blood. Anaphylaxis is an allergic reaction that affects the whole body and is potentially life-threatening. Hives on the lips and throat can become severe enough to block air passage. Anaphylactic shock occurs when enough histamine is released to cause the blood vessels to dilate and release fluid into the tissues. This lowers blood volume and can result in heart failure.

A blood test can be performed to safely isolate over 400 different allergies, including dangerous food and environmental allergens. The Radio Allergo Sorbant Test (RAST) measures specific IgE antibodies using a blood sample. IgE is normally found in very small amounts in the blood; it is created as a defense¹ mechanism when it senses an intruder. Separate tests are done for each potential allergen, and IgE results are graded from 0 to 6. For example, canine serum IgE will be high if a person has an allergy to dogs. The RAST is used if patients have pre-existing skin conditions or if patients cannot stop taking certain medications such as antidepressants or antihistamines for even a short period of time. (People must stop taking antihistamines several days prior to taking a skin allergy test because the medication can interfere with the results.) The RAST is a more expensive test that does not provide immediate results.

A number of other allergy tests are available, though many are considered unreliable according to The Academy of Allergy, Asthma, and Immunology. Applied kinesiology is a test that analyzes² the loss of muscle strength in the presence of potential allergens. Provocation and neutralization³ testing involves injecting food allergens into the skin in different quantities, with the goal of determining the smallest dose needed to neutralize the symptoms. Sublingual provocation and neutralization is a similar test, except that the allergens are injected underneath the tongue. Cytotoxicity testing involves watching for the reaction of blood cells after placing allergens on a slide next to a person's blood samples.

After using a reliable testing method, the cause of an allergic reaction is often identified, and a physician is able to help a patient develop a treatment plan with the goal of controlling or eliminating the allergic symptoms. Those who are allergic to furry pets, pollen, and plants are prescribed mild medication or taught how to control their reactions with simple lifestyle changes, while those with food allergies learn to safely remove certain foods from their diets. Allergy sufferers who are prone to anaphylactic reactions are educated about life-saving techniques such as carrying the drug epinephrine and wearing medical alert bracelets. As soon as people understand their allergies, they can begin to experience an improved quality of life.

¹BRITISH: defence

²BRITISH: analyses

³BRITISH: neutralisation/neutralise

Questions 1–7

The passage describes three different types of allergy tests. Which of the characteristics below belongs to which type of test? In boxes 1–7 on your Answer Sheet, write

- A if it is a characteristic of the skin-prick test.
- B if it is a characteristic of the intradermal test.
- C if it is a characteristic of the blood test.

- 1 A substance is inserted beneath the skin with a needle.
- 2 It is often done on a patient's back.
- 3 It is advisable for patients who have skin problems.
- 4 It is not advisable for patients who have had serious allergic reactions in the past.
- 5 It shows results within half an hour.
- 6 It can cause red and white bumps on the patient's skin.
- 7 It has a higher cost than other tests.

Questions 8–14

Complete the summary of the reading passage below. Choose your answers from the box below, and write them in boxes 8–14 on your Answer Sheet. There are more words than spaces so you will not use them all.

mold	smelling	identify	allergens
avoiding	medicines	eating	treat
antihistamine	anaphylaxis	causes	signs

Allergic reactions result from touching, breathing, or 8 certain substances called 9 Coughing or itching are two possible 10 of an allergic reaction. More serious allergic reactions may result from certain insect bites, foods, or 11 A severe allergic reaction is known as 12 It can result in loss of blood volume and heart failure. Doctors can use a variety of tests to 13 the source of an allergy. Treatment may include taking medication or 14 the substances that cause the allergic reaction.

Reading Passage 2

You should spend about 20 minutes on questions 15–27, which are based on Reading Passage 2 below.

The Sacred Pipe

The sacred pipe was one of the most important artifacts of the indigenous people of North America. In almost every culture, the sacred pipe was considered a gift from The Great Spirit. The Cree believed that the pipe, the tobacco, and the fire were given as parting gifts from the Creator, while the Iowa Black Bear clan believed that the pipe bowl and later the pipe stem emerged from the earth as gifts to the earth's first bears. In most cases, the sacred pipe was considered a medium through which humans could pray to The Great Spirit, asking for guidance, health, and the necessities of life. In order for the prayers to reach the Great Spirit, they had to travel in the plumes of smoke from the sacred pipe. Because of its connection to the spiritual world, the pipe was treated with more respect than any human being, especially when the pipe bowl was joined to the stem.

Unlike the common pipe, which was used by average tribesmen for casual smoking purposes, the sacred pipe was built with precise craftsmanship. Before a pipe was carved, the catlinite (pipestone) was blessed and prayed over. The bowl of the traditional sacred pipe was made of red pipestone to represent the Earth. The wooden stem represented all that grew upon the Earth. In the Lakota Society, as in many Native American tribes, the people believed that the pipe bowl also represented a woman while the pipe stem represented a man. Joined together, the pipe symbolized the circle of love between a man and woman. The sacred pipe was the only object that was built by both genders; men carved the bowl and stem while women decorated the pipe with porcupine quills. In many tribes the man and woman held onto the sacred pipe during the marriage ceremony.

Cultivating the tobacco was the responsibility of certain members of the tribe. Generally, tobacco was mixed with herbs, bark, and roots, such as bayberry, mugwort, and wild cherry bark. These mixtures varied depending on the plants that were indigenous to the tribal area. Ceremonial tobacco was much stronger than the type that was used for everyday smoking. Rather than being inhaled, the smoke from the sacred pipe was puffed out the mouth in four directions.

In a typical pipe ceremony, the pipe holder stood up and held the pipe bowl in his left hand, with the stem held toward the East in his right hand. Before adding the first pinch of tobacco to the pipe bowl, he sprinkled some on the ground as an offering to both Mother Earth and the East. The East was acknowledged as the place where the morning star rose. Tribes believed that peace would evolve from wisdom if they prayed to the morning star.

Before offering a prayer to the South, the pipe holder again offered Mother Earth a sprinkling of tobacco and added another pinch into the bowl. The South was believed to bring strength, growth, and healing. While facing west the pipe holder acknowledged Mother Earth and prepared to thank the area where the sun sets. West was where the tribe believed the Spirit Helpers lived. At this time, they prayed for guidance from the spiritual world. The ceremony then proceeded to the North, which was thanked for blanketing Mother Earth with white snow, and for providing health and endurance.

After these four prayers, the pipe holder held the stem to the ground again and the tribe promised to respect and protect Mother Earth. Next, the stem was held up at an angle so that Father Sky could be thanked for the energy and heat he gave to the human body. Finally, the stem was held straight up and the tribe acknowledged The Great Spirit, thanking him for being the creator of Mother Earth, Father Sky, and the four directions.

After the pipe holder had worked his way around the four directions, he lit the pipe and passed it around the sacred circle in the same direction as the ceremonial prayers, starting from the East. Each member took a puff of smoke and offered another prayer. When the pipe had made a full circle, it was capped with bark, and the stem was removed. It was important for the stem and bowl to be stored in separate pockets in a pipe pouch. These pieces were not allowed to touch each other, except during a sacred pipe ceremony.

Pipestone, Minnesota, is considered hallowed ground for North American tribes. Regardless of their conflicts, tribes put their weapons down and gathered in peace in these quarries. According to the Dakota tribe, The Great Spirit once called all Indian nations to this location. Here the Spirit stood on the red pipestone and broke a piece away from the rock to make a giant pipe. He told his people that the red stone was their flesh and that it should be used to make a sacred pipe. He also said that the pipestone belonged to all native tribesmen and that the quarries must be considered a sacred place. Thus, people who had sacred pipes in their possession were considered caretakers, not owners.

Questions 15–19

Choose the correct letters, A–C, and write them in boxes 15–19 on your Answer Sheet.

15 The sacred pipe was important in native American cultures because

- A it was part of their spiritual practice.
- B it was used in gift exchanges between tribes.
- C it represented traditional handicrafts.

16 The pipe was made of

- A stone and wood.
- B bark and roots.
- C red clay from the Earth.

- 17 The pipe was sometimes used at
 A funerals.
 B births.
 C weddings.
- 18 During the pipe ceremony, tribe members smoked
 A plain tobacco.
 B a combination of plants.
 C only bark.
- 19 Pipestone, Minnesota, is an important place because it is
 A the site of a major battle.
 B the origin of the Dakota tribe.
 C the source of stone for pipes.

Questions 20–27

Complete the flowchart about the pipe ceremony. Write NO MORE THAN THREE WORDS from the passage for each answer.

The pipe holder takes the 20 in his left hand and the 21 in his other hand.



The pipe holder offers tobacco to Mother Earth and 22 , the place where the morning star rises, and then puts some in the pipe.



The pipe holder prays to 23 to bring strength, growth, and healing and then prays to the remaining directions.



The pipe holder points the pipe stem down and then up and prays to The Great Spirit, in appreciation for 24 , Father Sky, and 25



The pipe holder passes the pipe around the sacred circle, and all members of the circle 26 and pray.



The bowl and stem are stored 27 because they can only touch each other during the ceremony.

Reading Passage 3

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

Bathymetry

The ocean floor is often considered the last frontier on earth, as it is a domain that remains greatly unexplored. Bathymetry, also known as sea-floor topography, involves measuring and mapping the depths of the underwater world. Today much of the ocean floor still remains unmapped because collecting bathymetry data in waters of great depth is a time consuming and complex endeavor¹.

Two hundred years ago most people assumed that the ocean floor was similar to the beaches and coastlines. During the nineteenth century, attempts to produce maps of the seafloor involved lowering weighted lines from a boat and waiting for the tension of the line to change. When the handline hit the ocean floor, the depth of the water was determined by measuring the amount of slack. Each of these measurements was called a sounding, and thousands of soundings had to be done just to get a rough measurement of a small portion of the ocean floor. Besides estimating the depth, these surveys helped in identifying large shipping hazards, especially near the shoreline. A naval officer published the first evidence of underwater mountains in a bathymetric chart in 1855.

During World War I, scientists developed the technology for measuring sound waves in the ocean. Anti-Submarine Detection Investigation Committee (ASDICs) was the original name for these underwater sound projectors, but by World War II the term *sonar* was adopted in the United States and many other nations. Sonar, which stands for Sound, Navigation, and Ranging, was first used to detect submarines and icebergs. By calculating the amount of time it took for a sound signal to reflect back to its original source, sonar could measure the depth of the ocean as well as the depth of any objects found within it. The first sonar devices were passive systems that could only receive sound waves. By the 1930s, single-beam sonar was being used to transmit sound waves in a vertical line from a ship to the seafloor. The sound waves were recorded as they returned from the surface to the ship. However, this type of sonar was more useful in detecting submerged objects than mapping the seafloor. Throughout World War II, technology improved, and active sonar systems that both received and produced sound waves were being used. It was the invention of the acoustic transducer and the acoustic projector that made way for this modern sonar. The newer systems made it possible to identify certain material, such as rock or mud. Since mud absorbed a good portion of a sound signal, it provided a much weaker echo than rocks, which reflected much of the sound wave.

¹BRITISH: endeavour

The multi-beam sonar, which could be attached to a ship's hull, was developed in the 1960s. With this type of sonar, multiple beams could be adjusted to a number of different positions, and a larger area of the ocean could be surveyed. Maps created with the aid of multi-beam sonar helped to explain the formation of ridges and trenches, including the Ring of Fire and the Mid-Ocean Ridge. The Ring of Fire is a zone that circles the Pacific Ocean and is famous for its seismic activity. This area, which extends from the coast of New Zealand to the coast of North and South America, also accounts for more than 75 percent of the world's active and dormant volcanoes. The Mid-Ocean Ridge is a section of undersea mountains that extends over 12,000 feet high and 1,200 miles wide. These mountains, which zigzag around the continents, are generally considered the most outstanding topographical features on earth.

The invention of the side-scan sonar was another modern breakthrough for the field of bathymetry. This type of sonar is towed on cables, making it possible to send and receive sound waves over a broad section of the seafloor at much lower angles than the multi-beam sonar. The benefit of the side-scan sonar system is that it can detect very specific features over a large area. The most modern form of bathymetry, which is also the least accurate, is done with data collected by satellite altimetry. This method began to be used in the 1970s. This type of mapping relies on radar altimeters that receive echoes from the sea surface. These signals measure the distance between the satellite and the ocean floor. Unfortunately, due to water vapor¹ and ionization, electromagnetic waves are often decelerated as they move through the atmosphere; therefore, the satellite receives inaccurate measurements. The benefit of using satellites to map the ocean is that it can take pictures of the entire globe, including areas that have not yet been measured by sonar. At this time, satellite altimetry is mainly used to locate areas where detailed sonar measurements need to be conducted.

Due to a constant flux of plate activity, the topography of the seafloor is ever-changing. Scientists expect bathymetry to become one of the most important sciences as humans search for new energy sources and seek alternate routes for telecommunication. Preserving the ocean's biosphere for the future will also rely on an accurate mapping of the seafloor.

¹BRITISH: vapour

Questions 28–33

Complete the table below. Write **NO MORE THAN THREE WORDS** from the passage for each answer. Write your answers in boxes 28–33 on your Answer Sheet.

Mapping the Ocean Floor

Method	First Used . . .	Used for . . .	How It Works
weighted line	28	determining 29	drop a line until it hits the bottom
30	1930s	detecting objects underwater	send 31 to ocean floor
multi-beam sonar	32	mapping larger areas of the different directions	send multiple sound waves in
satellite altimetry	1970s	taking pictures of 33	send signals from satellite

Questions 34–37

Match each description below with the ocean region that it describes.

In boxes 34–37 on your Answer Sheet, write

- A if it describes the Ring of Fire.
- B if it describes the Mid-Ocean Ridge.

34 It is known for the earthquakes that occur there.

35 It is over one thousand miles wide.

36 It is a mountain range.

37 It contains the majority of the earth's volcanoes.

Questions 38–40

Do the following statements agree with the information in Reading Passage 3?

In boxes 38–40 on your Answer Sheet, write

- | | |
|------------------|---|
| TRUE | if the statement is true according to the passage. |
| FALSE | if the statement contradicts the passage. |
| NOT GIVEN | if there is no information about this in the passage. |

38 The shape of the ocean floor remains fairly constant over time.

39 Bathymetry provides information important for protecting ocean life.

40 Maps of the ocean floor have led to improved methods for predicting earthquakes.

ANSWER SHEET

Academic Model Test 3

Writing Answer Sheet

TASK 1

ANSWER SHEET

Academic Model Test 3

-2-

ANSWER SHEET

Academic Model Test 3

-3-

TASK 2

ANSWER SHEET

Academic Model Test 3

-4-

MODEL TEST 3

Candidate Name _____

International English Language Testing System

ACADEMIC WRITING

Time: 1 hour

INSTRUCTIONS TO CANDIDATES

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

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

All answers must be written on the separate answer booklet provided.

Do not remove this booklet from the examination room.

INFORMATION FOR CANDIDATES

There are 2 tasks on this question paper.

You must do both tasks.

Underlength answers will be penalized.¹

¹BRITISH: penalised

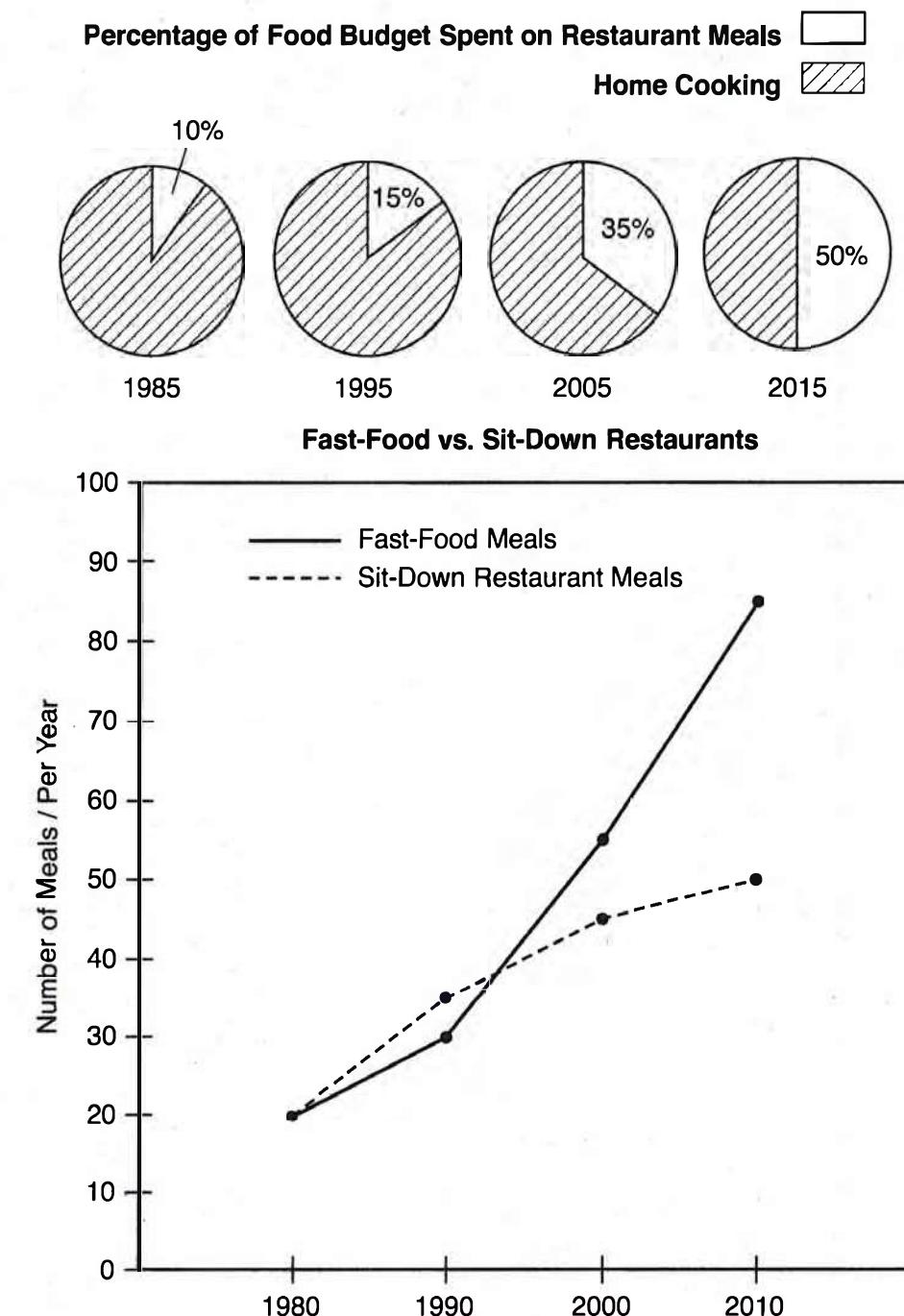
WRITING TASK 1

You should spend no more than 20 minutes on this task.

The charts below show the percentage of their food budget the average family spent on restaurant meals in different years. The graph shows the average number of meals eaten in fast-food restaurants and sit-down restaurants per family.

Summarize¹ the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



¹BRITISH: summarise

WRITING TASK 2

You should spend no more than 40 minutes on this task.

Write about the following topic:

By punishing murderers with the death penalty, society is also guilty of committing murder. Therefore, life in prison is a better punishment for murderers.

To what extent do you agree or disagree with this statement?

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

Write at least 250 words.

SPEAKING

Examiner Questions:

Part 1 (4-5 minutes)

Food

- What kind of food do you enjoy eating?
- What are some kinds of food you never eat? Why?
- Do you generally prefer to eat at home or at a restaurant? Why?
- What are some reasons that people eat at restaurants?

Free Time

- Describe some things you enjoy doing with your friends.
- Do you think it's better to have a large group of friends or a few close friends? Why?
- How do people choose their friends?
- Have you remained friends with people from your childhood? Why or why not?

Part 2 (3-4 minutes)

You will be given a topic. You will have one to two minutes to talk about this topic. You will have one minute to prepare what you are going to say. You may take some notes if you wish. Here is your topic:

Describe a teacher from your past.

You should say:

- what grade you were in when this teacher taught you
- what things this teacher taught you
- what the teacher's special qualities were

and describe why you remember this particular teacher.

Part 3 (4-5 minutes)

The Qualities of a Good Teacher

- What kind of person makes a good teacher?
- Why do you think people choose to become teachers?
- Which is more important for a teacher—to be an expert in the subject he or she teaches, or to be very skilled at explaining things and motivating students to learn?

Changes in Schools

- How are schools different now from when you were young?
- How do you think schools will be different in the future?

ACADEMIC MODEL TEST 3—ANSWER EXPLANATIONS

LISTENING

1. *Patty.* In line 9 of the dialogue she says, “It’s Patty, that’s P-A-T-T-Y.”
2. *17.* In line 11, she says, “I live at 17 High Street” and in line 13 she emphasizes this, “SevenTEEN.”
3. *apartment.* In line 15, she says, “It’s an apartment/flat.”
4. *cell.* In line 19, she says, “It’s my mobile phone.”
5. (B) In line 23, when asked to describe her glasses, the woman says, “They’re round. And they have a chain attached.” (A) is incorrect because it shows round glasses without saying anything about the chain. (C) is incorrect because it indicates square reading glasses, and hers were round.
6. (A) In line 25, the woman says that she “had a window seat.” So, she was by the window when she lost her glasses. (B) is incorrect because she was not near a door: “the door [was] at the other end of the car.” (C) is incorrect because she “was sitting on the train reading,” not in the station.
7. (C) In line 27, she “was [reading] a fascinating article in that new magazine.” (A) and (B) are incorrect because those choices are never mentioned.
8. (C) In line 29 she says, “I’ve come here to visit my aunt.” (A) is incorrect because she wasn’t going home. In fact, she “left home at five o’clock this morning.” (B) is incorrect because she wasn’t going to work. She took “a whole week off work to make this trip.”
9. (B) In line 31 she says, “At ten o’clock, I think. Yes, that’s right.” (A) is incorrect because that is the time she left home that morning. (C) is incorrect because in line 31 she says that her train arrived “just about 30 minutes ago. At ten o’clock.” So her train arrived at 10 and she is making the lost report at 10:30.
10. (C) In lines 34 and 35, the man asks about what is in her coat pocket, and she finds her glasses then. (A) is incorrect because they were not in her purse/handbag. She does say, “I had my handbag,” but her glasses weren’t there. (B) is incorrect because she says, “I checked my seat to see if I had left anything on it, but I hadn’t.”
11. *mainly commercial area/fewer apartments.* The downtown is described as “mainly a commercial area.”
12. *too far.* The downtown is described as “rather far from the university.”
13. *prices are low.* The speaker says that in uptown “The prices there are quite low.”
14. *a car.* The speaker says, “you’ll need a car if you choose to live there” (in uptown).
15. *University’s Student Center/Student Center wall.* The speaker says, “look . . . at the university’s Student Center. There is a wall there devoted to apartment ads.”
16. *Local newspaper! The Greenfield Times.* He mentions, “The local city newspaper, *The Greenfield Times*, . . . lists apartment for rent ads.”
17. *bus schedules.* He says the Student Counseling¹ Center (SCC) has “city bus schedules.”
18. *roommate matching.* He says the SCC has a “roommate² matching service.”
19. *inexpensive furniture stores.* He says the SCC can provide “a list of inexpensive furniture stores.”
20. *meal.* He mentions that students can sign up “for a meal plan on campus” and that SCC has several different plans.
21. (A) The speaker says: “First, bicycle riding is good for your health.”
22. (D) The speakers say: “Bicycles are a lot cheaper to use than cars. Or any other form of transportation when you think about it.”
23. (E) The speaker says: “Bicycles don’t cause pollution like cars and buses do.”
24. (F) The speaker talks about rain and cold. She says: “So bad weather would be a problem.”
25. (H) The speaker says: “It is difficult to ride your bike if your trip is long distance.”
26. *make bike lanes.* The woman says, “I think the biggest thing is making bicycle lanes on roads.”

¹BRITISH: Counselling

²BRITISH: flatmate

27. *lock up bikes/lock bikes/leave their bikes.* The woman says, "They need a safe place to lock up their bikes."
28. *bicycling maps.* The woman says, "Some cities provide bicycling maps."
29. *helmet.* The woman says, "For safety you should wear a helmet."
30. *waterproof clothes.* The woman says, "For comfort you need . . . waterproof clothes when it rains."
31. *suggested topics list/list of topics.* In paragraph 1, the professor says, "I have a list of suggested topics . . . and I'd like you to look over it."
32. *final approval/professor's approval.* At the end of paragraph 1, the professor says, "You'll need to get my final approval on your topic."
33. *Gather information.* In paragraph 2, the professor says, "The next thing you'll do is gather information on your topic."
34. *magazines, and newspapers.* In paragraph 2 the professor mentions the "journals, magazines, and newspapers."
35. *encyclopedias/encyclopaedias.* In paragraph 2, the professor refers to the "online encyclopedias."
36. *Write an outline.* In paragraph 4, the professor says: "Now then, let's say you have your thesis statement . . . Writing an outline will help you get focused."
37. *body.* Midway through paragraph 4, the professor explains there is an introduction and "then the body."
38. *conclusion.* At the end of paragraph 4, the professor explains there is "finally the conclusion."
39. *Organize/organise your notes.* At the beginning of paragraph 5, the professor says, "you can start organizing your notes."
40. *Revise your draft.* In paragraph 7 the professor says, "the next thing to do is revise your draft."

READING

Passage 1—Allergy Testing

1. (B) In paragraph 4, it states that the intradermal allergy test "involves placing the allergen sample under the skin with a syringe."
2. (A) In paragraph 3, it says that the "test is often done on the upper back of children."
3. (C) In paragraph 5, it says that a blood test (the RAST) "is used if patients have pre-existing skin conditions."
4. (B) In paragraph 4 about the intradermal allergy test, the text states, "People who have experienced serious allergic reactions called anaphylactic reactions are not advised to have these types of tests."
5. (A) In paragraph 3 about the skin-prick test, the text says, "Results from a skin test can usually be obtained within 20 to 30 minutes."
6. (A) In paragraph 3 about the skin-prick test, the text discusses a controlled hive known as a wheal and flare. "The white wheal is the small raised surface, while the flare is the redness that spreads out from it."
7. (C) In paragraph 5 about the blood test, the text states, "The RAST is a more expensive test."
8. *eating.* In paragraph 1, the text states: "Allergic reactions are triggered by the contact, inhalation, or ingestion . . ."
9. *allergens.* In paragraph 1, the text states: "Allergic reactions are triggered by the contact, inhalation, or ingestion of a number of different *allergens*."
10. *signs.* In paragraph 1, the text states: "Symptoms of allergic reactions range from mild irritation such as itching, wheezing, and coughing."
11. *medicines.* In paragraph 1, the text states: "Serious allergic reactions are more likely to result from food, drugs, and stinging insects."
12. *anaphylaxis.* In paragraph 4, the text states: "Anaphylaxis is an allergic reaction that affects the whole body and is potentially life threatening." This sentence expresses that anaphylaxis is an allergic reaction, and a very severe one.

13. *identify.* In paragraph 7, the text states: “After using a reliable testing method, the cause of an allergic reaction is often *identified.*”
14. *avoiding.* In paragraph 7, the text states: “while those with food allergies learn to safely *remove* certain foods from their diets.”

Passage 2—The Sacred Pipe

15. (A) Choice (A) is correct because paragraph 1 explains: “the sacred pipe was considered a medium through which humans could pray to The Great Spirit.” The text mentions the pipe’s “connection to the spiritual world.” Choice (B) is incorrect because the reading passage mentions “a gift from the Great Spirit” and “gifts to the earth’s first bears,” but it does not describe using the sacred pipe in gift exchanges. Choice (C) is incorrect because paragraph 2 says that, “the sacred pipe was built with precise craftsmanship.” But there is no mention of it representing traditional handicrafts.
16. (A) Choice (A) is correct because paragraph 2 states: “The bowl of the traditional sacred pipe was made of red pipestone . . . The wooden stem.” Paragraph 8 elaborates on the red pipestone by explaining that “the quarries must be considered a sacred place” and these quarries, where the pipestone was found, indicate that pipestone is a rock. Choice (B) is incorrect because those are the substances used in mixing tobacco—see paragraph 3. Choice (C) is incorrect because there is no mention of red clay in this reading passage.
17. (C) Choice (C) is correct because paragraph 2 states, “In many tribes the man and woman held onto the sacred pipe during the marriage ceremony.” Choices (A) and (B) are incorrect because funerals and births are not mentioned.
18. (B) Choice (B) is correct because paragraph 3 states: “tobacco was mixed with herbs, bark, and roots . . . These mixtures varied depending on the plants that were indigenous to the tribal area.” So, the tobacco combined a variety of herbs as well as other plant life. Choice (A) is incorrect because this ceremonial tobacco was not plain. Choice (C) is incorrect because bark was only one of the ingredients in the mixture.
19. (C) Choice (C) is correct because paragraph 8 describes Pipestone, Minnesota. The text refers to its quarries, so this is a source of stone for pipes. Choice (A) is incorrect because there were no battles here. The text states, “Regardless of their conflicts, tribes put their weapons down and gathered in peace in these quarries.” Choice (B) is incorrect because the text says that “According to the Dakota tribe, The Great Spirit once called all Indian nations to this location.” No mention is made of the Dakota tribe originating there.
20. *pipe bowl/bowl.* Paragraph 4 states: “In a typical pipe ceremony, the pipe holder stood up and held the pipe bowl in his left hand.”
21. *pipe stem/stem.* Paragraph 4 states: “In a typical pipe ceremony, the pipe holder stood up . . . with the stem held toward the East in his right hand.”
22. *the East.* Paragraph 4 states: “he sprinkled some on the ground as an offering to both Mother Earth and the East. The East was acknowledged as the place where the morning star rose.”
23. *the South.* Paragraph 5 states: “Before offering a prayer to the South . . . The South was believed to bring strength, growth, and healing.”
24. *Mother Earth.* Paragraph 6 explains the ritual. Read the first and last sentences.
25. *the four directions.* Paragraph 6 explains: “Finally, the stem was held straight up and the tribe acknowledged The Great Spirit, thanking him for being the creator of Mother Earth, Father Sky, and the four directions.”
26. *smoke.* Paragraph 7 states: “Each member took a puff of smoke and offered another prayer.”
27. *in separate pockets.* Paragraph 7 explains: “It was important for the stem and bowl to be stored in separate pockets in a pipe pouch. These pieces were not allowed to touch each other, except during a sacred pipe ceremony.”

Passage 3—Bathymetry

28. *nineteenth century.* Paragraph 2 states: “During the nineteenth century, attempts to produce maps of the seafloor involved lowering weighted lines from a boat.”
29. *depth.* Paragraph 2 says: “When the handline hit the ocean floor, the depth of the water was determined.”
30. *single-beam sonar.* Paragraph 3 focuses on sonar and says it “was first used to detect submarines and icebergs.” So, it was used for detecting objects underwater. The text explains, “By the 1930s, single-beam sonar was being used.”
31. *sound waves.* Paragraph 3 states that “By the 1930s, single-beam sonar was being used to transmit sound waves in a vertical line from a ship to the seafloor.”
32. *1960s.* According to paragraph 4, “The multi-beam sonar . . . was developed in the 1960s.”
33. *the entire globe.* Paragraph 5 says: “The benefit of using satellites to map the ocean is that it can take pictures of the entire globe.”
34. (A) Choice (A) is correct because paragraph 4 says: “The Ring of Fire . . . is famous for its seismic activity.”
35. (B) Choice (B) is correct because paragraph 4 states: “The Mid-Ocean Ridge is . . . 1,200 miles wide.”
36. (B) Choice (B) is correct because paragraph 4 explains: “The Mid-Ocean Ridge is a section of undersea mountains.”
37. (A) Choice (A) is correct because paragraph 4 says: “This area [the Ring of Fire] . . . accounts for more than 75 percent of the world’s active and dormant volcanoes.”
38. False. Paragraph 6 states the opposite: “the topography of the seafloor is ever-changing.”
39. True. Paragraph 6 states: “preserving the ocean’s biosphere for the future will also rely on accurate mapping of the seafloor.”
40. Not given. Predicting earthquakes is not mentioned in the article.

WRITING

Sample Responses

Writing Task 1

The charts and graph show information about the restaurant eating habits of the average family over the past 30 years. During this time, the number of meals that the average family eats at restaurants has dramatically increased. The percentage of the family’s food budget spent on restaurant meals steadily climbed. Just 10 percent of the food budget was spent on restaurant meals in 1985 and 15 percent in 1995. That percentage more than doubled in 2005, to 35 percent, and rose again in 2015 to 50 percent.

Where families eat their restaurant meals also changed during that 30-year period. In 1985, families ate the same number of meals at fast-food and sit-down restaurants. In 1995, families ate slightly more frequently at sit-down restaurants. However, since 2005, fast-food restaurants serve more meals to the families than do the sit-down restaurants. Most of the restaurant meals from 2015 were eaten at fast-food restaurants. If this pattern continues, eventually the number of meals that families eat at fast-food restaurants could double the number of meals they eat at sit-down restaurants.

Writing Task 2—Agree

“Do as I say, not as I do.” This is what society tells us when it punishes murderers with the death penalty. Society tells us that murder is wrong, and in our legal system, murder is against the law. Yet we still see our society kill murderers, and thus we are committing murder ourselves. For this reason, the death penalty should end, and instead murderers should be punished with life in prison.

Society needs to show a positive model of how our lives should be and how people should act. We should always strive to improve our situation, to be at peace and in harmony with others. However, when we kill murderers, we are not working to improve our society. Instead, we are stooping to the criminals' level.

It makes me think about the revenge that came when playing games with my brother. When we were kids/children, my brother would take my toys, so I would hit him and take my toys back. Then he would hit me harder and take the toys again. Thinking of the death penalty, I imagine a murderer kills someone. Society takes revenge by killing the murderer. This leaves behind the murderer's family and friends, who have tremendous anger inside of them, which they may release onto society. The cycle of killing goes on and on.

Society should not condemn people who are taking the same action that society is taking. Society tells us not to kill, and yet society kills when it exercises the death penalty. Because of this contradiction, we should end the death penalty and instead punish murderers by sentencing them to life in prison.

Writing Task 2—Disagree

I strongly support the death penalty for murderers. In today's society, life is very violent. There are many mentally ill people committing crimes and almost nothing will stop them. We have interviewed captured criminals who say, "I was going to kill him, but I knew that I could get the death penalty if I did. So I just left him there." Obviously, having the death penalty saves lives and prevents crimes from being committed, and that makes a positive difference to society.

If a criminal does murder someone and then gets the death penalty, that isn't society's fault. Everyone knows about the death penalty as a punishment for murder. So, the person who murders is really killing himself at the same time he is killing his victim. The murderer has made the choice to die.

It is important to remember that the death penalty is used only for people who have committed very serious crimes. For example, a woman shot a police officer when she was trying to escape from jail. She was already a convicted criminal when she committed murder. For all we know, she would continue committing violent crimes and possibly even more murders if given the chance. So, she deserves the death penalty and law-abiding citizens deserve to be protected from this type of criminal.

People need to accept responsibility for their actions. Punishing murderers with the death penalty is one way that society can help people to realize/realise the consequences of their decisions.

SPEAKING

Sample Responses

Part 1

What kind of food do you enjoy eating?

Most of the time, I enjoy healthy food. I like fish, salad, and vegetables. Sometimes I like something sweet.

What are some kinds of food you never eat? Why?

I never eat fast food. It's so unhealthy that I can't enjoy eating it. Well, sometimes I will eat French fries.

Do you generally prefer to eat at home or at a restaurant? Why?

I usually like to eat at home. It's less expensive than a restaurant, and I can make all of the food exactly the way I like it.

What are some reasons that people eat at restaurants?

Most of all, it's convenient. It's so nice to have someone make the food and clean up everything afterwards.

Describe some things you enjoy doing with your friends.

When I get together with my friends on weekends, we often have dinner together or we have a picnic lunch at a park. Most of us have young children, so that's really the easiest way to spend time together, because the children enjoy it too.

Do you think it's better to have a large group of friends or a few close friends? Why?

I like having a large group of friends. There's more variety that way. You don't always see the same people or talk about the same thing. And if you have a large group of friends, there's always somebody who has time to spend with you or who feels like doing what you feel like doing.

How do people choose their friends?

I think we choose our friends based on a comfortable feeling. You know, sometimes people just understand each other so easily and the conversation just flows. Of course, there's usually one thing that people have in common when they become friends such as work or school, or maybe their children are classmates.

Have you remained friends with people from your childhood? Why or why not?

No, I haven't really. I live in a different city now, so I'm not near any of my childhood friends. There are one or two I see when I go home to visit my family, but that's all. I don't think I have much in common with my childhood friends any more.

Part 2

There is one teacher that I remember very well. I went to school at age five, and she was my first teacher. She read stories to us and taught us our letters and numbers. She taught us a lot of nice songs, too. She taught us all the things that kindergarten children need to learn. I think she had a very good personality for a kindergarten teacher. She was a very kind person. She cared about all of us. She was very warm. I think these qualities are very important for a kindergarten teacher because kindergarten children are so young.

Sometimes it's hard for them to spend all those hours away from home. This teacher was also very patient. When we made a lot of noise or had disagreements or anything like that, she never yelled at us. She always helped us solve our problems in a calm way. I remember her because she was my first teacher and because she was so nice. I think it was because I had a good experience with my first teacher that I learned to like school. I learned that school was a nice place to be and that learning was fun and interesting.

Part 3

What kind of person makes a good teacher?

A person who is smart and caring makes a good teacher. Also, the person should like talking to other people and presenting information.

Why do you think people choose to become teachers?

There are many reasons, but I think that most teachers want to make a positive difference in others' lives. Many teachers have family members who were teachers.

Which is more important for a teacher—to be an expert in the subject he or she teaches, or to be very skilled at explaining things and motivating students to learn?

I think it's more important for a teacher to be an expert in the subject matter. How can you teach a subject if you don't know it very well? You have to know it in order to explain it. You have to be able to answer any questions the students ask. Anybody can read a book on any subject, but the subject matter expert is the one who can explain it well.

How are schools different now from when you were young? How do you think they will be different in the future?

When I was a child in school, we didn't have so much technology. We had computers, but they weren't in every classroom and a lot of the teachers didn't know how to use them. So I had a more traditional education. Now I believe computers are often used in schools. Children use the Internet now for research. That makes a very big difference. They can have access to a lot of information they didn't have before. In the future, I think there might not be any schools at all. Children will just stay home and do all their learning through the Internet.