irlanguage

IELTS 20

Academic

Authentic Practice Tests

- With Audio
- With answer

مرجع زبان ایرانیان

CAMBRIDGE

irlanguage

IELTS

20

Academic

Authentic Practice tests

مرجع زبان ایرانیان

Test1

LISTENING

PART 1 *Questions 1 - 10*

Complete the notes below.

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

Name of restaurant	Location	Reason for recommendation	Other comments
The Junction	Greyson Street, near the station	Good for people who are especially keen on **(1)**_____	Quite expensive The **(2)**_____ is a good place for a drink
Paloma	In Bow Street next to the cinema	**(3)**_____ Food, good for sharing	Staff are very friendly Need to pay £50 deposit A limited selection of **(4)**_____ Food on the menu
The **(5)** _____	At the top of a **(6)** _____	A famous chef All the **(7)**_____ are very good Only uses **(8)** _____ ingredients	Set lunch costs **(9)** _____ per person Portions probably of **(10)** _____ size

PART *Questions 11 - 20*

Questions 11-16

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

11 Heather says pottery differs from other art forms because
A. it lasts longer in the ground.
B. it is practised by more people.
C. it can be repaired more easily.

12 Archaeologists sometimes identify the use of ancient pottery from
A. the clay it was made with.
B. the marks that are on it.
C. the basic shape of it.

13 Some people join Heather's pottery class because they want to
A. create an item that looks very old.
B. find something that they are good at.
C. make something that will outlive them.

14 What does Heather value most about being a potter?
A. its calming effect
B. its messy nature
C. its physical benefits

15 Most of the visitors to Edelman Pottery
A. bring friends to join courses.
B. have never made a pot before.
C. try to learn techniques too quickly.

16 Heather reminds her visitors that they should
A. put on their aprons.
B. change their clothes.
C. take off their jewellery.

Questions 19 and 20

Choose TWO letters, A-E.

17 - 18

Which **TWO** things does Heather explain about kilns?

D. what their function is
E. when they were invented
F. ways of keeping them safe
G. where to put one in your home
H. what some people use instead of one

Questions 19 and 20

Choose TWO letters, A–E.

19 - 20

Which TWO points does Heather make about a potter's tools?

A. Some are hard to hold.
B. Some are worth buying.
C. Some are essential items.
D. Some have memorable names.
E. Some are available for use by participants.

PART 3 *Question 21 -30*

Questions 21 and 22

Choose TWO letters, A-E.

21 – 22 Which TWO things do the students both believe are responsible for the increase in loneliness?

A. social media
B. smaller nuclear families
C. urban design
D. longer lifespans
E. a mobile workforce

Questions 23 and 24

Choose TWO letters, A-E.

23 – 24 Which TWO health risks associated with loneliness do the students agree are based on solid evidence?

A. a weakened immune system
B. dementia
C. cancer
D. obesity
E. cardiovascular disease

Questions 25 and 26

Choose TWO letters, A-E.

25 - 26 Which TWO opinions do both the students express about the evolutionary theory of loneliness?

A. It has little practical relevance.
B. It needs further investigation.
C. It is misleading.
D. It should be more widely accepted.
E. It is difficult to understand.

Questions 27-30

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

Loneliness and mental health

27 When comparing loneliness to depression, the students

A. doubt that there will ever be a medical cure for loneliness.

B. claim that the link between loneliness and mental health is overstated.

C. express frustration that loneliness is not taken more seriously.

28 Why do the students decide to start their presentation with an example from their own experience?

A. to explain how difficult loneliness can be

B. to highlight a situation that most students will recognise

C. to emphasise that feeling lonely is more common for men than women

29 The students agree that talking to strangers is a good strategy for dealing with loneliness because

A. it creates a sense of belonging.

B. it builds self-confidence.

C. it makes people feel more positive.

30 The students find it difficult to understand why solitude is considered to be

A. similar to loneliness.

B. necessary for mental health.

C. an enjoyable experience.

PART 4 Question 31 -10

Complete the notes below.

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

Reclaiming urban rivers

Historical background

- Nearly all major cities were built on arriver.
- Rivers were traditionally used by city dwellers for transport, fishing and recreation.
- Industrial development and rising populations later led to:
  - more sewage from houses being discharged into the river
  - pollution from **(31)**..... on the river bank.
- In1957, the River Thames in London wasd1:1elared biologically **(32)**.....

Recent improvements

- Seals and even a **(33)**.....have been seen in the River Thames.
- Riverside warehouses are converted to restaurants and **(34)**..... .
- In Los Angeles, there are plans to:
  - -build a riverside **(35)**..... .
  - Display **(36)**..... projects.
- In Paris, **(37)**..... are created on the 8'desof the river every summer.

Transport possibilities

- Over 2 billion passengers already travel by **(38)**..... In cities round

the world.

- Changes in shopping habits mean the number of deliveries that are made is increasing.
- Instead of road transport, goods could be transported by large freight barges and electric **(39)**..... or, in future, by **(40)**.....

Answer:

1 fish2, roof3, Spanish4, vegetarians, Audley6, hotel7, reviews8, local9, 30thirty10, average

11.A 12. B 13.C 14. A 15. B 16.C 17-18.AE 19-20. CE

21-22. CE 23-24.AC 25-26. AB 27.A 28. B 29.A 30.C

31, factories 32, dead 33, whale 34, apartments 35, park 36, art 37, beaches 38, ferry 39, bikes 40, drone

Test 1

READING

READING PASSAGE 1

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

The kākāpō

The kākāpō is a nocturnal, flightless parrot that is critically endangered and one of New Zealand's unique treasures

The kākāpō, also known as the owl parrot, is a large, forest-dwelling bird, with a pale owl-like face. Up to 64 cm in length, it has predominantly yellow-green feathers, forward-facing eyes, a large grey beak, large blue feet, and relatively short wings and tail. It is the world's only flightless parrot, and is also possibly one of the world's longest-living birds, with a reported lifespan of up to 100 years.

Kākāpō are solitary birds and tend to occupy the same home range for many years. They forage on the ground and climb high into trees. They often leap from trees and flap their wings, but at best manage a controlled descent to the ground. They are entirely vegetarian, with their diet including the leaves, roots and bark of trees as well as bulbs, and fern fronds.

Kakap6 breed in summer and autumn, but only in years when food is plentiful. Males play no part in incubation or chick-rearing - females alone incubate eggs and feed the chicks. The 1-4 eggs are laid in soil, which is repeatedly turned over before and during incubation. The female kākāpō has to spend long periods away from the nest searching for food, which leaves the unattended eggs and chicks particularly vulnerable to predators.

Before humans arrived, kākāpō were common throughout New Zealand's forests. However, this all changed with the arrival of the first Polynesian settlers about 700 years ago. For the early settlers, the flightless kākāpō was easy prey. They ate its meat and used its feathers to make soft cloaks. With them came the Polynesian dog and rat, which also preyed on kakap6. By the time European colonisers arrived in the early 1800s, kākāpō had become confined to the central North Island and forested parts of the South Island. The fall in kākāpō numbers was accelerated by European colonisation. A great deal of habitat was lost through forest clearance, and introduced species such as deer depleted the remaining forests of food. Other predators such as cats, stoats and two more species of rat were also introduced. The kākāpō were in serious trouble.

In 1894, the New Zealand government launched its first attempt to save the kākāpō. Conservationist Richard Henry led an effort to relocate several hundred of the birds to predator-free Resolution Island in Fiordland. Unfortunately, the island didn't remain predator free - stoats arrived within six years, eventually destroying the kākāpō population. By the mid-1900s, the kākāpō was practically a lost species. Only a few clung to life in the most isolated parts of New Zealand.

From 1949 to 1973, the newly formed New Zealand Wildlife Service made over 60 expeditions to find kākāpō, focusing mainly on Fiordland. Six were caught, but there were no females amongst them and all but one died within a few months of captivity. In 1974, a new initiative was launched, and by 1977, 18 more kākāpō were found in Fiordland. However, there were still no females. In 1977, a large population of males was spotted in Rakiura - a large island free from stoats, ferrets and weasels. There were about 200 individuals, and in 1980 it was confirmed females were also present. These birds have been the foundation of all subsequent work in managing the species.

Unfortunately, predation by feral cats on Rakiura Island led to a rapid decline in kākāpō numbers. As a result, during 1980-97, the surviving population was evacuated to three island sanctuaries: Codfish Island, Maud Island and Little Barrier Island. However, breeding success was hard to achieve. Rats were found to be a major predator of kākāpō chicks and an insufficient number of chicks survived to offset adult mortality. By 1995, although at least 12 chicks had been produced on the islands, only three had survived. The kākāpō population had dropped to 51 birds. The critical situation prompted an urgent review of kākāpō management in New Zealand.

In 1996, a new Recovery Plan was launched, together with a specialist advisory group called the Kākāpō Scientific and Technical Advisory Committee and a higher amount of funding. Renewed steps were taken to control predators on the three islands. Cats were eradicated from Little Barrier Island in 1980, and possums were eradicated from Codfish Island by 1986. However, the population did not start to increase until rats were removed from all three islands, and the birds were more intensively managed. This involved moving the birds between islands, supplementary feeding of adults and rescuing and hand-raising any failing chicks. After the first five years of the Recovery Plan, the population was on target. By 2000, five new females had been produced, and the total population had grown to 62 birds. For the first time, there was cautious optimism for the future of kākāpō and by June 2020, a total of 210 birds was recorded.

Today, kākāpō management continues to be guided by the kākāpō Recovery Plan. Its key goals are: minimise the loss of genetic diversity in the kākāpō population, restore or maintain sufficient habitat to accommodate the expected increase in the kākāpō population, and ensure stakeholders continue to be fully engaged in the preservation of the species.

Test 1

Questions 1-6

Do the following statements agree with the information given in Reading Passage 1? In boxes 1-6 on your answer sheet, write

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

1. There are other parrots that share the kākāpō's inability to fly.
2. Adult kākāpō produce chicks every year.
3. Adult male kākāpō bring food back to nesting females.
4. The Polynesian rat was a greater threat to the kākāpō than Polynesian settlers.
5. Kākāpō were transferred from Rakiura Island to other locations because they were at risk from feral cats.
6. One Recovery Plan initiative that helped increase the kākāpō population size was caring for struggling young birds.

Questions 7-13

Complete the notes below.

*Choose **ONE WORD AND/OR A NUMBER** from the passage for each answer.*

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

New Zealand's kākāpō

A type of parrot:

- diet consists of fern fronds, various parts of a tree and **(7)**.....
- nests are created in **(8)**..... where eggs are laid.

Arrival of Polynesian settlers

- the **(9)**..... of the kākāpō were used to make clothes.

Arrival of European colonisers

- **(10)**..... were an animal which they introduced that ate the kākāpō's food sources.

Protecting kākāpō

- Richard Henry, a conservationist, tried to protect the kākāpō.
- a definite sighting of female kākāpō on Rakiura Island was reported in the year **(11)**.....
- the Recovery Plan included an increase in **(12)**.....
- a current goal of the Recovery Plan is to maintain the involvement of **(13)**..... in kākāpō protection.

مرجع زبان ایرانیان

READING PASSAGE 2

You should spend about 20 minutes on Question 14 – 26, which are based on Reading

to Britain

Mark Rowe investigates attempts to reintroduce elms to Britain

A Around 25 million elms, accounting for 90% of all elm trees in the UK, died during the 1960s and '70s of Dutch elm disease. In the aftermath, the elm, once so dominant in the British landscape, was largely forgotten. However, there's now hope the elm may be reintroduced to the countryside of central and southern England. Any reintroduction will start from a very low base. 'The impact of the disease is difficult to picture if you hadn't seen what was there before,' says Matt Elliot of the Woodland Trust. 'You look at old photographs from the 1960s and it's only then that you realise the impact [elms had] ... They were significant, large trees ... then they were gone.'

B The disease is caused by a fungus that blocks the elms' vascular (water, nutrient and food transport) system, causing branches to wilt and die. A first epidemic, which occurred in the 1920s, gradually died down, but in the '70s a second epidemic was triggered by shipments of elm from Canada. The wood came in the form of logs destined for boat building and its intact bark was perfect for the elm bark beetles that spread the deadly fungus. This time, the beetles carried a much more virulent strain that destroyed the vast majority of British elms.

C Today, elms still exist in the southern English countryside but mostly only in low hedgerows between fields. 'We have millions of small elms in hedgerows but they get targeted by the beetle as soon as they reach a certain size,' says Karen Russell, co-author of the report 'Where we are with elm'. Once the trunk of the elm reaches 10-15 centimetres or so in diameter, it becomes a perfect size for beetles to lay eggs and for the fungus to take hold. Yet mature specimens have

been identified, in counties such as Cambridgeshire, that are hundreds of years old, and have mysteriously escaped the epidemic.

The key, Russell says, is to identify and study those trees that have survived and work out why they stood tall when millions of others succumbed. Nevertheless, opportunities are limited as the number of these mature survivors is relatively small. 'What are the reasons for their survival?' asks Russell. 'Avoidance, tolerance, resistance? We don't know where the balance lies between the three. I don't see how it can be entirely down to luck.'

D For centuries, elm ran a close second to oak as the hardwood tree of choice in Britain and was in many instances the most prominent tree in the landscape. Not only was elm common in European forests, it became a key component of birch, ash and hazel woodlands. The use of elm is thought to go back to the Bronze Age, when it was widely used for tools. Elm was also the preferred material for shields and early swords. In the 18th century, it was planted more widely and its wood was used for items such as storage crates and flooring. It was also suitable for items that experienced high levels of impact and was used to build the keel of the 19th-century sailing ship Cutty Sark as well as mining equipment.

E Given how ingrained elm is in British culture, it's unsurprising the tree has many advocates. Amongst them is Peter Bourne of the National Elm Collection in Brighton. 'I saw Dutch elm disease unfold as a small boy,' he says. 'The elm seemed to be part of rural England, but I remember watching trees just lose their leaves and that really stayed with me.' Today, the city of Brighton's elms total about 17,000. Local factors appear to have contributed to their survival. Strong winds from the sea make it difficult for the determined elm bark beetle to attack this coastal city's elm population. However, the situation is precarious. 'The beetles can just march in if we're not careful, as the threat is right on our doorstep,' says Bourne.

F Any prospect of the elm returning relies heavily on trees being either resistant to, or tolerant of, the disease. This means a widespread reintroduction would involve existing or new hybrid strains derived from resistant, generally non-native elm species. A new generation of seedlings have been bred and tested to see if they can withstand the fungus by cutting a small slit on the bark and injecting a tiny amount of the pathogen. 'The effects are very quick,' says Russell. 'You return in four to six weeks and trees that are resistant show no symptoms, whereas those that are susceptible show leaf loss and may even have died completely.'

G All of this raises questions of social acceptance, acknowledges Russell. 'If we're putting elm back into the landscape, a small element of it is not native - are we bothered about that?' For her, the environmental case for reintroducing elm is strong. 'They will host wildlife, which is a good thing.' Others are more wary. 'On the face of it, it seems like a good idea,' says Elliot. The problem, he suggests, is that, 'You're replacing a native species with a horticultural analogue*. You're effectively cloning.' There's also the risk of introducing new diseases. Rather than plant new elms, the Woodland Trust emphasises providing space to those elms that have survived independently. 'Sometimes the best thing you can do is just give nature time to recover ... over time, you might get resistance,' says Elliot.

* horticultural analogue: a cultivated plant species that is genetically similar to an existing species

Questions 14-18

Reading Passage 2 has seven sections, ***A-G.***

Which section contains the following information? ***NB*** *You may use any letter more than once.*

Column 1	A	B	C	D	E	F	G
14. reference to the research problems that arise from there being only a few surviving large elms							
15. details of a difference of opinion about the value of reintroducing elms to Britain							
16. reference to how Dutch elm disease was brought into Britain							
17. a description of the conditions that have enabled a location in Britain to escape Dutch elm disease							
18.reference to the stage at which young elms become vulnerable to Dutch elm disease							

Questions 19-23

Look at the following statements (Questions 1 23) and the list of people below. Match each statement with the correct person, ***A, B****, or* ***C.***

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

19. If a tree gets infected with Dutch elm disease, the damage rapidly becomes visible.

20. It may be better to wait and see if the mature elms that have survived continue to flourish.

21. There must be an explanation for the survival of some mature elms.

22. We need to be aware that insects carrying Dutch elm disease are not very far away.

23. You understand the effect Dutch elm disease has had when you see evidence of how prominent the tree once was.

List of People

A. Matt Elliot

B. Karen Russell

C. Peter Bourne

Questions 24-26

Complete the summary below.

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

Uses of a popular tree

For hundreds of years, the only tree that was more popular in Britain than elm was **(24)**..... . Starting in the Bronze Age, many tools were made from elm and people also used it to make weapons. In the 18th century, it was grown to provide wood for boxes and **(25)**..... . Due to its strength, elm was often used for mining equipment and the Cutty Sark's **(26)**..... was also constructed from elm.

READING PASSAGE 3

*You should spend about 20 minutes on Question **27 – 40**, which are based on Reading*

How stress affects our judgement

Some of the most important decisions of our lives occur while we're feeling stressed and anxious. From medical decisions to financial and professional ones, we are all sometimes required to weigh up information under stressful conditions. But do we become better or worse at processing and using information under such circumstances?

My colleague and I, both neuroscientists, wanted to investigate how the mind operates under stress, so we visited some local fire stations. Firefighters' workdays vary quite a bit. Some are pretty relaxed; they'll spend their time washing the truck, cleaning equipment, cooking meals and reading. Other days can be hectic, with numerous life-threatening incidents to attend to; they'll enter burning homes to rescue trapped residents, and assist with medical emergencies. These ups and downs presented the perfect setting for an experiment on how people's ability to use information changes when they feel under pressure.

We found that perceived threat acted as a trigger for a stress reaction that made the task of processing information easier for the firefighters - but only as long as it conveyed bad news.

This is how we arrived at these results. We asked the firefighters to estimate their likelihood of experiencing 40 different adverse events in their life, such as being involved in an accident or becoming a victim of card fraud. We then gave them either good news (that their likelihood of experiencing these events was lower than they'd thought) or bad news (that it was higher) and asked them to provide new estimates.

People are normally quite optimistic - they will ignore bad news and embrace the good. This is what happened when the firefighters were relaxed; but when they were under stress, a different pattern emerged. Under these conditions, they

became hyper-vigilant to bad news, even when it had nothing to do with their job (such as learning that the likelihood of card fraud was higher than they'd thought), and altered their beliefs in response. In contrast, stress didn't change how they responded to good news (such as learning that the likelihood of card fraud was lower than they'd thought).

Back in our lab, we observed the same pattern in students who were told they had to give a surprise public speech, which would be judged by a panel, recorded and posted online. Sure enough, their cortisol levels spiked, their heart rates went up and they suddenly became better at processing unrelated, yet alarming, information about rates of disease and violence.

When we experience stressful events, a physiological change is triggered that causes us to take in warnings and focus on what might go wrong. Brain imaging reveals that this 'switch' is related to a sudden boost in a neural signal important for learning, specifically in response to unexpected warning signs, such as faces expressing fear.

Such neural engineering could have helped prehistoric humans to survive. When our ancestors found themselves surrounded by hungry animals, they would have benefited from an increased ability to learn about hazards. In a safe environment, however, it would have been wasteful to be on high alert constantly. So, a neural switch that automatically increases or decreases our ability to process warnings in response to changes in our environment could have been useful. In fact, people with clinical depression and anxiety seem unable to switch away from a state in which they absorb all the negative messages around them.

It is also important to realise that stress travels rapidly from one person to the next. If a co-worker is stressed, we are more likely to tense up and feel stressed ourselves. We don't even need to be in the same room with someone for their emotions to influence our behaviour. Studies show that if we observe positive feeds on social media, such as images of a pink sunset, we are more likely to post

uplifting messages ourselves. If we observe negative posts, such as complaints about a long queue at the coffee shop, we will in turn create more negative posts. In some ways, many of us now live as if we are in danger, constantly ready to tackle demanding emails and text messages, and respond to news alerts and comments on social media. Repeatedly checking your phone, according to a survey conducted by the American Psychological Association, is related to stress. In other words, a pre-programmed physiological reaction, which evolution has equipped us with to help us avoid famished predators, is now being triggered by an online post. Social media posting, according to one study, raises your pulse, makes you sweat, and enlarges your pupils more than most daily activities.

The fact that stress increases the likelihood that we will focus more on alarming messages, together with the fact that it spreads extremely rapidly, can create collective fear that is not always justified. After a stressful public event, such as a natural disaster or major financial crash, there is often a wave of alarming information in traditional and social media, which individuals become very aware of. But that has the effect of exaggerating existing danger. And so, a reliable pattern emerges - stress is triggered, spreading from one person to the next, which temporarily enhances the likelihood that people will take in negative reports, which increases stress further. As a result, trips are cancelled, even if the disaster took place across the globe; stocks are sold, even when holding on is the best thing to do.

The good news, however, is that positive emotions, such as hope, are contagious too, and are powerful in inducing people to act to find solutions. Being aware of the close relationship between people's emotional state and how they process information can help us frame our messages more effectively and become conscientious agents of change.

Questions 27-30

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

27. In the first paragraph, the writer introduces the topic of the text by

A. defining some commonly used terms.
B. questioning a widely held assumption.
C. mentioning a challenge faced by everyone.
D. specifying a situation which makes us most anxious.

28. What point does the writer make about firefighters in the second paragraph?

A. The regular changes of stress levels in their working lives make them ideal study subjects.
B. The strategies they use to handle stress are of particular interest to researchers.
C. The stressful nature of their job is typical of many public service professions.
D. Their personalities makethem especially well-suited to working under stress.

29. What is the writer doing in the fourth paragraph?

A. explaining their findings
B. justifying their approach
C. setting out their objectives
D. describing their methodology

30. In the seventh paragraph, the writer describes a mechanism in the brain which

A. enables people to respond more quickly to stressful situations.
B. results in increased ability to control our levels of anxiety.
C. produces heightened sensitivity to indications of external threats.

D. is activated when there is a need to communicate a sense of danger.

Questions 31-35

*Complete each sentence with the correct ending, **A-G**, below.*

31. At times when they were relaxed, the firefighters usually

32. The researchers noted that when the firefighters were stressed, they

33. When the firefighters were told good news, they always

34. The students' cortisol levels and heart rates were affected when the researchers

35. In both experiments, negative information was processed better when the subjects

A. made them feel optimistic.
B. took relatively little notice of bad news.
C. responded to negative and positive information in the same way.
D. were feeling under stress.
E. put them in a stressful situation.
F. behaved in a similar manner, regardless of the circumstances.
G. thought it more likely that they would experience something bad.

Questions 36-40

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

YES if the statement agrees with the claims of the writer
NO if the statement contradicts the claims of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

36. The tone of the content we post on social media tends to reflect the nature of the posts in our feeds.
37. Phones have a greater impact on our stress levels than other electronic media devices.
38. The more we read about a stressful public event on social media, the less able we are to take the information in.
39. Stress created by social media posts can lead us to take unnecessary precautions.
40. Our tendency to be affected by other people's moods can be used in a positive way.

Answer

1	F
2	F
3	F
4	NG
5	T
6	T
7	Bulbs
8	Soil
9	feathers
10	Deer
11	1980
12	Funding
13	stakeholders

14, C 15, G 16, B 17, E 18, C

19, B20, A21, B22, C23, A

24, oak 25, flooring 26, keel

27.C 28. A 29.D 30.C

31, B32, G33, F34, E35, D

36.Y 37.NG 38.N 39. Y 40.Y

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

The first table below shows changes in the total population of New York City from 1800 to 2000. The second and third tables show changes in the population of the five districts of the city (Manhattan, Brooklyn, Bronx, Queens, Staten Island) over the same period.

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

Write at least 150 words.

	New York City (all five districts)
Year	Population
1800	79,216
1900	3,437,202
2000	8,009,185

	Manhattan	
Year	Population	As percentage (%) of total population
1800	60,515	76%
1900	1,850,093	54%
2000	1,538,096	19%

	Other districts (Brooklyn, Bronx, Queens, Staten Island)	
Year	Population	As percentage (%) of total population
1800	18,701	24%
1900	1,587,109	46%
2000	6,471,089	81%

WRITING TASK 2

You should spend about 40 minutes on this task. Write at least 250 words.

You should spend about 40 minutes on this task. Write about the following topic:

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

Access to clean water is a basic human right. Therefore, every home should have a water supply that is provided free of charge.

Do you agree or disagree?

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

Write at least 250 words.

Essay [Candidate Essay]

This is an answer written by a candidate who achieved a Band 5.5 score. The first table shows changes in total population of New York city from 1800 to 2000. In 1800, New York's population was 79.216 then in 100 years the population sharply increased as over 4 times in 1800. Next 100 years, it still

became more as it increased over twice as much as in 1800. Other two tables show changes of population in five different areas in New York. In 1800 Manhattan has 60.515 On the other hand other four areas, Brookly, Bronx, Queens and Staten Island had only 18.701. Manhattan has almost three times more than group of other four cities also. It had 76% of population in New York. It tells us Manhattan was the busiest city in New York. In 1900, Manhattan's populat increased sharply however, other broughs had bigger change. Population rate rise dramatically as 1587.109.

In 2000 other broughs had 6471.089 and 81% of population of New York. On the other hand Manhattan's population has dicreased and it became only 19% of New York population. Last 200 years people chose to live differant cities in New York.

[Examiner's comments]

Here is the examiner's comment:

This response is a good attempt at the task; however, selected information is limited and there are some inaccuracies. For example, data for Manhattan are minimal, and there is some inaccuracy, [in 1900 ... other boroughs had bigger change]. There is also a small error in the final sentence, [chose to live differant cities], this should be 'different districts' because the city is New York City. The score is also impacted by the lack of an overview. The last sentence is an attempt at an overview, but is not sufficiently specific.

The information is arranged coherently, with some good use of cohesive devices [then in I on the other hand I it I however] but there is repetition [on the other hand I in], and the range could be wider.

Vocabulary is generally adequate, with some good examples [sharply increased I dramatically I chose to live], but there are some noticeable spelling errors [populat I dicreased I differant]. Similarly, grammatical range is limited in this response. Some good use of comparative structures [increased over twice as much as I has almost three times more than I was the busiest]; however, there are errors, including choice of tenses and missing articles.

Great composition [Candidate composition]

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

to pure clean water is for sure a necessary right for all human beings. It is one of the things needed to survive on this planet. Now, some people might argue that only and only water is required and the state of cleanliness of it should be a secondary thing to ensure, while other argue that there is no point in having water which, in some cases is not clean. can result to be fatal.

However all this debate comes down to one point whether or not this water shall be free of cost for humans Let us look at it from a more fimiliar approach. All humans on earth have free will and a sight to life; what will happen if one day

someone comes up to us and says that is is he or she who owns the ait that we breathe in and just like that forces us to pay for over lives. This would not be acceptable to any human and they would be taking measures against.

Just like that our earth was created with all the water it had even before humans came into existence hence proving us that no person or no government is the sole protector of the earth's water resources.

Water was created for the dwellers of soil and creatures of the sea and all mankind to utilize. The creator of it did not ask us to pay for it by any means of money then who are we to charge for such a basic thing which we do not even own?

We all have seen countries going to work claiming the ownership of the water resources and if one of them does win all the effort goes down to nothing when in the end they tax their own countrymen for it.

It is there that access to clean water is a basic human right. Therefore, every home should as water supply is free. It is the responsibility of the authorities to look after the needs of the people as it them who declared clean water as a basic right.

[Examiner's comments]

Here is the examiner's comment:

This is a good response that provides relevant ideas. The writer expresses their position, and agrees with the statement that access to clean water should be free, although there is some repetition and some lack of clarity within the main ideas expressed.

There are supporting arguments that include: whether any kind of water, or only 'clean water' should be provided, whether people should be allowed to 'own' the air we breathe and force people to pay for it, whether any person should be the [sole protector] of the water supply and whether the aim is to [tax their own countrymen] for water. The conclusion states that governments have declared

that clean water is a basic right, and so they should look after the needs of the people, and provide [every home] with a free water supply.

Sample Writing answers

Ideas are generally logically organised, but there is a lack of progression around the sections that refer to the ownership of water on planet earth, with repetition across three paragraphs (2,3 and 4). However, generally, ideas are arranged in order and we can follow the progression through the response. Cohesive devices are used to some good effect, including referencing within sentences [while I us l who I their own countrymen]. However, paragraphing is not used effectively to sequence ideas, so more effective paragraphing could increase the score.

There are some strong examples of vocabulary [comes down to one point I forces us to I look after the needs of] with some higher-level collocation. However, the level of error is quite high and detracts from the score for lexis. Grammatical range is also fairly wide, but again, the errors and missing punctuation mean that the response cannot score more highly.

To achieve a higher score, the candidate should provide greater clarity when extending the main ideas, and use more effective paragraphing to organise ideas and improve progression.

Test 1

SPEAKING

PART 1

Please answer the questions 1-4

1. How much walking do you do in your daily life?
2. Did you walk more when you were at school than now?
3. What places are there to go for a walk near where you live?
4. Would you ever like to go on a walking holiday?

PART 2

Please answer the question

Describe a play or a film you have seen that you would like to see again with friends. You should say:

what play or film you'd like to go to see again

who you would go with

what other people have said about this play or film

and explain why you would like to see this play or film again with friends.

PART 3

Please answer the questions 1-6

1. What are the most popular kinds of plays or shows at theatres in your country?
2. How easy is it to get tickets to the theatre?
3. Do you think theatres need to do more to attract younger audiences?
4. What do you think attracts people to working as an actor?
5. What are some of the qualities that a person needs to have if they want to become an actor?
6. Can you think of any disadvantages of working as an actor?

P1 answering ideas:

1. Quite a lot. I can't stand having a sedentary lifestyle. In fact, I make a point of taking a brisk 30-minute walk after lunch or in the evening to hit my daily step goal and clear my head. It's become a non-negotiable part of my routine and my favorite way to unwind.
2. Oh, absolutely! Back in school, I was forever dashing between classes, sprinting to the canteen, or hustling to the library-constantly on the move. These days, though, unless I deliberately carve out time for it, I don't walk nearly as much.
3. At the moment, I live in a neighborhood right in the heart of the city. Fortunately, we're surrounded by several parks with lush green spaces that are perfect for leisurely strolls. But my absolute favorite is the riverside footpath-it offers expansive open spaces with picturesque views of passing boats, which always feels like a breath of fresh air from urban life.
4. To be honest, I've never tried that, but I'm absolutely keen to give it a shot. Trekking through off-the-beaten-track locations like mountains, coastal paths, and forests sounds amazing. It must be challenging to cover long distances on foot, but the rewards would be incredible.

P2 answering ideas:

I'd like to talk about a film I'd love to rewatch with friends, Perfect Days, directed by Wim Wenders.

Honestly, it's not a typical action-packed blockbuster, but it's a quiet gem that has stuck with me since I first watched it. The story follows Hirayama, a public toilet cleaner in Tokyo, who leads a super-minimal life. He lives in a tiny apartment and follows the same routine every day, but he's spiritually wealthy. His attention to little things-like sunlight filtering through leaves or the cassette tapes he plays in his old van-makes me rethink what happiness really means.

I want to watch this film again with my friend Rene, who's a real movie buff. She's always had this knack for finding hidden cinematic treasures and has great taste in arthouse films like this. With news of a big-screen re-release in China, we're planning to catch it in theatres.

I've read several reviews online. Critics went wild over this film. Some called it "a meditation on modern life", while others said it's "too slow yet beautiful". But everyone agrees the acting is next-level, especially in the final scene: tears flow silently as Hirayama drives to Feeling Good, a moment that embodies pure cinematic magic.

Why rewatch it with friends? Well, when I first watched it, I was just absorbing the vibe. But since this film is layered like an onion, I want to catch those subtle details I missed, like how his daily routines shift almost invisibly. Plus, Rene and I always have deep conversations after watching such films. In a nutshell, this film is a constant reminder to rethink our approach to life.

P3 answering ideas:

1. Well, to put it bluntly, modern local plays and stand-up comedy are absolutely dominating China's theatre scene right now. I mean, if you walk into any theatre in Shanghai, you'll find half the posters feature millennials' job burnout or dating disasters, all served with dark humour that hits too close to home. Sure, Broadway musicals like Cats still sell out in big cities for their glamour, but the real hype is in shows that let people laugh through the hardships of life. Frankly, that's exactly the catharsis busy city dwellers crave these days.
2. To be honest, getting theatre tickets in China is pretty straightforward these days. You can still buy at the box office, but nowadays most people just book

through apps like Damai or Maoyan with just a few taps. That said, the real issue is the monopoly-like control by these platforms, which sometimes leads to chaotic sales for popular shows. Take Broadway hits like The Phantom of the Opera or star-studded productions-tickets vanish within minutes, leaving desperate fans at the mercy of scalpers jacking up prices even threefold. Honestly, while technology makes access easier, the system's still stacked against ordinary theatregoers for high-demand performances.

3. Well, absolutely! Take traditional Chinese opera as an example- many young folks find the plots and language heavy-going. That' s why theatres need to modernize these classics. Take for example, the Youth Edition Peony Pavilion has shortened the runtime and added subtitles, which made it a hit with students. On top of that, theatres should boost their social media influence-imagine promoting shows through short videos or selling creative products like opera-themed phone cases. Lastly, student discounts are essential since tickets can be unaffordable for them. Without lowering these financial barriers, it would be difficult to turn young casual viewers into regulars.
4. Well, I' d say the appeal of acting is multi-layered. For starters, there are the obvious perks like fame and financial rewards, that A-list lifestyle is glamorous. But beyond that, it' s a career that' s inherently dynamic. Unlike desk jobs with repetitive tasks, actors get to reinvent themselves constantly-that must be exhilarating. What really fascinates me, though, is how the profession taps into that human desire for self-actualization. You' re not just memorizing lines; you' re-embodying stories that can move people globally. I mean, where else could you profoundly impact audiences while fulfilling your own creative potential? That' s pretty powerful stuff.
5. Well, to break it down, I'd highlight the following essential qualities. First and foremost, strong memorization skills-you see, actors need to absorb scripts quickly and deliver lines naturally. On top of that, there's emotional intelligence - I mean, the ability to draw on different feelings and portray

them authentically, whether for comedy or drama. And lastly but equally important, resilience, as rejection is constant in this field, so you really need that mental toughness to keep going after failed auditions.

6. Absolutely. Acting strikes me as a classic case of "you win some, you lose more." The most obvious drawback is the unstable income-one moment you're booked solid, and the next, you're scrambling for gigs. Then there's the relentless pressure to stay relevant in a cutthroat industry-constantly worrying about critics' opinions or being replaced by younger talent. Beyond the spotlight, loneliness poses another significant challenge. The unpredictable nature of an actor's schedule often isolates them from family and disrupts daily routines. This explains why, behind the on-screen glamour, many performers grapple with profound emptiness.

IELTS

20

Academic

Cambridge IELTS Official Past Exam Collection

Authentic Practice Tests Academic Class

Test 2

LISTENING

PART 1 *Questions 1-10*

Complete the table below.

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

Local councils can arrange practical support to help those caring for elderly people at home.

This can give the carer:

- time for other responsibilities
- va **(1)** _____

Assessment of mother's needs

This may include discussion of:

- how much **(2)** _____ the caring involves
- what types of tasks are involved, e.g.
  - help with dressing
  - helping her have a **(3)** _____
  - shopping
  - helping with meals
  - dealing with **(4)** _____
- any aspects of caring that are especially difficult, e.g.
  - loss of **(5)** _____
  - **(6)** _____ her
  - preventing a **(7)** _____

Types of support that may be offered to carers

- transport costs, e.g. cost of a **(8)** .....
- car-related costs, e.g. fuel and **(9)** .....
- help with housework
- help to reduce **(10)** .....

Test 2

PART 2 ***Questions 11-16***

What is the role of the volunteers in each of the following activities?

*Choose **SIX** answers from the box and write the correct letter, **A-I**, next to Questions 11-16.*

11. walking around the town centre
12. helping at concerts
13. getting involved with community groups
14. helping with a magazine
15. participating at lunches for retired people
16. helping with the website

A. providing entertainment
B. providing publicity about a council service
C. contacting local businesses
D. giving advice to visitors
E. collecting feedback on events
F. selling tickets
G. introducing guest speakers at an event
H. encouraging cooperation between local organisations
I. helping people find their seats

Test 2

Questions 17-20

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

17. Which event requires the largest number of volunteers?

A. the music festival

B. the science festival

C. the book festival

18. What is the most important requirement for volunteers at the festivals?

A. interpersonal skills

B. personal interest in the event

C. flexibility

19. New volunteers will start working in the week beginning

A. 2 September.

B. 9 September.

C. 23 September.

20. What is the next annual event for volunteers?

A. a boat trip

B. a barbecue

C. a party

PART 3 *Questions 21-25*

What is Rosie and Colin's opinion about each of the following aspects of human geography?

Choose **FIVE** answers from the box and write the correct letter, A-G, next to Questions 21-25.

Aspects of human geography

21. Population **(21)**.....
22. Health **(22)**.....
23. Economies **(23)**.....
24. Culture **(24)**.....
25. Poverty **(25)**.....

A. The information given about this was too vague.
B. This may not be relevant to their course.
C. This will involve only a small number of statistics.
D. It will be easy to find facts about this.
E. The facts about this may not be reliable.
F. No useful research has been done on this.
G. The information provided about this was interesting.

Questions 26-30

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

26. Rosie says that in her own city the main problem is

A. crime.
B. housing.
C. unemployment.

27. What recent additions to the outskirts of their cities are both students happy about?

A. conference centres

B. sports centres

C. retail centres

28. The students agree that developing disused industrial sites may

A. have unexpected costs.

B. damage the urban environment.

C. destroy valuable historical buildings.

29. The students will mention Masdar City as an example of an attempt to achieve

A. daily collections for waste recycling.

B. sustainable energy use.

C. free transport for everyone.

30. When discussing the Eco town of Greenhill Abbots, Colin is uncertain about

A. what its objectives were.

B. why there was opposition to it.

C. how much of it has actually been built.

PART 4 ***Questions 31-40***

Complete the notes below.

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

Developing food trends

- The growth in interest in food fashions started with **(31)** .....of food being shared on social media.
- The UK food industry is constantly developing products which are new or different.
- Influencers on social media become 'ambassadors' for a brand.
- Sales of **(32)**..... food brands have grown this way.
- Supermarkets track demand for ingredients on social media.
- Famous **(33)**.....re influential.

Marketing campaigns

- The avocado:
  - .....**(34)** were invited to visit growers in South Africa.
  - Advertising focused on its **(35)**..... benefits.
- Oat milk:
  - A Swedish brand's media campaign received publicity by upsetting competitors.
  - Promotion in the USA through **(36)**..... shops reduced the need for advertising.
  - It appealed to consumers who are concerned about the **(37)**.....

- Norwegian skrei:
  - has helped strengthen the **(38)**..... of Norwegian seafood.

Ethical concerns

- Quinoa:
  - Its success led to an increase in its **(39)**.....
  - Overuse of resources resulted in poor quality **(40)**.....

Answer:

1, break2, time3, shower4, money5, memory6, lifting7, fall8, taxi9, insurance10, stress

11, D

12, I

13, H

14, E

15, A

16, B

17, B

18, A

19, B

20, A

2,1 D 22, G 23, B 24, A 25, E

26, C 27, A 28, A 29, B 30, C

31. photos I photographs I pictures 32, vegan 33, chefs I cooks 34, journalists I reporters 35, health 36, coffee 37, environment 38, reputation 39, price I cost 40, soil

READING

READING PASSAGE 1

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

Manatees

Manatees, also known as sea cows, are aquatic mammals that belong to a group of animals called Sirenia. This group also contains dugongs. Dugongs and manatees look quite alike - they are similar in size, colour and shape, and both have flexible flippers for forelimbs. However, the manatee has a broad, rounded tail, whereas the dugong's is fluked, like that of a whale. There are three species of manatees: The West Indian manatee (Trichechus manatus), the African manatee (Trichechus senegalensis) and the Amazonian manatee (Trichechus inunguis).

Unlike most mammals, manatees have only six bones in their neck - most others, including humans and giraffes, have seven. This short neck allows a manatee to move its head up and down, but not side to side. To see something on its left or its right, a manatee must turn its entire body, steering with its flippers. Manatees have pectoral flippers but no back limbs, only a tail for propulsion. They do have pelvic bones, however - a leftover from their evolution from a four-legged to a fully aquatic animal. Manatees share some visual similarities to elephants. Like elephants, manatees have thick, wrinkled skin. They also have some hairs covering their bodies which help them sense vibrations in the water around them.

Seagrasses and other marine plants make up most of a manatee's diet. Manatees spend about eight hours each day grazing and uprooting plants. They eat up to 15% of their weight in food each day. African manatees are omnivorous - studies

have shown that molluscs and fish make up a small part of their diets. West Indian and Amazonian manatees are both herbivores.

Manatees' teeth are all molars - flat, rounded teeth for grinding food. Due to manatees' abrasive aquatic plant diet, these teeth get worn down and they eventually fall out, so they continually grow new teeth that get pushed forward to replace the ones they lose. Instead of having incisors to grasp their food, manatees have lips which function like a pair of hands to help tear food away from the seafloor.

Manatees are fully aquatic, but as mammals, they need to come up to the surface to breathe. When awake, they typically surface every two to four minutes, but they can hold their breath for much longer. Adult manatees sleep underwater for 10-12 hours a day, but they come up for air every 15-20 minutes. Active manatees need to breathe more frequently. It's thought that manatees use their muscular diaphragm and breathing to adjust their buoyancy. They may use diaphragm contractions to compress and store gas in folds in their large intestine to help them float.

The West Indian manatee reaches about 3.5 metres long and weighs on average around 500 kilogrammes. It moves between fresh water and salt water, taking advantage of coastal mangroves and coral reefs, rivers, lakes and inland lagoons. There are two subspecies of West Indian manatee: The Antillean manatee is found in waters from the Bahamas to Brazil, whereas the Florida manatee is found in US waters, although some individuals have been recorded in the Bahamas. In winter, the Florida manatee is typically restricted to Florida. When the ambient water temperature drops below 20°C, it takes refuge in naturally and artificially warmed water, such as at the warm-water outfalls from powerplants.

The African manatee is also about 3.5 metres long and found in the sea along the west coast of Africa, from Mauritania down to Angola. The species also makes use of rivers, with the mammals seen in landlocked countries such as Mali and Niger.

The Amazonian manatee is the smallest species, though it is still a big animal. It grows to about 2.5 metres long and 350 kilogrammes. Amazonian manatees favour calm, shallow waters that are above 23°C. This species is found in fresh water in the Amazon Basin in Brazil, as well as in Colombia, Ecuador and Peru.

All three manatee species are endangered or at a heightened risk of extinction. The African manatee and Amazonian manatee are both listed as Vulnerable by the International Union for Conservation of Nature (IUCN). It is estimated that 140,000. Amazonian manatees were killed between 1935 and 1954 for their meat, fat and skin, with the latter used to make leather. In more recent years, African manatee decline has been tied to incidental capture in fishing nets and hunting. Manatee hunting is now illegal in every country the African species is found in.

The two subspecies of West Indian manatee are listed as Endangered by the IUCN. Both are also expected to undergo a decline of 20% over the next 40 years. A review of almost 1,800 cases of entanglement in fishing nets and of plastic consumption among marine mammals in US waters from 2009 to 2020 found that at least 700 cases involved manatees. The chief cause of death in Florida manatees is boat strikes. However, laws in certain parts of Florida now limit boat speeds during winter, allowing slow-moving manatees more time to respond.

Test 2

Questions 1-6

Complete the notes below.

*Choose **ONE WORD AND/OR A NUMBER** from the passage for each answer.*

Write your answers in boxes 1-6 on your answer sheet.

Manatees

Appearance

- look similar to dugongs, but with a differently shaped **(1)**.....

Movement

- have fewer neck bones than most mammals
- need to use their **(2)**..... to help to turn their bodies around in order to look sideways
- sense vibrations in the water by means of (3).....on their skin

Feeding

- eat mainly aquatic vegetation, such as **(4)**.....
- grasp and pull up plants with their **(5)**.....

Breathing

- come to the surface for air every 2-4 minutes when awake and every 15-20 while sleeping
- may regulate the **(6)** .....of their bodies by using muscles of diaphragm to store air internally

Questions 7-13

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

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

7. West Indian manatees can be found in a variety of different aquatic habitats.
8. The Florida manatee lives in warmer waters than the Antillean manatee.
9. The African manatee's range is limited to coastal waters between the West African countries of Mauritania and Angola.
10. The extent of the loss of Amazonian manatees in the mid-twentieth century was only revealed many years later.
11. It is predicted that West Indian manatee populations will fall in the coming decades.
12. The risk to manatees from entanglement and plastic consumption increased significantly in the period 2009-2020.
13. There is some legislation in place which aims to reduce the likelihood of boat strikes on manatees in Florida.

READING PASSAGE 2

*You should spend about 20 minutes on **Question 14- 26**, which are based on Reading Passage 2 below*

Procrastination

A psychologist explains why we put off important tasks and how we can break this habit

A Procrastination is the habit of delaying a necessary task, usually by focusing on less urgent, more enjoyable, and easier activities instead. We all do it from time to time. We might be composing a message to a friend who we have to let down, or putting together an important report for college or work; we're doing our best to avoid doing the job at hand, but deep down we know that we should just be getting on with it. Unfortunately, berating ourselves won't stop us procrastinating again. In fact, it's one of the worst things we can do. This matters because, as my research shows, procrastination doesn't just waste time, but is actually linked to other problems, too.

B Contrary to popular belief, procrastination is not due to laziness or poor time management. Scientific studies suggest procrastination is, in fact, caused by poor mood management. This makes sense if we consider that people are more likely to put off starting or completing tasks that they are really not keen to do. If just thinking about the task threatens our sense of self-worth or makes us anxious, we will be more likely to put it off. Research involving brain imaging has found that areas of the brain linked to detection of threats and emotion regulation are actually different in people who chronically procrastinate compared to those who don't procrastinate frequently.

C Tasks that are emotionally loaded or difficult, such as preparing for exams, are prime candidates for procrastination. People with low self-esteem are more likely to procrastinate. Another group of people who tend to procrastinate are perfectionists, who worry their work will be judged harshly by others. We know that if we don't finish that report or complete those home repairs, then what we did can't be evaluated. When we avoid such tasks, we also avoid the negative emotions associated with them. This is rewarding, and it conditions us to use procrastination to repair our mood. If we engage in more enjoyable tasks instead, we get another mood boost. In the long run, however, procrastination isn't an effective way of managing emotions. The 'mood repair' we experience is temporary. Afterwards, people tend to be left with a sense of guilt that not only increases their negative mood, but also reinforces their tendency to procrastinate.

D So why is this such a problem? When most people think of the costs of procrastination, they think of the toll on productivity. For example, studies have shown that procrastination negatively impacts on student performance. But putting off reading textbooks and writing essays may affect other areas of students' lives. In one study of over 3,000 German students over a six-month period, those who reported procrastinating over their university work were also more likely to engage in study-related misconduct, such as cheating and plagiarism. But the behaviour that procrastination was most closely linked with was using fraudulent excuses to get deadline extensions. Other research shows that employees on average spend almost a quarter of their workday procrastinating, and again this is linked with negative outcomes. In fact, in one US survey of over 22,000 employees, participants who said they regularly procrastinated had less annual income and less employment stability. For every one-point increase on a measure of chronic procrastination, annual income decreased by US$15,000.

E Procrastination also correlates with serious health and well-being problems. A tendency to procrastinate is linked to poor mental health, including

higher levels of depression and anxiety. Across numerous studies, I've found people who regularly procrastinate report a greater number of health issues, such as headaches, flu and colds, and digestive issues. They also experience higher levels of stress and poor sleep quality. They are less likely to practise healthy behaviours, such as eating a healthy diet and regularly exercising, and use destructive coping strategies to manage their stress. In one study of over 700 people, I found people prone to procrastination had a 63% greater risk of poor heart health after accounting for other personality traits and demographics.

F Finding better ways of managing our emotions is one route out of the vicious cycle of procrastination. An important first step is to manage our environment and how we view the task. There are a number of evidence-based strategies that can help us fend off distractions that can occupy our minds when we should be focusing on the thing we should be getting on with. For example, reminding ourselves about why the task is important and valuable can increase positive feelings towards it.

Forgiving ourselves and feeling compassion when we procrastinate can help break the procrastination cycle. We should admit that we feel bad, but not be overly critical of ourselves. We should remind ourselves that we're not the first person to procrastinate, nor the last. Doing this can take the edge off the negative feelings we have about ourselves when we procrastinate. This can all make it easier to get back on track.

Questions 14-16

Reading Passage 2 has six paragraphs, ***A-F.***

Which paragraph contains the following information?

NB You may use any letter more than once.

Column 1	A	B	C	D	E	F
14. mention of false assumptions about why people procrastinate						
15. reference to the realisation that others also procrastinate						
16. neurological evidence of a link between procrastination and emotion						

Questions 17-22

Complete the summary below.

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

What makes us procrastinate?

Many people think that procrastination is the result of **(17)**.....
Others believe it to be the result of an inability to organise time efficiently.
But scientific studies suggest that procrastination is actually due to poor mood management. The tasks we are most likely to put off are those that could damage our self-esteem or cause us to feel **(18)**..... when we think about them. Research comparing chronic procrastinators with other people even found differences in the brain regions associated with regulating emotions and identifying **(19)**.....
Emotionally loaded and difficult tasks often cause us to procrastinate. Getting ready to take **(20)**..... might be a typical example of one such task.
People who are likely to procrastinate tend to be either **(21)**..... or those with low self-esteem.

Procrastination is only a short-term measure for managing emotions. It's often followed by a feeling of **(22)**....., which worsens our mood and leads to more procrastination.

Questions 23 and 24

Choose **TWO** letters, **A-E.**

23 - 24 Which TWO comparisons between employees who often procrastinate and those who do not are mentioned in the text?

A. Their salaries are lower.
B. The quality of their work is inferior.
C. They don't keep their jobs for as long.
D. They don't enjoy their working lives as much.
E. They have poorer relationships with colleagues.

Questions 25 and 26

Choose **TWO** letters, **A-E.**

25 - 26 Which **TWO** recommendations for getting out of a cycle of procrastination does the writer give?

A. not judging ourselves harshly
B. setting ourselves manageable aims
C. rewarding ourselves for tasks achieved
D. prioritising tasks according to their importance
E. avoiding things that stop us concentrating on our tasks

Test 2

READING PASSAGE 3

*You should spend about 20 minutes on **Question 27- 40**, which are based on Reading Passage 3 below*

Invasion of the Robot Umpires

A few years ago, Fred DeJesus from Brooklyn, New York became the first umpire in a minor league baseball game to use something called the Automated Ball-Strike System (ABS), often referred to as the 'robe-umpire'. Instead of making any judgments himself about a strike*, DeJesus had decisions fed to him through an earpiece, connected to a modified missile-tracking system. The contraption looked like a large black pizza box with one glowing green eye; it was mounted above the press stand.

Major League Baseball (MLB), who had commissioned the system, wanted human umpires to announce the calls, just as they would have done in the past. When the first pitch came in, a recorded voice told DeJesus it was a strike. Previously, calling

a strike was a judgment call on the part of the umpire. Even if the batter does not hit the ball, a pitch that passes through the 'strike zone' (an imaginary zone about seventeen inches wide, stretching from the batter's knees to the middle of his chest) is considered a strike. During that first game, when DeJesus announced calls, there was no heckling and no shouted disagreement. Nobody said a word.

For a hundred and fifty years or so, the strike zone has been the game's animating force-countless arguments between a team's manager and the umpire have taken place over its boundaries and whether a ball had crossed through it. The rules of play have evolved in various stages. Today, everyone knows that you may scream your disagreement in an umpire's face, but you must never shout personal abuse

at them or touch them. That's a no-no. When the robo-umpires came, however, the arguments stopped.

During the first robo-umpire season, players complained about some strange calls. In response, MLB decided to tweak the dimensions of the zone, and the following year the consensus was that ABS is profoundly consistent. MLB says the device is near-perfect, precise to within fractions of an inch. "It'll reduce controversy in the game, and be good for the game," says Rob Manfred, who is Commissioner for MLB. But the question is whether controversy is worth reducing, or whether it is the sign of a human hand.

A human, at least, yells back. When I spoke with Frank Viola, a coach for a North Carolina team, he said that ABS works as designed, but that it was also unforgiving and pedantic, almost legalistic. "Manfred is a lawyer," Viola noted. Some pitchers have complained that, compared with a human's, the robot's strike zone seems too precise. Viola was once a major-league player himself. When he was pitching, he explained, umpires rewarded skill. "Throw it where you aimed, and it would be a strike, even if it was an inch or two outside. There was a dialogue between pitcher and umpire."

The executive tasked with running the experiment for MLB is Morgan Sword, who's in charge of baseball operations. According to Sword, ABS was part of a larger project to make baseball more exciting since executives are terrified of losing younger fans, as has been the case with horse racing and boxing. He explains how they began the process by asking fans what version of baseball they found most exciting. The results showed that everyone wanted more action: more hits, more defense, more baserunning. This type of baseball essentially hasn't existed since the 1960s, when the hundred-mile-an-hour fastball, which is difficult to hit and control, entered the game. It flattened the game into strikeouts, walks, and home runs-a type of play lacking much action.

Sword's team brainstormed potential fixes. Any rule that existed, they talked about changing-from changing the bats to changing the geometry of the field. But while all of these were ruled out as potential fixes, ABS was seen as a perfect vehicle for change. According to Sword, once you get the technology right, you can load any strike zone you want into the system. "It might be a triangle, or a blob, or something shaped like Texas. Over time, as baseball evolves, ABS can allow the zone to change with it."

"In the past twenty years, sports have moved away from judgment calls. Soccer has Video Assistant Referees (for offside decisions, for example). Tennis has Hawk-Eye (for line calls, for example). For almost a decade, baseball has used instant replay on the base paths. This is widely liked, even if the precision can sometimes cause problems. But these applications deal with something physical: bases, lines, goals. The boundaries of action are precise, delineated like the keys of a piano. This is not the case with ABS and the strike zone. Historically, a certain discretion has been appreciated."

I decided to email Alva Noe, a professor at Berkeley University and a baseball fan, for his opinion. "Hardly a day goes by that I don't wake up and run through the reasons that this [robe-umpires] is such a terrible idea," he replied. He later told me, "This is part of a movement to use algorithms to take the hard choices of living out of life." Perhaps he's right. We watch baseball to kill time, not to maximize it. Some players I have met take a dissenting stance toward the robots too, believing that accuracy is not the answer. According to Joe Russo, who plays for a New Jersey team, "With technology, people just want everything to be perfect. That's not reality. I think perfect would be weird. Your teams are always winning, work is always just great, there's always money in your pocket, your car never breaks down. What is there to talk about?"

* strike: a strike is when the batter swings at a ball and misses or when the batter does not swing at a ball that passes through the strike zone.

Questions 27-32

Do the following statements agree with the claims of the writer in Reading Passage 3?

YES	if the statement agrees with the claims of the writer
NO	if the statement contradicts the claims of the writer
NOT GIVEN	if it is impossible to say what the writer thinks about this

27. When DeJesus first used ABS, he shared decision-making about strikes with it.

28. MLB considered it necessary to amend the size of the strike zone when criticisms were received from players.

29. MLB is keen to justify the money spent on improving the accuracy of ABS's calculations.

30. The hundred-mile-an-hour fastball led to a more exciting style of play.

31. The differing proposals for alterations to the baseball bat led to fierce debate on Sword's team.

32. ABSmakes changes to the shape of the strike zone feasible.

Test 2

Questions 33-37

Complete the summary using the list of phrases, A-H, below.

Calls by the umpire

Even after ABS was developed, MLB still wanted human umpires to shout out decisions as they had in their **(33)**..... . The umpire's job had, at one time, required a **(34)**..... about whether a ball was a strike. A ball is considered a strike when the batter does not hit it and it crosses through a **(35)** ..... extending approximately from the batter's knee to his chest.

In the past, **(36)**..... over strike calls were not uncommon, but today everyone accepts the complete ban on pushing or shoving the umpire. One difference, however, is that during the first game DeJesus used ABS, strike calls were met with **(37)**..... .

A. pitch boundary
B. numerous disputes
C. team tactics
D. subjective assessment
E. widespread approval
F. former roles
G. total silence
H. perceived area

Questions 38-40

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

38. What does the writer suggest about ABS in the fifth paragraph?

A. It is bound to make key decisions that are wrong.

B. It may reduce some of the appeal of the game.

C. It will lead to the disappearance of human umpires.

D. It may increase calls for the rules of baseball to be changed.

39. Morgan Sword says that the introduction of ABS

A. was regarded as an experiment without a guaranteed outcome.

B. was intended to keep up with developments in other sports.

C. was a response to changing attitudes about the role of sport.

D. was an attempt to ensure baseball retained a young audience.

40. Why does the writer include the views of Noe and Russo?

A. to show that attitudes to technology vary widely

B. to argue that people have unrealistic expectations of sport

C. to indicate that accuracy is not the same thing as enjoyment

D. to suggest that the number of baseball fansneeds to increase

Answer:

1, tail 2, flippers 3, hair 4, seagrasses 5, lips 6, buoyancy

7. T 8. NG 9. F 10.NG 11. T 12.NG 13.T

14, B 15, F 16, B 17, laziness 18, anxious 19, threats 20, exams 21, perfectionists 22, guilt 23-24.AC 25-26.AE

27.N 28. Y 29.NG 30. N 31.NG 32.Y

33, F 34, D 35, H 36, B 37, G

38.B 39. D 40.C

WRITING

WRITING TASK 1

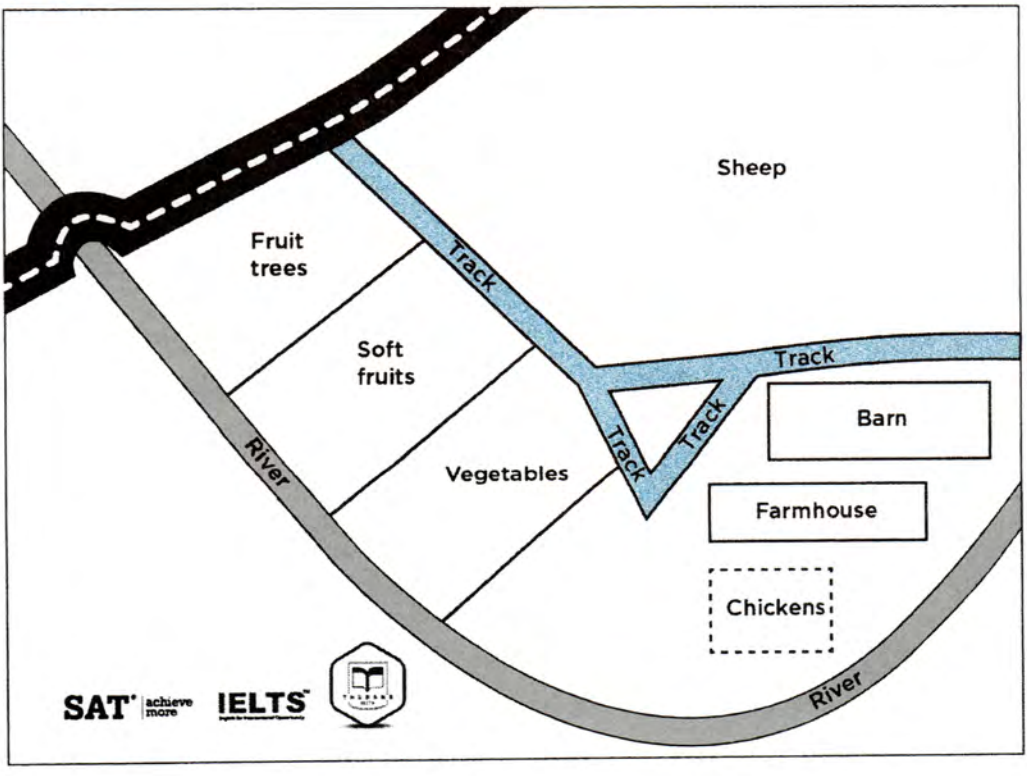
You should spend about 20 minutes on this task.

The plans below show the site of a farm in 1950 and the same site today. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

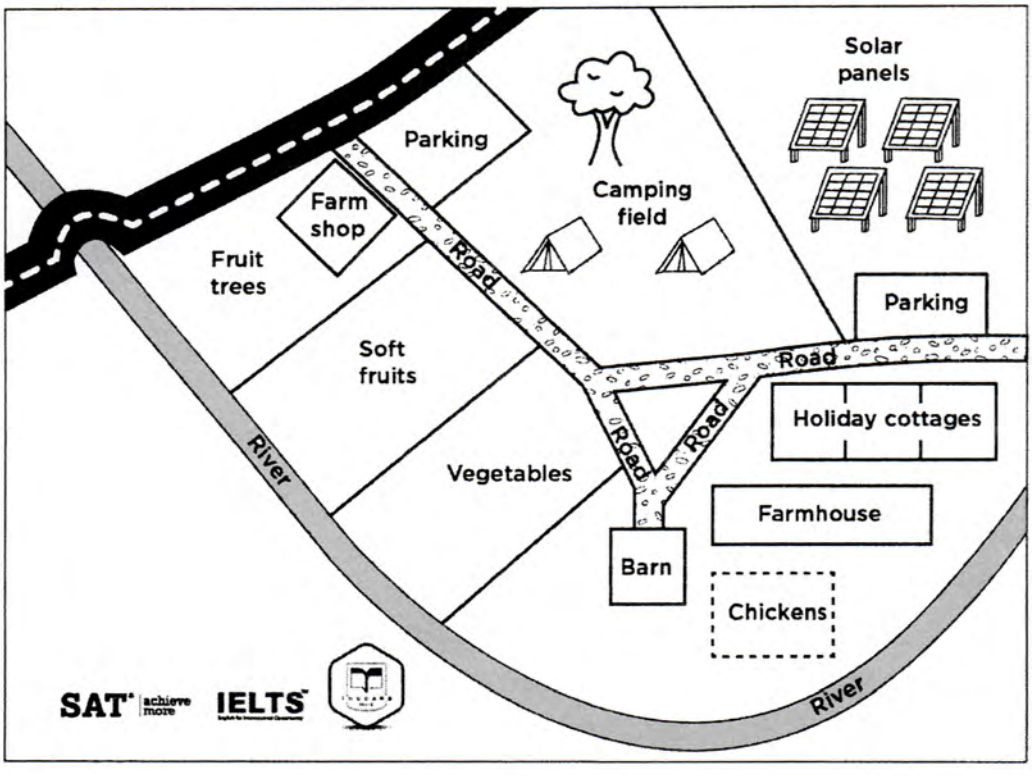
Write at least 150 words.

Beechwood Farm

1950



Today


Solar panels
Parking
Camping field
Farm shop
Fruit trees
Road
Parking
Soft fruits
Road
Road
Road
Holiday cottages
River
Vegetables
Farmhouse
Barn
Chickens
River
SAT achieve more
IELTS

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

In many countries, primary and secondary schools close for two months or more in the summer holidays.

What is the value of long school holidays?

What are the arguments in favour of shorter school holidays?

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

Write at least 250 words.

Essay [Candidate Essay]

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

If we look at the pictures we will see how Beechwood Farm has changed along the time.

Years ago, in 1950, Beachwood Farm was a tipycal farm. A track crossed the farm, so farmers could reach the barn and the farmhouse passing by the fruit trees, and the place where the soft fruits and the vegetables were growing. At the opposite side of the truck, was the field where the sheeps were situated. That was close to the farmhouse, were chickens were also situated. All the farm was sourrounded, at the south, by a river.

Nowadeys, the farm has suffered changes. Modern life brought to the farm some needs to survive. The main change was the road that replaced the track. Now is easyer to arrive any place in the farm.

There is a parking zone near the road where the sheeps used to eat grass. We can also find a camping field and Solar panels in that zone.

Another parking zone can be find where the solar panels are situated.

Just in front of the first parking zone we can see a farm shop. The old barn was replaced for a holiday cottages, and relocated close to the chickens, near the river.

Lot of things have changed since 1950, and Beechwood Farm is not an exception. Modern times had come, and everyone had to be adjusted to new ways of living. We still have Beechwood Farm, but a new sophisticated and modern one.

[Examiner's comments]

Here is the examiner's comment:

This response addresses all of the changes illustrated in the farm plans. The writer describes how the farm looked in 1950, then moves on to the present-day plan. There is an overview in the last paragraph [Lot of things have changed since 1950, and Beechwood Farm ... a new sophisticated and modern one] but it does not mention the link to attracting visitors, so is not complete.

Information is generally arranged coherently. The first two paragraphs cover the 1950s site, with the remainder focused on the farm today. There is evidence of linking expressions [At the opposite side I That I Nowadeys]; however, there is a lack of reference, resulting in repetition [farm I zone].

Vocabulary is generally good [parking zone I relocated I exception I adjusted I sophisticated] but errors remain [along the time/ over time I tipycal I sourrounded I Nowadeys I easyer I cottoges].

Grammatical range is mixed. There are examples of complex sentence forms, including [if] clauses and modal forms [could reach I can also find] but there are also a range of errors which preclude a higher score.

To improve the score, an overview that summarises the main changes should be added. It would also be beneficial to show greater accuracy in vocabulary and use of grammatical structures.

Example overview

These plans of the farm illustrate the updated facilities that have been added since 1950, which include accommodation, power generation and other additions to appeal to visitors and holidaymakers.

Essay [Candidate Essay]

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

In today's world, education is a must to every child and individual across every country. The duration of summer holidays became a major thing in terms of priority in some countries like in middle eastern location. Where as cold countries which experience long winters have concentrated less on summer holidays giving only few weeks for summer vacations.

On the otherside, a regular family would like to spend most of the time in summer holidays by travelling to their homeland, meeting their relatives and seek long durations for summer, so that children can spend valuable time with cousins and relatives making valuable memories. On the other hand, some parents who work 365 days would find it difficult to take care of children during summer holidays as they have to work and prefer shorter period of holidays.

This has become a major problem and is affecting children in a bad way. Childhood is to cherish some good valuable memories along with studies. Longer summer breaks allow the children to make time to visit family relatives and this early relationship helps to maintain a stronger bond for the rest of the life. Once they are out of school, they have to work and make a living for themselves where they won't find time for their loved ones.

Coming to shorter school holidays, they help the children from falling back in studies (or) having interest. With longer duration of holidays children take a lot of time to get back their concentration after the school starts. It has both positive and negative side to it. Shorter school holidays help the student to

maintain concentration, performance but at the same time they won't form special bonds which are really important.
From my perspective, maintaining strong relationship bonds is more important than just education which requires a longer duration of summer holidays.

[Examiner's comments]

Here is the examiner's comment:

This is an appropriate response, with a series of ideas for each part, presented effectively. It starts with a note that different countries have different patterns. The value of long holidays include families being able to travel and spend time with relatives, as once children leave school, they won't have the free time to develop these strong bonds. The arguments for shorter holidays mention families where parents work and cannot take so much leave, and that it helps children not to fall behind in their studies. The candidate concludes that stronger family bonds are more important, so longer holidays are best. There is some minor repetition in the ideas presented.

Ideas are logically organised, and cohesive devices are varied. Reference is used [This I they I their] but some inaccuracy in linking devices [Where as I On the otherside I Coming to], and some repetition [relatives I valuable] limits the rating in this area.

Vocabulary is a strength, with frequent high-level content and some skilful collocation [spend valuable time I affecting children I maintain a stronger bond]. Some errors remain [falling back / falling behind]. Grammatical structures are also varied and show some flexibility and some multi-clause sentences. However, most sentences are not error-free, as there are slips with prepositions [to every child/ for every child I in holiday/ on holiday] and plurals [shorter period of holidays I side / sides] and some missing punctuation.

The achieve a higher score, the candidate could explore the 'value of long holidays' and 'arguments for shorter holidays' in more depth. A greater degree of accuracy in vocabulary and grammatical structures would also improve the score.

Test 2

SPEAKING

PART 1

1. What's your favourite fruit?
2. Are there any kinds of fruit that you don't like eating?
3. Do you like eating cooked food that has fruit in it?
4. Where's the best place to buy fruit where you live?

PART 2

Describe a time when you changed a plan you had made.

You should say:

what your original plan was

why you changed it

what new plan you made

and explain how you felt about changing your plan.

PART 3

Please answer the questions 1-6

1. What kinds of plans do friends make together?
2. Do you think it's better to discuss future plans with friends or with family?
3. When making plans for the future, is it important not to copy friends?
4. When people are choosing what to study, how important is it that their course should lead directly to a career?
5. Why is it a good idea to get some work experience before deciding on a future career?
6. How easy do you think it is for people to change from one career to another?

part1

1. Oh, definitely tangerines! They're the perfect combo of sweetness and tanginess, and they're super juicy when you peel them. Plus, the bright orange colour is an instant mood booster for me. What appeals to me the most is that they're not as overpriced as other trendy "superfruits" these days, yet they're packed with vitamin C. That's why they've always been my go-to fruit.

2. Well, if you ask me, I'd say durian. I know it's widely known as the "king of fruits" and loved by many of my friends, but I just can't stand its pungent smell-it reminds me of rotting onions. The texture's even worse; it's like swallowing sweetened clotted cream mixed with stringy bits. Honestly, even durian-flavoured candies freak me out!

3. Personally, it's not my cup of tea. For example, in China there's a dish called pineapple pork which is a famous Cantonese dish. I've tried it a few times, but I just can't get used to the way warm, mushy fruit clashes with salty flavours-it feels wrong to me. If you ask my opinion, fruits are meant to be eaten raw to get their natural zing.

4. If I'm in a rush, I'll just order fruit through grocery delivery apps. They'll leave it at my doorstep within an hour! But for better quality and prices, I go to a nearby wholesale market. The produce there is freshly harvested, and there's a much wider variety. Plus, I actually enjoy haggling with the vendors- it adds to the experience.

part2

Let me tell you about my snorkelling trip that got canceled in Phuket last monsoon season.

I mean, my original plan was this meticulously organised 3-day island-hopping adventure, complete with underwater photography sessions and sunset cruises. Everything looked perfect, at least on paper.

To be honest, the first day was excellent-turquoise waters, powdery beaches, everything went swimmingly. Unfortunately, on day two, Mother Nature threw a spanner in our plans. Out of nowhere, a tropical storm blew in - winds picking up like angry spirits, and then the rain started bucketing down mercilessly. Frankly, the waves became wild horses galloping across the sea. At that point, our boat captain called off everything, saying, "It never rains but it pours"-which, in hindsight, was spot-on. I slumped into disappointment, staring at my futile preparations. Had I known earlier, I'd have cancelled this trip altogether.

Thankfully, here's the silver lining-our resort offered complimentary massage therapies. That said, the therapeutic experience proved magical, melting away resentment like ice in sunshine. What's more, over ginger tea, I swapped stories with globetrotters whose adventures made mine pale in comparison.

Now, while snorkelling remains firmly on my bucket list, this detour taught me something crucial-life's best unplanned moments often arrive unexpectedly. In other words, when Plan A sinks, Plan B may come to your rescue. Hopefully next time, I'll remember this lesson when travel plans go sideways.

part3

1. Well, friends usually plan various leisure activities. They might go shopping, watch movies, or plan weekend getaways and concert outings. On top of that, they

often engage in hobby-based stuff. For instance, they could join a hiking club, train for a marathon, or attend a painting workshop. Just as the saying goes, "Birds of a feather flock together." Moreover, friends also make elaborate plans to celebrate special moments. They might throw surprise parties for each other's birthdays, or organize themed gatherings to mark important milestones, such as graduations or job promotions.

2. It really depends. Generally speaking, friends tend to relate better to personal choices like career shifts or dating dilemmas. For example, if you're torn between settling down and focusing on your career, friends might give unbiased advice, whereas parents would probably push for marriage. That said, when it comes to major moves like relocating abroad, cutting off contact with your family isn't a wise option, as you need their support in many ways, such as practical input on visa arrangements, financial support, or even childcare help. At the end of the day, it's a balancing act.

3. Well, definitely. To be honest, it's completely normal to get ideas from friends when planning ahead. I mean, seeing people you trust do something similar does give that initial sense of security. But the thing is, if we just mirror their choices without proper reflection, things can get messy quickly. Take degree choices for instance: I've noticed that loads of students go into fields like marketing or computer science simply because their social circle does. The problem kicks in when they realise their strengths don't align with the coursework at all; you can imagine the stress that follows. That's why I firmly believe that when it comes to major life decisions, we should build plans around our natural talents and core values. After all, we're all wired differently.

4. Well, that's a classic dilemma. Think about it: how many of us end up in jobs exactly matching our degree titles? Don't get me wrong: career-driven degrees

like engineering are gold for giving that quick start with their hands-on training and internships. But take philosophy graduates, for example. On paper, they seem job-ready for nothing specific, yet some of them end up thriving in business or tech. I suppose the reason is that those abstract courses wire your brain to tackle problems in ways that no technical manual can teach. So ultimately, while job-specific skills get you through the door, it's the transferable skills that help you climb the career ladder.

5. Well, here's the thing about internships-they let you test the waters without signing your life away. Many young graduates switch tracks after realising the fact that they don't really match their first career options. Additionally, no lectures or textbooks can teach you the messy stuff, like calming down a furious client or decoding your boss's cryptic emails; these are things you can only learn through real-world experience. Lastly, even the most mundane tasks, like making coffee runs and handling spreadsheets, can enhance your CV and help you stand out in the job market later on.

6. To be honest, it's nowalk in the park. As the saying goes, different fields are worlds apart. So, embarking on a brand-new career means starting from scratch: you have to acquire new certifications, adapt to unfamiliar work cultures, and rebuild professional networks; all of which require dedication and willpower. But on the flip side, it's liberating. I've seen people thrive after escaping dead-end jobs. So yeah, it's tough but doable with grit.

IELTS

20

Academic

Authentic Practice Tests

Test 3

LISTENING

PART *Questions 1-10*

Complete the table below.

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

Furniture Rental Companies		
Name of company	**Information about costs**	**Additional notes**
Peak Rentals	Prices range from $105 to $ **(1)** ..... Per room per month	The furniture Is very **(2)**..... Delivers in 1-2 days Special offer: Free **(3)**..... with Every living room set
.....**(4)** and Oliver	Mid-range prices 12% monthly fee for **(5)**.....	Also ofers a cleaning Service
Larch Furniture	Ofers cheapest proces for renting Furniture and **(6)**.....items	Must have own **(7)**..... Minimum contract leghth: Six months
.....**(8)** Rentals	See the **(9)**..... for the most Up-to-date prices	**(10)**..... Are allowed Within 7 days of delivery

PART 2 *Questions 11-16*

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

11. Who was responsible for starting the community project?

A. the castle owners

B. a national charity

C. the local council

12. How was the gold coin found?

A. Heavy rain had removed some of the soil.

B. The ground was dug up by wild rabbits.

C. A person with a metal detector searched the area.

13. What led the archaeologists to believe there was an ancient village on this site?

A. the lucky discovery of old records

B. the bases of several structures visible in the grass

C. the unusual stones found near the castle

14. What are the team still hoping to find?

A. everyday pottery

B. animal bones

C. pieces of jewellery

15. What was found on the other side of the river to the castle?

A. the remains of a large palace

B. the outline of fields

C. a number of small huts

16. What do the team plan to do after work ends this summer?

A. prepare a display for a museum

B. take part in a television programme

C. start to organise school visits

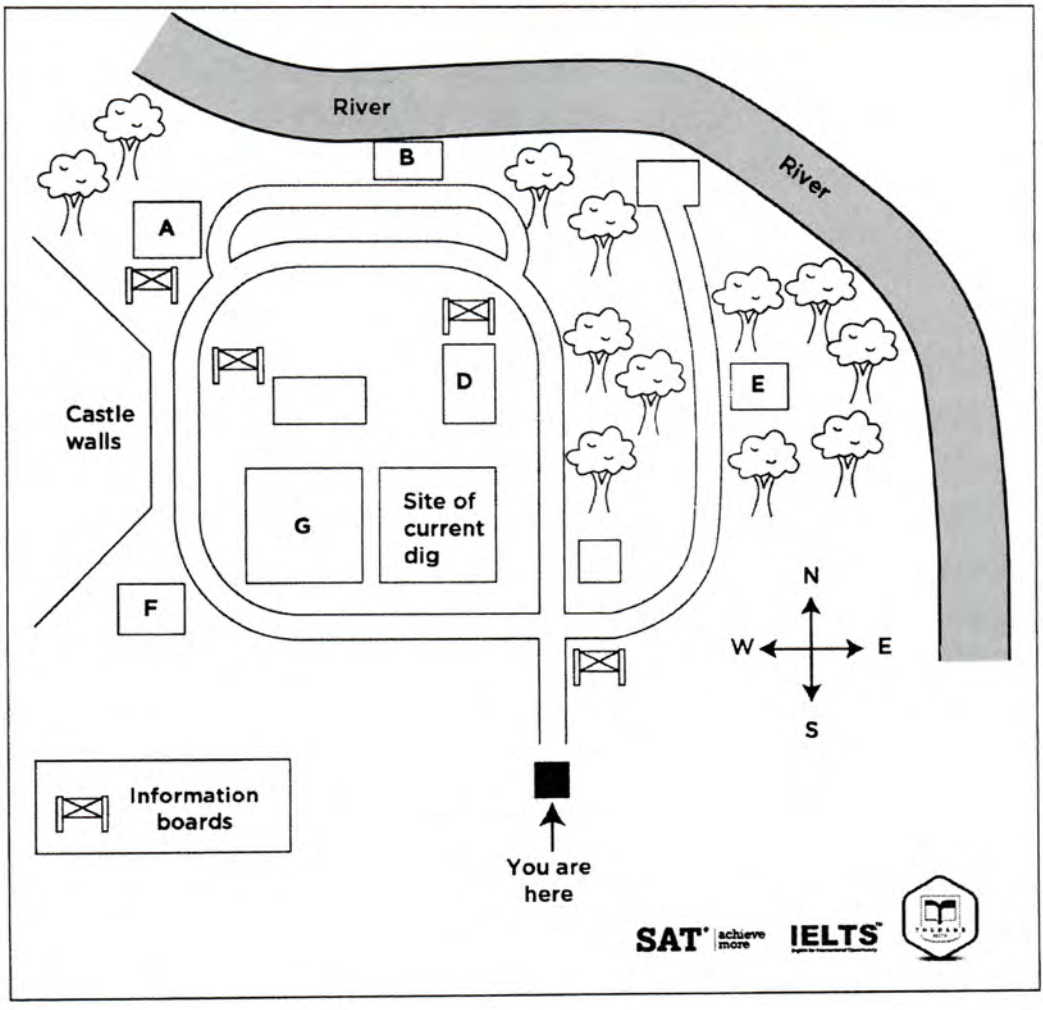
Test 3

Questions 17-20

Label the map below.

Drag the correct letter, **A-G**, next to Questions **17-20**.

Bidcaster Archaeological Dig



Column 1	A	B	C	D	E	F	G
17. bridge foundations							
18. rubbish pit							
19. meeting hall							
20. fish pond							

PART 3 *Questions 21-26*

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

21. Finn waspleased to discover that their topic

A. was not familiar to their module leader.

B. had not been chosen by other students.

C. did not prove to be difficult to research.

22. Maya says a mistaken belief about theatre programmes is that

A. theatres pay companies to produce them.

B. few theatre-goers buy them nowadays.

C. they contain far more adverts than previously.

23. Finn was surprised that, in early British theatre, programmes

A. were difficult for audiences to obtain.

B. were given out free of charge.

C. were seen as a kind of contract.

24. Maya feels their project should include an explanation of why companies of actors

A. promoted their own plays.

B. performed plays outdoors.

C. had to tour with their plays.

25. Finn and Maya both think that, compared to nineteenth-century programmes, those from the eighteenth century

A. were more original.

B. were more colourful.

C. were more informative.

26. Maya doesn't fully understand why, in the twentieth century,

A. very few theatre programmes were printed in the USA.

B. British theatre programmes failed to develop for so long.

C. theatre programmes in Britain copied fashions from the USA.

Questions 27-30

What comment is made about the programme for each of the following shows?

Choose FOUR answers from the box and write the correct letter, A..F, next to Questions 27-30.

Show	**Comment about programme**
	A. Its origin is somewhat controversial.
Ruy Blas **(27)**.....	B. It is historically significant for a country.
Man of La Mancha **(28)**.....	C. It was effective at attracting audiences.
The Tragedy of Jane Shore **(29)**.....	D. It is included in a recent project.
The Sailors' Festival **(30)**.....	E. It contains insights into the show.
	F. It resembles an artwork.

PART 4 *Questions 31-40*

Complete the notes below.

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

Inclusive design

Definition

- Designing products that can be accessed by a diverse range of people without the need for any (31).....
- Not the same as universal design: that is design for everyone, including catering for people with (32)..... problems.

Examples of inclusive design

- (33)..... Which are adjustable, avoiding back or neck problems
- (34)..... in public toilets which are easier to use
- To assist the elderly:
  - designers avoid using **(35)**..... in interfaces
  - people can make commands using a mouse, keyboard or their **(36)**.....

Impact of non-inclusive designs

- Access
  - Loss of independence for disabled people.
- Safety
  - Seatbelts are especially problematic for **(37)**..... women.
  - PPE Jackets are often unsuitable because of the size of women's **(38)**.....
  - PPE for female **(39)**..... officers dealing with emergencies is the worst.
- Comfort in the workplace
  - The **(40)**..... in offices is often too tow for women.

Answer:

1, 239 I two hundred thirty-nine I two hundred and thirty-nine 2, modern 3, lamp 4, Aaron 5, damage 6, electronic 7, insurance 8, space I Space 9, app 10, exchanges

11. B 12.A 13. A 14.C 15. B 16.C

17, B 18, A 19, G 20, E

21. B 22.A 23.C 24.A 25.C 26.B

27, F 28, E 29, B 30, D

31, adaptation 32, cognitive 33, desks 34, taps 35, blue 36, voice 37, pregnant 38, shoulders 39, police 40, temperature

READING

READING PASSAGE 1

Frozen Food

A US perspective on the development of the frozen food industry

At some point in history, humans discovered that ice preserved food. There is evidence that winter ice was stored to preserve food in the summer as far back as 10,000 years ago. Two thousand years ago, the inhabitants of South America's Andean mountains had a unique means of conserving potatoes for later consumption. They froze them overnight, then trampled them to squeeze out the moisture, then dried them in the sun. This preserved their nutritional value-if not their aesthetic appeal.

Natural ice remained the main form of refrigeration until late in the 19th century. In the early 1800s, ship owners from Boston, USA, had enormous blocks of Arctic ice towed all over the Atlantic for the purpose of food preservation. In 1851, railroads first began putting blocks of ice in insulated rail cars to send butter from Ogdensburg, New York, to Boston.

Finally, in 1870, Australian inventors found a way to make 'mechanical ice'. They used a compressor to force a gas-ammonia at first and later Freon-through a condenser. The compressed gas gave up some of its heat as it moved through the condenser. Then the gas was released quickly into a low-pressure evaporator coil where it became liquid and cold. Air was blown over the evaporator coil and then this cooled air passed into an insulated compartment, lowering its temperature to freezing point.

Initially, this process was invented to keep Australian beer cool even in hot weather. But Australian cattlemen were quick to realize that, if they could put this new invention on a ship, they could export meat across the oceans. In 1880, a shipment of Australian beef and mutton was sent, frozen, to England. While the food frozen this way was still palatable, there was some deterioration. During the freezing process, crystals formed within the cells of the food, and when the ice expanded and the cells burst, this spoilt the flavor and texture of the food.

The modern frozen food industry began with the indigenous Inuit people of Canada. In 1912, a biology student in Massachusetts, USA, named Clarence Birdseye, ran out of money and went to Labrador in Canada to trap and trade furs. While he was there, he became fascinated with how the Inuit would quickly freeze fish in the Arctic air. The fish looked and tasted fresh even months later.

Birdseye returned to the USA in 1917 and began developing mechanical freezers capable of quick-freezing food. Birdseye methodically kept inventing better freezers and gradually built a business selling frozen fish from Gloucester, Massachusetts. In 1929, his business was sold and became General Foods, but he stayed with the company as director of research, and his division continued to innovate.

Birdseye was responsible for several key innovations that made the frozen food industry possible. He developed quick-freezing techniques that reduced the damage that crystals caused, as well as the technique of freezing the product in the

package it was to be sold in. He also introduced the use of cellophane, the first transparent material for food packaging, which allowed consumers to see the quality of the product. Birdseye products also came in convenient size packages that could be prepared with a minimum of effort.

But there were still obstacles. In the 1930s, few grocery stores could afford to buy freezers for a market that wasn't established yet. So, Birdseye leased inexpensive freezer cases to them. He also leased insulated railroad cars so that he could ship his products nationwide. However, few consumers had freezers large enough or efficient enough to take advantage of the products.

Sales increased in the early 1940s, when World War II gave a boost to the frozen food industry because tin was being used for munitions. Canned foods were rationed to save tin for the war effort, while frozen foods were abundant and cheap. Finally, by the 1950s, refrigerator technology had developed far enough to make these appliances affordable for the average family. By 1953, 33 million US families owned a refrigerator, and manufacturers were gradually increasing the size of the freezer compartments in them.

1950s families were also looking for convenience at mealtimes, so the moment was right for the arrival of the 'TV Dinner'. Swanson Foods was a large, nationally recognized producer of canned and frozen poultry. In 1954, the company adapted some of Birdseye's freezing techniques, and with the help of a clever name and a huge advertising budget, it launched the first 'TV Dinner'. This consisted of frozen turkey, potatoes and vegetables served in the same segmented aluminum tray that was used by airlines. The product was an instant success. Within a year, Swanson had sold 13 million TV dinners. American consumers couldn't resist the combination of a trusted brand name, a single-serving package and the convenience of a meal that could be ready after only 25 minutes in a hot oven. By 1959, Americans were spending $2.7 billion annually on frozen foods, and half a billion of that was spent on ready-prepared meals such as the TV Dinner.

Today, the US frozen food industry has a turnover of over $67 billion annually, with $26.6 billion of that sold to consumers for home consumption. The remaining $40 billion in frozen food sales come through restaurants, cafeterias, hospitals and schools, and that represents a third of the total food service sales.

Test 3

Questions 1-7

Complete the notes below.

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

The history of frozen food

2,000 years ago, South America

People conserved the nutritional value of **(1)**..... , using a method of freezing then drying.

1851, USA

- **(2)**..... was kept cool by ice during transportation in specially adapted trains.

1880, Australia

- Two kinds of **(3)**..... were the first frozen food shipped to England.

1917 onwards, USA

- Clarence Birdseye introduced innovations including:
  - quick-freezing methods, so that **(4)**..... did not spoil the food.
  - packaging products with **(5)**....., so the product was visible.

Early 1940s, USA

- Frozen food became popular because of a shortage of **(6)**.....

1950s, USA

- A large number of homes now had a **(7)**.....

Questions 8-13

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

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

8. The ice transportation business made some Boston ship owners very wealthy in the early 1800s.

9. A disadvantage of the freezing process invented in Australia was that it affected the taste of food.

10. Clarence Birdseye travelled to Labrador in order to learn how the Inuit people froze fish.

11. Swanson Foods invested a great deal of money in the promotion of the TV Dinner.

12. Swanson Foods developed a new style of container for the launch of the TV Dinner.

13. The US frozen food industry is currently the largest in the world.

READING PASSAGE 2

Can the planet's coral reefs be saved?

A

14

Conservationists have put the final touches to a giant artificial reef they have been assembling at the world-renowned Zoological Society of London (London Zoo).

Samples of the planet's most spectacular corals - vivid green branching coral, yellow scroll, blue ridge and many more species - have been added to the giant tank along with fish that thrive in their presence: blue tang, clownfish and many others. The reef is in the zoo's new gallery, Tiny Giants, which is dedicated to the minuscule invertebrate creatures that sustain life across the planet. The coral reef tank and its seven-metre-wide window form the core of the exhibition.

'Coral reefs are the most diverse ecosystems on Earth and we want to .show people how wonderful they are,' said Paul Pearce-Kelly, senior curator of invertebrates and fish at the Zoological Society of London. 'However, we also want to highlight the research and conservation efforts that are now being carried out to try to save them from the threat of global warming.' They want people to see what is being done to try to save these wonders.

B

15

Corals are composed of tiny animals, known as polyps, with tentacles for capturing small marine creatures in the sea water. These polyps are transparent but get their brilliant tones of pink, orange, blue, green, etc. from algae that live within them, which in turn get protection, while their photosynthesising of the sun's rays provides nutrients for the polyps. This comfortable symbiotic relationship has led to the growth of coral reefs that cover 0.1% of the planet's ocean bed while providing homes for more than 25% of marine species, including fish, molluscs, sponges and shellfish.

C

16

As a result, coral reefs are often described as the 'rainforests of the sea', though the comparison is dismissed by some naturalists, including David Attenborough. 'People say you cannot beat the rainforest,' Attenborough has stated. 'But that is simply not true. You go there and the first thing you think is: where ... are the birds? Where are the animals? They are hiding in the trees, of course. No, if you want beauty and wildlife, you want a coral reef. Put on a mask and stick your head under the water. The sight is mind-blowing.'

D

17

Unfortunately, these majestic sights are now under very serious threat, with the most immediate problem coming in the form of thermal stress. Rising ocean temperatures are triggering bleaching events that strip reefs of their colour and eventually kill them. And that is just the start. Other menaces include ocean acidification, sea level increase, pollution by humans, deoxygenation and ocean current changes, while the climate crisis is also increasing habitat destruction. As a result, vast areas - including massive chunks of Australia's Great Barrier Reef - have already been destroyed, and scientists advise that more than 90% of reefs could be lost by 2050 unless urgent action is taken to tackle global heating and greenhouse gas emissions.

Pearce-Kelly says that coral reefs have to survive really harsh conditions - wave erosion and other factors. And 'when things start to go wrong in the oceans, then corals will be the first to react. And that is exactly what we are seeing now. Coral reefs are dying and they are telling us that all is not well with our planet.'

E

18

However, scientists are trying to pinpoint hardy types of coral that could survive our overheated oceans, and some of this research will be carried out at London Zoo. 'Behind our ... coral reef tank we have built laboratories where scientists will

be studying coral species,' said Pearce-Kelly. One aim will be to carry out research on species to find those that can survive best in warm, acidic waters. Another will be to try to increase coral breeding rates. 'Coral spawn just once a year,' he added. 'However, aquarium-based research has enabled some corals to spawn artificially, which can assist coral reef restoration efforts. And if this can be extended for all species, we could consider the launching of coral-spawning programmes several times a year. That would be a big help in restoring blighted reefs.'

F

19

Research in these fields is being conducted in laboratories around the world, with the London Zoo centre linked to this global network. Studies carried out in one centre can then be tested in others. The resulting young coral can then be displayed in the tank in Tiny Giants. 'The crucial point is that the progress we make in making coral better able to survive in a warming world can be shown to the public and encourage them to believe that we can do something to save the planet's reefs,' said Pearce-Kelly. 'Saving our coral reefs is now a critically important ecological goal.'

Reading Passage 2 has six sections, A-F.

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

i. Tried and tested solutions
ii. Cooperation beneath the waves
iii. Working to lessen the problems
iv. Disagreement about the accuracy of a certain phrase
v. Two clear educational goals
vi. Promoting hope
vii. A warning of further trouble ahead

Questions 20 and 21

*Choose **TWO** letters, **A-E**.*

20 - 21

Which TWO of these causes of damage to coral reefs are mentioned by the writer of the text?

A. a rising number of extreme storms
B. the removal of too many fish from the sea
C. the contamination of the sea from waste
D. increased disease among marine species
E. alterations in the usual flow of water in the seas

Questions 22 and 23

*Choose **TWO** letters, **A-E**.*

22 - 23

A. Which TWO of the following statements are true of the researchers at London Zoo?
B. They are hoping to expand the numbers of different corals being bred in laboratories.
C. They want to identify corals that can cope well with the changed sea conditions.
D. They are looking at ways of creating artificial reefs that corals could grow on.
E. They are trying out methods that would speed up reproduction in some corals.
F. They are investigating materials that might protect reefs from higher temperatures.

Complete the sentences below.

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

24. Corals have a number of **(24)** ..... which they use to collect their food.

25. Algae gain **(25)**..... from being inside the coral.

26. Increases in the warmth of the sea water can remove the **(26)**..... from coral.

Test 3

READING PASSAGE 3

*You should spend about 20 minutes on **Question 27 – 40**, which are based on Reading Passage 3 below*

Robots and us

Three leaders in their fields answer questions about our relationships with robot

When asked 'Should robots be used to colonies other planets?', cosmology and astrophysics Professor Martin Rees said he believed the solar system would be mapped by robotic craft by the end of the century. 'The next step would be mining of asteroids, enabling fabrication of large structures in space without having to bring all the raw materials from Earth. ... I think this is more realistic and benign than the ... "terraforming"* of planets.' He maintains that colonised planets 'should be preserved with a status that is analogous to Antarctica here on Earth.'

On the question of using robots to colonise other planets and exploit mineral resources, engineering Professor Daniel Wolpert replied, 'I don't see a pressing need to colonise other planets unless we can bring [these] resources back to Earth. The vast majority of Earth is currently inaccessible to us. Using robots to gather resources nearer to home would seem to be a better use of our robotic tools.'

Meanwhile, for anthropology Professor Kathleen Richardson, the idea of 'colonisation' of other planets seemed morally dubious: 'I think whether we do something on Earth or on Mars we should always do it in the spirit of a genuine interest in "the Other", not to impose a particular model, but to meet "the Other".'

In response to the second question, 'How soon will machine intelligence outstrip human intelligence?', Rees mentions robots that are advanced enough to beat humans at chess, but then goes on to say, 'Robots are still limited in their ability

to sense their environment: they can't yet recognise and move the pieces on a real chessboard as cleverly as a child can. Later this century, however, their more advanced successors may relate to their surroundings, and to people, as adeptly as we do. Moral questions then arise. ... Should we feel guilty about exploiting [sophisticated robots]? Should we fret if they are underemployed, frustrated, or bored?'

Wolpert's response to the question about machine intelligence outstripping human intelligence was this: 'In a limited sense it already has. Machines can already navigate, remember and search for items with an ability that far outstrips humans. However, there is no machine that can identify visual objects or speech with the reliability and flexibility of humans. ... Expecting a machine close to the creative intelligence of a human within the next 50 years would be highly ambitious.'

Richardson believes that our fear of machines becoming too advanced has more to do with human nature than anything intrinsic to the machines themselves. In her view, it stems from humans' tendency to personify inanimate objects: we create machines based on representations of ourselves, imagine that machines think and behave as we do, and therefore see them as an autonomous threat. 'One of the consequences of thinking that the problem lies with machines is that .... we tend to imagine they are greater and more powerful than they really are and subsequently they become so.'

This led on to the third question, 'Should we be scared by advances in artificial intelligence?' To this question, Rees replied, 'Those who should be worried are the futurologists who believe in the so-called "singularity".** ... And another worry is that we are increasingly dependent on computer networks, and that these could behave like a single "brain" with a mind of its own, and with goals that may be contrary to human welfare. I think we should ensure that robots remain as no more

than "idiot savants" lacking the capacity to outwit us, even though they may greatly surpass us in the ability to calculate and process information.'

Wolpert's response was to say that we have already seen the damaging effects of artificial intelligence in the form of computer viruses. 'But in this case,' he says, 'the real intelligence is the malicious designer. Critically, the benefits of computers outweigh the damage that computer viruses cause. Similarly, while there may be misuses of robotics in the near future, the benefits that they will bring are likely to outweigh these negative aspects.'

Richardson's response to this question was this: 'We need to ask why fears of artificial intelligence and robots persist; none have in fact risen up and challenged human supremacy.' She believes that as robots have never shown themselves to be a threat to humans, it seems unlikely that they ever will. In fact, she went on, 'Not all fear [robots]; many people welcome machine intelligence.'

In answer to the fourth question, 'What can science fiction tell us about robotics?', Rees replied, 'I sometimes advise students that it's better to read first-rate science fiction than second-rate science - more stimulating, and perhaps no more likely to be wrong.'

As his response, Wolpert commented, 'Science fiction has often been remarkable at predicting the future Science fiction has painted a vivid spectrum of possible futures, from cute and helpful robots to dystopian robotic societies. Interestingly, almost no science fiction envisages a future without robots.'

Finally, on the question of science fiction, Richardson pointed out that in modern society, people tend to think there is reality on the one hand, and fiction and fantasy on the other. She then explained that the division did not always exist, and that scientists and technologists made this separation because they wanted to carve out the sphere of their work. 'But the divide is not so clear cut, and that is why the worlds seem to collide at times,' she said. 'In some cases, we need to bring these different understandings together to get a whole perspective. Perhaps

then, we won't be so frightened that something we create as a copy of ourselves will be a [threat] to us.'

* terraforming: modifying a planet's atmosphere to suit human needs

** singularity: the point when robots will be able to start creating ever more sophisticated versions of themselves

Look at the following statements (Questions 27 - 33) and the list of experts below.

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

NB You may use any letter more than once.

27. For our own safety, humans will need to restrict the abilities of robots.
28. The risk of robots harming us is less serious than humans believe it to be.
29. It will take many decades for robot intelligence to be as imaginative as human intelligence.
30. We may have to start considering whether we are treating robots fairly.
31. Robots are probably of more help to us on Earth than in space.
32. The ideas in high-quality science fiction may prove to be just as accurate as those found in the work of mediocre scientists.
33. There are those who look forward to robots developing greater intelligence.

List of Experts

A. Martin Rees

B. Daniel Wolpert

C. Kathleen Richardson

Complete each sentence with the correct ending, A-D, below.

34. Richardson and Rees express similar views regarding the ethical aspect of

35. Rees and Wolpert share an opinion about the extent of

36. Wolpert disagrees with Richardson on the question of

A. robots to explore outer space.

B. advances made in machine intelligence so far.

C. changes made to other planets for our own benefit.

D. the harm already done by artificial intelligence.

Questions 37-40

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

37. What point does Richardson make about fear of machines?

A. It has grown alongside the development of ever more advanced robots.

B. It is the result of our inclination to attribute human characteristics to non-human entities.

C. It has its origins in basic misunderstandings about how inanimate objects function.

D. It demonstrates a key difference between human intelligence and machine intelligence.

38. What potential advance does Rees see as a cause for concern?

A. robots outnumbering people

B. robots having abilities which humans do not

C. artificial intelligence developing independent thought

D. artificial intelligence taking over every aspect of our lives

39. What does Wolpert emphasise in his response to the question about science fiction?

A. how science fiction influences our attitudes to robots

B. how fundamental robots are to the science fiction genre

C. how the image of robots in science fiction has changed over time

D. how reactions to similar portrayals of robots in science fiction may vary

40. What is Richardson doing in her comment about reality and fantasy?

A. warning people not to confuse one with the other

B. outlining ways in which one has impacted on the other

C. recommending a change of approach in how people view them

D. explaining why scientists have a different perspective on them from other people

Answer:

1, potatoes 2, butter 3, meat 4, crystals 5, cellophane 6, tin 7, refrigerator

8. NG 9. T 10. F11.T 12. F 13.NG 14, v15, ii16, iv17, vii18, iii19, vi 20-21: CE 22-23.BD 24, tentacles 25, protection 26, colour

27, A 28, C 29, B 30, A 31, B 32, A 33, C

34, C 35, B 36, D 37.B 38.C 39. B 40.C

مرجع زبان ایرانیان

WRITING

WRITING TASK 1

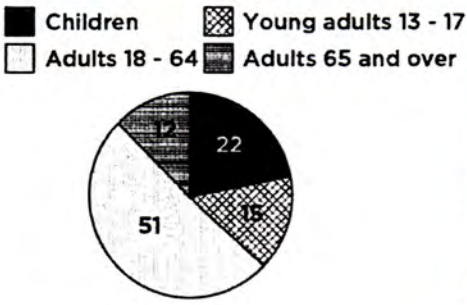
You should spend about 20 minutes on this task.

The charts below give information about a public library in a town called Little Chalfont.
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words

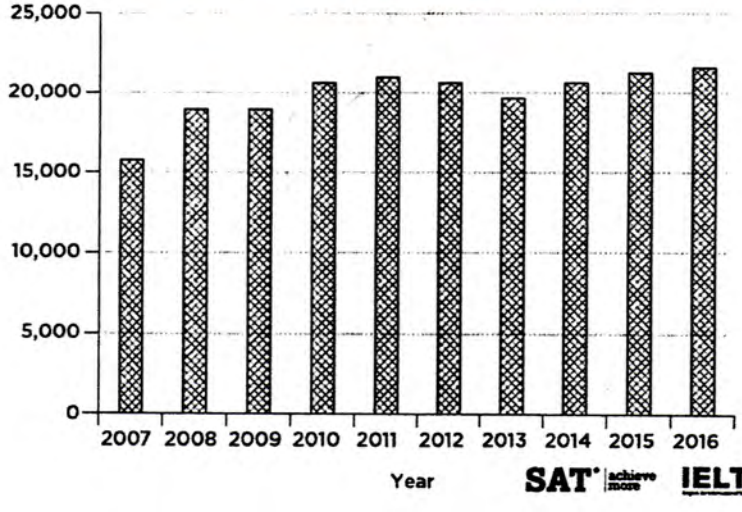
Little Chalfont Library

Age of library members (2016)



Total loans by category (2016)	
Children's fiction	38%
Children's non-fiction	6%
Children's DVDs	1%
Young adults	2%
Adult fiction	38%
Adult non-fiction	13%
Adult audio books	2%

Total number of loans (2007 - 2016)



SAT achieve more IELTS

Test 3

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people have decided to reduce the number of times they fly every year or to stop flying altogether.

Do you think the environmental benefits of this development outweigh the disadvantages for individuals and businesses?

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

Write at least 250 words.

Essay [Candidate Essay]

This is an answer written by a candidate who achieved a **Band 5.0** score.

The illustration show information about a public library in a city which called Little Charfont. The member of library is mostly compose by Adults. It is around in half, the rawest is adults 65 and over.

Fiction is the most popular category either children or adults. Both of them are recorded by 38%. Wheras, nonfiction is less popular than fiction. It is 13% and 6% for children. The visualisation's categories, such as DVDs and audio books are lowest in the same binding which is total number of loans.

The bar is starting as the lowest in 2007. It is about 15,000. However, It has been slowly rised up until 2011. Unfortunately, It is likely to decrease as 2009 during 2012 to 2013. Nevertheless, It has been surprisingly increased by 2016. In 2016, It break new record In the chart. It could be about 21,000!

[Examiner's comments]

Here is the examiner's comment:

This response does present data for each of the charts, and generally answers the question. There is limited detail though, for example, when describing the pie chart for the age of library members, we are told that the members are mostly adults, and those 65 and over are the [rawest]. There is no mention of children and young adults, and no reporting of the data in the pie chart itself. This means that only limited details are presented.

Ideas are organised, and there is an underlying sense of meaning but some lack of progression. Sentences are not fluently linked to each other. Cohesive devices tend to be overused [which I Both I such as I However I Unfortunately I Nevertheless], and some are faulty [Wheras / Whereas]. There is some reference [It], but this is used repetitively, especially in the last paragraph.

There is an attempt to use a range of vocabulary [less popular I visualisation's I break new record]; however, overall, the frequency of error, and the mistakes in word choice [rawest / lowest I binding /?] limit the score for vocabulary. The range of grammatical structures is also limited. The response should be written using past tenses, as the data covers 2007 to 2016, but is mostly written in the present tense. Sentences are generally short, and the level of error is noticeable for the reader.

This response could be improved by including an appropriate overview, and providing greater accuracy across vocabulary and grammatical structures.

Example overview

In Little Chalfont Library, 2016, the majority of members were adults, with the most loans in the fiction category. Overall, from 2007 to 2016, loans increased to their highest level across the 10-year period shown.

Great composition [Candidate composition]

This is an answer written by a candidate who achieved a **Band 7.5** score.

Many people nowadays have decided to stop flying or to limit the amount of times they use this form of transport. This will undoubtedly have great benefits for the environment, but it may mean that for individuals or businesses this can translate to higher expenses. I believe the disadvantages for individuals and businesses would be greater than the effects on the environment. This essay will discuss advantages and disadvantages of this

Environmental benefits of reduced airtravel would have a direct effect in the amount of pollution in the air, which would mean a greener planet. However, this would also mean a rise in the use of other types of transportation. For example, if the amount of cars, buses or trucks on the road increases this also means greenhouse gas emissions increase too.

On the other hand, for individuals or businesses this could mean higher travelling costs, as well as lengthy trips and possible delays in reaching their destinations. All of this can affect the companies resources and even possibly cause them to lose business deals, or not even commence them due to restricted trading times. Higher costs for companies can cause job cuts which can have devastating effects for families.

In conclusion, I believe the disadvantages on individuals and businesses caused by a reduction in air travel are far greater. The potential implications for companies of higher travel and shipping costs, could reflect losses that can eventuate in job cuts. The effects on the environment would not be enough to merit such a drastic culture change and possibly pollution levels could rise as a result of the increase on other contaminants.

[Examiner's comments]

Here is the examiner's comment:

This is a strong, detailed and well-developed response. There are several appropriate ideas; the position is presented in the first paragraph and it is

evidenced consistently. To improve this response, there could be more detail on the impact on 'individuals' as most of the examples refer to 'businesses'.

The ideas are organised logically and the paragraphs support overall coherence. Cohesion is used well throughout, and the message can be followed easily.

Vocabulary is fluently and flexibly used [translate to higher expenses Idevastating effects I potential implications] with accurate spelling and only occasional errors in word choice [commence them / start them I eventuate in / result in]. Similarly, the range of grammatical structures is wide. There are frequent multi-clause sentences and the response is mostly error free.

SPEAKING

PART 1

Please answer the questions 1-4

1. Did you enjoy going to museums when you were a child?
2. Are there any interesting museums near where you live now?
3. Do you think it is best to go to museums by yourself or with friends?
4. When you visit another city or country, do you think it' s important to go to a museum there?

PART 2

Please answer the question

Describe a piece of work you did for your job or your studies that you felt very satisfied with.

You should say:

what this piece of work was

why you did this piece of work

who or what helped you to do this work

and explain why you felt so satisfied with this piece of work.

PART 3

Please answer the questions 1-6

1. What are some aspects of people's lives that they can often be dissatisfied with?
2. Would you say that having ambitions in life is always a positive thing?
3. What do you believe the most important components are of a satisfying life?
4. What makes a job more satisfying: a high salary or having good colleagues?
5. Do you think people need to change jobs regularly if they want to stay satisfied at work?
6. Is it possible to find job satisfaction in all types of work?

Answer:

1. Well, when I was a kid, I wasn't really into museums, to be honest. I mean, they always felt kind of quiet and, you know, a bit boring for a little kid who just wanted to run around and have fun. But I do remember going on some school trips to museums, and back then, I kind of enjoyed it just because I got to hang out with my classmates.

2. Oh yes, there're a couple of them not far away from my place. For example, there's a local history museum that showcases the area's development over the years. It's an absolutely fascinating place to go if you're into history or want to know more about the region. And there's also an art museum that often holds exhibitions from contemporary artists. It's a great place to visit if you're fond of modern art.

3. Well, I think going to museums by myself is probably the best choice. I mean, when I go alone, I can take my time and really lose myself in the exhibits I find interesting. There's no rush, no pressure to keep up with someone else's pace. Sometimes I even stop and read all the little signs next to the artwork, which is something I probably wouldn't do if I were with friends.

4. Well, I think it's a pretty good idea to do so. I mean, museums kind of help you get a feel for the local culture. Like, you can learn about the city's past or see what kind of art people there care about. It's also a nice way to slow down during a trip and just enjoy something different. So yeah, I wouldn't say it's a must, but it's definitely worth checking out if you have time.

Well, one piece of work that I felt really satisfied with during my studies was when I had to write a research paper for one of my university courses. It was about language acquisition and how children learn languages in their early years.

I chose this topic because, you know, I've always been really curious about how people pick up languages, especially when they're young. Also, it was something that really tied into what I wanted to do in my career, teaching English, you know. So, I thought it would be a great opportunity to explore the topic more deeply.

Speaking of the help that I got, well, I had some great resources to help me out. First of all, my professor was super supportive, who gave me lots of guidance and pointing me in the right direction when I got stuck. I also spent quite a bit of time in the library reading academic papers and books, which gave me a lot of ideas and food for thought in this area. But what inspired me the most was the discussions that I had with my classmates. We often bounced ideas off each other, and I think this kind of collaboration really helped me refine my thoughts.

Why did I feel satisfied? Well, it was partly because all the hard work paid off. I ended up getting a pretty good grade on the project. But honestly, it wasn't just about the grade. I mean, I was pleasantly surprised by how well I did, but what meant even more to me was the process itself. The research, the writing, the feedback, all of them came together in a way that really taught me a lot. It felt incredibly rewarding to see how everything clicked in the end, and more than anything, it was the sense of growth I experienced that made the whole thing so satisfying.

part3

1. Well, I think one area people really feel dissatisfied with is their career. You know, a lot of people might feel like they're stuck in a job that doesn't match their

interests or doesn't pay enough. And when you're doing the same thing every single day without a sense of progress, it's obviously hard to stay motivated and satisfied. Also, many people struggle with balancing their job and personal life. I mean, working long hours can leave you with little time or energy for your family, hobbies, or even just rest. Over time, that kind of lifestyle can make people feel really frustrated or even burnt out.

2. Well, I wouldn't say that having ambitions is always a positive thing. I mean, on one hand, ambition pushes people to grow, to achieve more, and to aim higher in life. It's definitely a driving force behind success. But on the other hand, if someone becomes too obsessed with their goals, they might ignore their health, relationships, or even lose sight of what really makes them happy. It can lead to, you know, a lot of stress and burnout, especially if they're constantly comparing themselves to others. So yeah, ambition can be great, but only if it's balanced with self-care and realistic expectations.

3. Well, for me, one of the most important ingredients is having meaningful connections with other people. mean, strong social bonds with family, friends, and even the wider community provide a sense of belonging and support that is crucial for our well-being. Feeling connected and having people to share your life with, you know, that makes a huge difference. Another vital component I would say is having a sense of purpose. Well, it doesn't necessarily need to be some grand, world-changing goal, but rather feeling like you're contributing something, whether it's through your work, your hobbies, or your involvement in your community. This feeling of contribution can be incredibly satisfying, and that is also what makes life rewarding and meaningful.

مرجع زبان ایرانیان

4. Well, that's a difficult question. I mean, both are important in different ways. But if I had to choose, I'd probably say having good colleagues can gain you more job satisfaction. I mean, when you work with people who are friendly, supportive, and easy to get along with, it really helps you enjoy your day, even if the job itself is stressful. Of course, a high salary is important too. It gives you a sense of security and allows you to enjoy life outside of work, but let's be honest, if you're surrounded by toxic workmates, even a well-paid job can feel like a nightmare. So yeah, I'd say a good team often matters more than money, at least in the long run.

5. Well, I think it really depends on the person and the type of job they have. I mean, some people feel more satisfied when they face new challenges and get to learn different skills, so changing jobs from time to time helps them stay motivated and avoid getting bored. But others might prefer stability and a clear career path, and they feel more fulfilled when they can grow deeper in one role over time. What I want to say is, not everyone wants to start over again and again. So, I'd say people don't necessarily need to change jobs on a regular basis to feel satisfied, but for some, it can be a good way to keep things fresh and exciting.

6. Well, I guess it is possible, but not everyone will find it easy. I mean, job satisfaction is a really personal thing. Some people can feel satisfied even in very basic or repetitive jobs, as long as they feel they're doing something rewarding or working with people they like. Take a cleaner or a delivery person for example, their jobs might not seem that exciting or glamorous, but if the work environment is supportive and they feel respected, it can also make a huge difference. So yeah, I think people can find satisfaction in most kinds of work with the right mindset and environment. But of course, it's not always that simple.

IELTS

20

Academic

Cambridge IELTS Official Past Exam Collection

Authentic Practice Tests Academic Class

Test 4

LISTENING

PART 1 *Questions 1-10*

Complete the notes below.

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

Advice on family visit

Accommodation

- **(1)**..... Hotel on George Street
- cost of family room per night: 2 £ **(2)**..... (approx.)

Recommended trips

- a (3)..... tour of the city centre (starts in Carlton Square)
- a trip by (4)..... to the old fort

Science Museum

- best day to visit: (5).....
- see the exhibition about (6)....., which opens soon

Food

- Clacton Market:
  - good for (7)..... food
  - need to have lunch before (8)..... p.m.

Theatre tickets

- save up to (9)..... % on ticket prices at bargaintickets.com

Free activities

- Blakewell Gardens:
  - Roots Music Festival
  - climb Telegraph Hill to see a view of the (10).....

PART 2 *Questions 11 and 12*

*Choose **TWO** letters, **A-E**.*

11 - 12 Which **TWO** things does the speaker say about visiting the football stadium with children?

A. Children can get their photo taken with a football player.
B. There is a competition for children today.
C. Parents must stay with their children at all times.
D. Children will need sunhats and drinks.
E. The cafe has a special offer on meals for children.

Questions 13 and 14

*Choose **TWO** letters, **A-E**.*

13 - 14 Which **TWO** features of the stadium tour are new this year?

A. VIP tour
B. 360 cinema experience
C. audio guide
D. dressing room tour
E. tours in other languages

مرجع زبان ایرانیان

Test4

Questions 15 - 20

Which event in the history of football in the UK took place in each of the following years?

Choose **SIX** answers from the box and write the correct letter, **A- H**, next to Questions 15- 20.

Events in the history of football

15.1870 **(15)**.....
16.1874 **(16)**.....
17.1875 **(17)**.....
18.1877 **(18)**.....
19.1878 **(19)**.....
20.1880 **(20)**.....

A. The introduction of pay for the players
B. a change to the design of the goal
C. the first use of lights for matches
D. the Introduction of goalkeepers
E. the first International match
F. two changes to the rules of the game
G. the introduction of a fee for spectators
H. an agreement on the length of a game

PART 3 *Questions 21 and 22*

Choose TWO letters, A-E.

21 - 22 Which TWO benefits for children of learning to write did both students find surprising?

A. improved fine motor skills
B. improved memory
C. improved concentration
D. improved imagination
E. improved spatial awareness

Questions 23 and 24

Choose TWO letters, A-E.

23 - 24 For children with dyspraxia, which TWO problems with handwriting do the students think are easiest to correct?

A. not spacing letters correctly
B. not writing in a straight line
C. applying too much pressure when writing
D. confusing letter shapes
E. writing very slowly

Questions 25-30

Choose the correct letter, A, B or C.

Teaching handwriting

25. What does the woman say about using laptops to teach writing to children

with dyslexia?

A. Children often lack motivation to learn that way.
B. Children become fluent relatively quickly.
C. Children react more positively if they make a mistake.

26. When discussing whether to teach cursive or print writing, the woman thinks that

A. cursive writing disadvantages a certain group of children.
B. print writing is associated with lower academic performance.
C. most teachers in the UK prefer a traditional approach to handwriting.

27. According to the students, what impact does poor handwriting have on exam performance?

A. There is evidence to suggest grades are affected by poor handwriting.
B. Neat handwriting is less important now than it used to be.
C. Candidates write more slowly and produce shorter answers.

28. What prediction does the man make about the future of handwriting?

A. Touch typing will be taught before writing by hand.
B. Children will continue to learn to write by hand.
C. People will dislike handwriting on digital devices.

29. The woman is concerned that relying on digital devices has made it difficult for her to

A. take detailed notes.
B. spell and punctuate.
C. read old documents.

irlanguage

30. How do the students feel about their own handwriting?

A. concerned they are unable to write quickly

B. embarrassed by comments made about it

C. regretful that they have lost the habit

PART 4 *Questions 31-40*

Complete the notes below.

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

Research in the area around the Chembe Bird Sanctuary

The importance of birds of prey to the local communities

- They destroy **(31)** ..... and other rodents.
- They help to prevent farmers from being bitten by **(32)**.....
- They have been an important part of the local culture for many years.
- They now support the economy by encouraging **(33)**.....in the area.

Falling numbers of birds of prey

- The birds may be accidentally killed
  - By **(34)**..... when they are hunting or sleeping
  - by electrocution from contact with power lines, especially at times when there is a lot of **(35)**.....
- Local farmers may illegally shoot them or **(36)**.....them.

Ways of protecting chickens from birds of prey

- clearing away vegetation from the area (unhelpful)
- providing a **(37)** ..... for chickens (expensive)
- frightening birds of prey by
  - keeping a **(38)**.....
  - making a **(39)**.....
  - e.g. with metal objects
- A **(40)**..... of methods is usually most effective.

Answer:

1, Kings I King's 2, 125 I one hundred and twenty-five 3, walking 4, boat

5, Tuesday 6, space 7, vegetarian 8, 2.30 I two thirty

9,75 I seventy-five 10, port 11-12. BC 13-14.AC 15, D 16, F 17, B 18, H 19, C 20, G

21-22. CE 23-34AC 25.C 26. A 27.A 28. B 29. B 30. C

31, rats 32, snakes 33, tourism 34, traffic 35, rain 36, poison

37, building 38, dog 39, noise 40, combination

READING

READING PASSAGE 1

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

Georgia O'Keeffe

For seven decades, Georgia O'Keeffe (1887-1986) was a major figure in American art. Remarkably, she remained independent from shifting art trends and her work stayed true to her own vision, which was based on finding the essential, abstract forms in nature. With exceptionally keen powers of observation and great finesse with a paintbrush, she recorded subtle nuances of colour, shape, and light that enlivened her paintings and attracted a wide audience.

Born in 1887 near Sun Prairie, Wisconsin to cattle breeders Francis and Ida O'Keeffe, Georgia was raised on their farm along with her six siblings. By the time she graduated from high school in 1905, she had determined to make her way as an artist. She studied the techniques of traditional painting at the Art Institute of Chicago school (1905) and the Art Students League of New York (1907-8). After attending university and then training college, she became an art teacher and taught in elementary schools, high schools, and colleges in Virginia, Texas, and South Carolina from 1911 to 1918.

During this period, O'Keeffe began to experiment with creating abstract compositions in charcoal, and produced a series of innovative drawings that led her art in a new direction. She sent some of these drawings to a friend in New York, who showed them to art collector and photographer Alfred Stieglitz in January 1916.

Stieglitz was impressed, and exhibited the drawings later that year at his gallery on Fifth Avenue, New York City, where the works of many avant-garde artists and photographers were introduced to the American public.

With Stieglitz's encouragement and promise of financial support, O'Keeffe arrived in New York in June 1918 to begin a career as an artist. For the next three decades, Stieglitz vigorously promoted her work in twenty-two solo exhibitions and numerous group installations. The two were married in 1924. The ups and downs

of their personal and professional relationship were recorded in Stieglitz's celebrated black-and-white portraits of O'Keeffe, taken over the course of twenty years (1917-37).

By the mid-1920s, O'Keeffe was recognized as one of America's most important and successful artists, widely known for the architectural pictures that dramatically depict the soaring skyscrapers of New York. But most often, she painted botanical subjects, inspired by annual trips to the Stieglitz family summer home. In her magnified images depicting flowers, begun in 1924, O'Keeffe brings the viewer right into the picture.

Enlarging the tiniest details to fill an entire metre-wide canvas emphasized their shapes and lines and made them appear abstract. Such daring compositions helped establish O'Keeffe's reputation as an innovative modernist.

In 1929, O'Keeffe made her first extended trip to the state of New Mexico. It was a visit that had a lasting impact on her life, and an immediate effect on her work. Over the next two decades she made almost annual trips to New Mexico, staying up to six months there, painting in relative solitude, then returning to New York each winter to exhibit the new work at Stieglitz's gallery. This pattern continued until she moved permanently to New Mexico in 1949.

There, O'Keeffe found new inspiration: at first, it was the numerous sun-bleached bones she came across in the state's rugged terrain that sparked her imagination. Two of her earliest and most celebrated Southwestern paintings exquisitely reproduce a cow skull's weathered surfaces, jagged edges, and irregular openings. Later, she also explored another variation on this theme in her large series of Pelvis pictures, which focused on the contrasts between convex and concave surfaces, and solid and open spaces.

However, it was the region's spectacular landscape, with its unusual geological formations, vivid colours, clarity of light, and exotic vegetation, that held the artist's imagination for more than four decades. Often, she painted the rocks, cliffs, and mountains in striking close-up, just as she had done with her botanical subjects.

O'Keeffe eventually owned two homes in New Mexico - the first, her summer retreat at Ghost Ranch, was nestled beneath 200-metre cliffs, while the second, used as her winter residence, was in the small town of Abiquiu. While both locales provided a wealth of imagery for her paintings, one feature of the Abiquiu house - the large walled patio with its black door - was particularly inspirational. In more than thirty pictures between 1946 and 1960, she reinvented the patio into an abstract arrangement of geometric shapes.

From the 1950s into the 1970s, O'Keeffe travelled widely, making trips to Asia, the Middle East, and Europe. Flying in planes inspired her last two major series – aerial views of rivers and expansive paintings of the sky viewed from just above clouds. In both series, O'Keeffe increased the size of her canvases, sometimes to mural proportions, reflecting perhaps her newly expanded view of the world. When in 1965 she successfully translated one of her cloud motifs to a monumental canvas measuring 6 metres in length (with the help of assistants), it was an enormous challenge and a special feat for an artist nearing eighty years of age.

The last two decades of the artist's life were relatively unproductive as ill health and blindness hindered her ability to work. O'Keeffe died in 1986 at the age of ninety-eight, but her rich legacy of some 900 paintings has continued to attract subsequent generations of artists and art lovers who derive inspiration from these very American images.

Questions 1-7

Complete the notes below.

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

The life and work of Georgia O'Keeffe

- studied art, then worked as a **(1)**..... in various places in the USA
- created drawings using **(2)**.....which were exhibited in New York City
- moved to New York and became famous for her paintings of the city's **(3)**.....
- produced a series of innovative close-up paintings of **(4)**.....
- went to New Mexico and was initially inspired to paint the many **(5)**..... that could be found there
- continued to paint various features that together formed the dramatic **(6)**..... of New Mexico for over forty years
- travelled widely by plane in later years, and painted pictures of clouds and **(7)**..... seen from above

Questions 8-13

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

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

8. Georgia O'Keeffe's style was greatly influenced by the changing fashions in art over the seven decades of her career.

9. When O'Keeffe finished high school, she had already made her mind up about the career that she wanted.

10. Alfred Stieglitz first discovered O'Keeffe's work when she sent some abstract drawings to his gallery in New York City.

11. O'Keeffe was the subject of Stieglitz's photographic work for many years.

12. O'Keeffe's paintings of the patio of her house in Abiquiú were among the artist's favourite works.

13. O'Keeffe produced a greater quantity of work during the 1950s to 1970s than at any other time in her life.

Test 4

READING PASSAGE 2

*You should spend about 20 minutes on **Question 14 – 26**, which are based on Reading Passage 2.*

Adapting to the effects of climate change

A All around the world, nations are already preparing for, and adapting to, climate change and its impacts. Even if we stopped all CO2 emissions tomorrow, we would continue to see the impact of the CO2 already released since industrial times, with scientists forecasting that global warming would continue for around 40 years. In the meantime, ice caps would continue to melt and sea levels rise. Some countries and regions will suffer more extreme impacts from these changes than others. It's in these places that innovation is thriving.

B In Miami Beach, Florida, USA, seawater isn't just breaching the island city's walls, it's seeping up through the ground, so the only way to save the city is to lift it up above sea level. Starting in the lowest and most vulnerable neighbourhoods, roads have been raised by as much as 61 centimetres. The elevation work was carried out as part of Miami Beach's ambitious but much-needed stormwater-management programme. In addition to the road adaptations, the city has set up new pumps that can remove up to 75,000 litres of water per minute. In the face of floods, climate-mitigation strategies have often been overlooked, says Yanira Pineda, a senior sustainability coordinator. She knows that they're essential and that the job is far from over. 'We know that in 20, 30, 40 years, we'll need to go back in there and adjust to the changing environment,' she says.

C Seawalls are a staple strategy for many coastal communities, but on the soft, muddy northern shores of Java, Indonesia, they frequently collapse, further exacerbating coastal erosion. There have been many attempts to restore the island's coastal mangroves: ecosystems of trees and shrubs that help defend coastal areas by trapping sediment in their net-like root systems, elevating the sea bed and dampening the energy of waves and tidal currents. But Susanna Toi of the not-for-profit organisation Wetlands International says that, while hugely popular, the majority of mangrove-planting projects fail. So, Wetlands International started out with a different approach, building semi-permeable dams, made from bamboo poles and brushwood, to mimic the role of mangrove roots and create favourable conditions for mangroves to grow back naturally. The

programme has seen moderate success, mainly in areas with less subsidence. 'Unfortunately, traditional infrastructure is often single-solution focused,' says Tol. 'For long-term success, it's critical that we transition towards multifunctional approaches that embed natural processes and that engage and benefit communities and local decision-makers.'

D As the floodwaters rose in the rice fields of the Mekong Delta in September 2018, four small houses rose with them. Homes in this part of Vietnam are traditionally built on stilts but these ones had been built to float. The modifications were made by the Buoyant Foundation Project, a not-for-profit organisation that has been researching and retrofitting amphibious houses since 2006. 'When I started this,' explains founder Elizabeth English, 'climate change was not on the tip of everybody's tongue, but this technology is becoming necessary in places that didn't previously need it.' It's much cheaper than permanently elevating houses, English explains - about a third of what it would cost to completely replace a building's foundations. It also avoids the problem of taller houses being at greater risk from wind damage. Another plus comes from the fact that amphibious structures can be sensitively adapted to meet cultural needs and match the kind of houses that are already common in a community.

E Bangladesh is especially vulnerable to climate change. Most of the country is less than a metre above sea level and 80 per cent of its land lies on floodplains. 'Almost 35 million people living on the coastal belt of Bangladesh are currently affected by soil and water salinity,' says Raisa Chowdhury of the international development organisation ICCO Cooperation. Rather than fighting against it, one project is helping communities adapt to salt-affected soils. ICCO Cooperation has been working with 10,000 farmers in Bangladesh to start cultivating naturally

salt-tolerant crops in the region. Certain varieties of carrot, potato, kohlrabi, cabbage and beetroot have been found to be better suited to salty soil than the rice and wheat that is typically grown there. Chowdhury says that the results are very visible, comparing a barren plot of land to the 'beautiful, lush green vegetable garden' sitting beside it, in which he and his team have been working with the farmers. Since the project began, farmers trained in saline agriculture have reported increases of two to three more harvests per year.

F Greg Spotts from Los Angeles (LA) in the USA is chief sustainability officer of the city's street services department. He leads the Cool Streets LA programme, a series of pilot projects, which include the planting of trees and the installation of a 'cool pavement' system, designed to help reach the city's goal of bringing down its average temperature by 1.5°C. 'Urban cooling is literally a matter of life and death for our future in LA,' says Spotts. Using a Geographic Information System data mapping tool, the programme identified streets with low tree canopy

cover in three of the city's neighbourhoods and covered them with a light-grey, light-reflecting coating, which had already been shown to lower road surface temperature in Los Angeles by 6°C. Spotts says one of these streets, in the Winnetka neighbourhood of San Fernando Valley, can now be seen as a pale crescent, the only cool spot on an otherwise red thermal image, from the International Space Station.

Test 4

Questions 14-17

Reading Passage 2 has six paragraphs, ***A-F****.*

Which paragraph contains the following information?

Column 1	A	B	C	D	E	F
14. how a type of plant functions as a natural protection for coastlines						
15. a prediction about how long it could take to stop noticing the effects of climate change						
16. a reference to the fact that a solution is particularly cost-effective						
17. a mention of a technology used to locate areas most in need of intervention						

Questions 18-22

Complete the sentences below.

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

18. The stormwater-management programme in Miami Beach has involved the installation of efficient **(18)** .....

19. The construction of **(19)** ..... was the first stage of a project to ensure the success of mangroves in Indonesia.

20. As a response to rising floodwaters in the Mekong Delta, a not-for-profit organisation has been building houses that can **(20)** .....

21. Rising sea levels in Bangladesh have made it necessary to introduce various **(21)**..... that are suitable for areas of high salt content.

22. A project in LA has increased the number of **(22)**..... on the city's streets.

Questions 23-26

Look at the following statements (Questions 23-26) and the list of people below. Match each statement with the correct person, ***A-E****.*

23. It is essential to adopt strategies which involve and help residents of the region.

24. Interventions which reduce heat are absolutely vital for our survival in this location.

25. More work will need to be done in future decades to deal with the impact of rising water levels.

26. The number of locations requiring action to adapt to flooding has grown in recent years.

List of People

A. Yanira Pineda

B. Susanna Toi

C. Elizabeth English

D. Raisa Chowdhury

E. Greg Spotts

Test 4

READING PASSAGE 3

A new role for livestock guard dogs

Livestock guard dogs, traditionally used to protect farm animals from predators, are now being used to protect the predators themselves

A For thousands of years, livestock guard dogs worked alongside shepherds to protect their sheep, goats and cattle from predators such as wolves and bears. But in the 19th and 20th centuries, when such predators were largely exterminated, most guard dogs lost their jobs. In recent years, however, as increased efforts have been made to protect wild animals, predators have become more widespread again. As a result, farmers once more need to protect their livestock, and guard dogs are enjoying an unexpected revival.

B Today there are around 50 breeds of guard dogs on duty in various parts of the world. These dogs are raised from an early age with the animals they will be watching and eventually these animals become the dog's family. The dogs will place themselves between the livestock and any threat, barking loudly. If necessary, they will chase away predators, but often their mere presence is sufficient. 'Their initial training is to make them understand that livestock is going to be their life,' says Dan Macon, a shepherd with three guard dogs. 'A fluffy white puppy is fun to be around, but too much human affection makes it a great dog for guarding the front porch, rather than a great livestock guard dog.'

C The evidence indicates that guard dogs are highly effective. For example, in Portugal, biologist Silvia Ribeiro has found that more than 90 per cent of the farmers participating in a programme to train and use guard dogs to protect their

herds against attack from wolves rate the performance of the dogs as very good or excellent. In a study carried out in Australia by Linda van Bommel and Chris Johnson at the University of Tasmania, more than 65 per cent of herders reported that predation stopped completely after they got the dogs, and almost all the rest saw a decrease in attacks. 'If they are managed and used properly, livestock guard dogs are the most efficient control method that we have in terms of the amount of livestock that they save from predation,' says van Bommel.

D But today's guard dogs also have a new role - to help preserve the predators. It is hoped that reductions in livestock losses can make farmers more tolerant of predators and less likely to kill them. In Namibia, more than 90 per cent of cheetahs live outside protected areas, close to humans raising livestock. As a result, the cheetahs are often held responsible for animal losses, and large numbers have been killed by farmers. When guard dogs were introduced, more than 90 per cent of farmers reported a dramatic reduction in livestock losses, and said that as a result they were less likely to kill predators. Julie Young, at Utah State University in the US, believes this result applies widely. 'There is common ground from the livestock perspective and from the conservation perspective,' she says. 'If ranchers don't have a dead cow, they will not make a call to apply for a permit to kill a wolf.'

E Looking at all the published evidence, Bethany Smith at Nottingham Trent University in the UK found that up to 88 per cent of farmers said they no longer killed predators after using dogs - but warned that such self-reported results must be taken with a pinch of salt. What's more, it is possible that livestock guard dogs merely displace predators to unprotected neighbouring properties, where their fate isn't recorded. 'In some regions, we work with almost every farmer, but in others only one or two have dogs,' says Ribeiro. 'If we are not working with everybody, we are transferring the wolf pressure to the neighbour's herd and he can use poison and kill an entire pack of wolves.'

F Another concern is whether there may be unintended ecological effects of using guard dogs. Studies suggest that reducing deaths of one type of predator may have a negative impact on other species. The extent of this problem isn't known, but the consequences are clear in Namibia. Cheetahs aren't the only species that cause sheep and goat losses there: other predators also attack livestock. In 2015, researchers reported that in spite of the impact farmers obtaining guard dogs had on cheetahs, the number of jackals killed by dogs and people actually increased. Guard dogs have other ecological impacts too. They have been found to spread diseases to wild animals, including endangered Ethiopian wolves. They may also compete with other carnivores for food. And by creating a 'landscape of fear', their mere presence can influence the behaviour of prey animals.

G The evidence so far, however, indicates that these consequences aren't always negative. Guard dogs can deliver unexpected benefits by protecting vulnerable wildlife from predators. For example, their presence has been found to protect birds which build their nests on the ground in fields, where foxes would normally raid them. Indeed, Australian researchers are now using dogs to enhance biodiversity and create refuges for species threatened by predation. So if we can get this right, there may be a bright future for guard dogs in promoting harmonious coexistence between humans and wildlife.

Test 4

Questions 27-31

Reading Passage 3 has seven paragraphs, ***A-G.***

Which paragraph contains the following information?

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

Column 1	A	B	C	D	E	F	G
27. an example of how one predator has been protected by the introduction of livestock guard dogs							
28. an optimistic suggestion about the possible positive developments in the use of livestock guard dogs							
29. a description of how the methods used by livestock guard dogs help to keep predators away							
30. claims by different academics that the use of livestock guard dogs is a successful way of protecting farmers' herds **31.** a reference to how livestock guard dogs gain their skills							

Questions 32 - 36

Look at the following statements (Questions 32 -36) and the list of people below.

Match each statement with the correct person, ***A - E.***

32. The use of guard dogs may save the lives of both livestock and wild animals.

33. Claims of a change in behaviour from those using livestock guard dogs may not be totally accurate.

34. There may be negative results if the use of livestock guard dogs is not sufficiently widespread.

35. Livestock guard dogs are the best way of protecting farm animals, as long as the dogs are appropriately handled.

36. Teaching a livestock guard dog how to do its work needs a different focus from teaching a house guard dog.36

List of people

A. Dan Macon

B. Silvia Ribeiro

C. Linda van Bommel

D. Julie Young

E. Bethany Smith

Questions 37-40

Complete the summary below.

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

Unintended ecological effects of using guard dogs

In Namibia, livestock guard dogs have been used to protect domestic animals from attacks by cheetahs.

This has led to a rise in the deaths of other predators, particularly **(37)** .....

In addition, it has been suggested that the dogs could have **(38)** ..... which may affect other species, and that they may reduce the amount of **(39)** ..... available to certain wild animals.

On the other hand, these dogs may help birds by protecting their nests. These might otherwise be threatened by predators such as (40).....

Answer:

1, teacher 2, charcoal 3, skyscrapers 4, flowers 5, bones 6, landscape 7, rivers

8. F 9. T 10. F 11. T 12.NG 13.NG

14, C 15, A 16, D 17, F

18, pumps 19, dams 20. float 21. crops 22. trees

23, B 24, E 25, A 26, C

27, D 28, G 29, B 30, C 31, B

32, D 33, E 34, B 35, C 36, A

37, jackals 38, diseases 39, food 40, foxes

WRITING

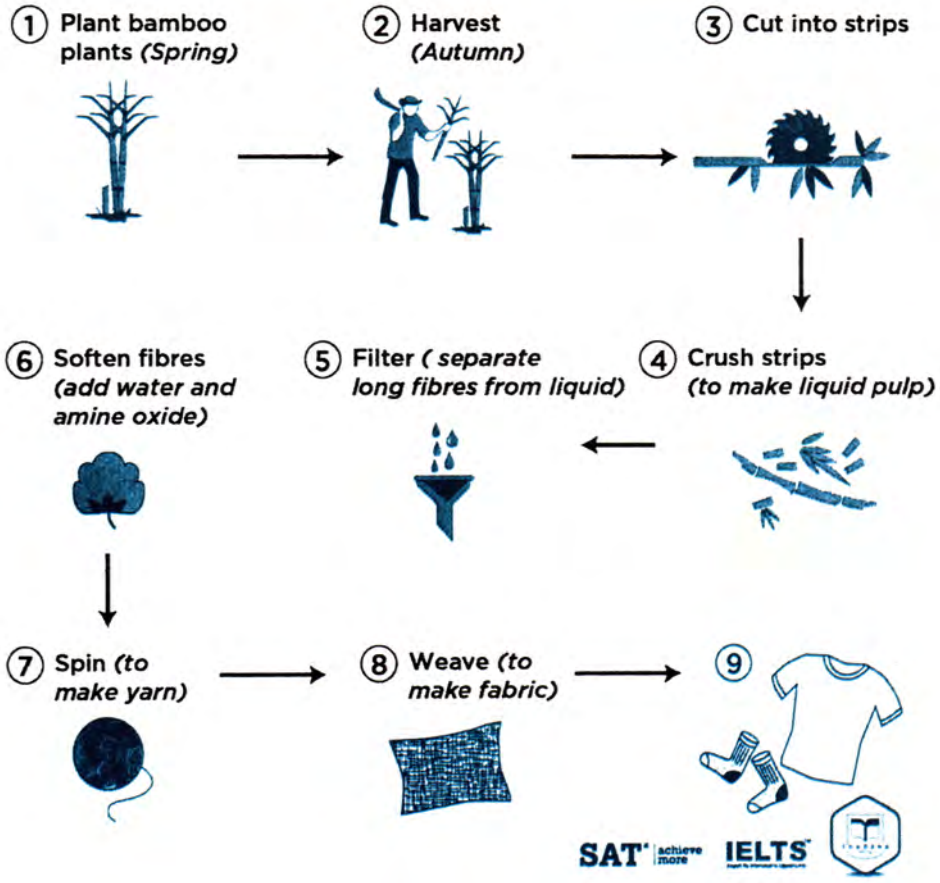
WRITING TASK 1

You should spend about 20 minutes on this task.

The diagram below shows how fabric is manufactured from bamboo. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

How bamboo fabric is made



irlanguage

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Many aspects of the way people dress today are influenced by global fashion trends.
How has global fashion become such a strong influence on people's lives? Do you think this is a positive or negative development?

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

Write at least 250 words.

Essay [Candidate Essay]

This is an answer written by a candidate who achieved a **Band 6.0** score. The given diagram describes the process of manufacturing bamboo fabrics. Overall, the process includes a few main stages, which are showen on the diagram and are numbered from 1 to 8.
The first stage, obviously, consists of planting and growing bamboo plants, usually happening in spring.
The second phase, We could say harvesting one, is happening in the middle part of the year in autumn. Bamboo stems are cutting off by the season workers, collecting and sendening to the special plants during this period.
In the plants, what are showed a the third and the forth stages. on the diagram, the bamboo stems are cutting into long strips, then produced strips are crushing to make liquid pulp.
During the next phase these pulp is filtering through the special types of sieves to separate long fibres from liquid.
Then the fibres, filtered by previous step, are being undergone through the softenning procedure. This procedure includes adding water and amine oxide.
The seventh stage is the sppinning the soften fibres to make a strong bamboo thread.

Produced yarns might be used to make fabric, which is the last - eighth phase, by weaveing them using special equipment.

[Examiner's comment]

Here is the examiner's comment:

This is generally a good response, and it presents the key stages shown in the process. There is an overview, but it is rather generic and only tells us how many main stages there are [main stages...are numbered from 1 to 8]. To improve the overview, instead of reporting the number of stages, there should be a summary of the main stages.

Ideas are arranged logically. There are some nice linking expressions, appropriate for a 'process' [The first stage I then I During the next phase I which is] but there is some repetition [The first stage I The second phase I third and the forth stages I next phase I seventh stage I eighth phase]. Most of the sentences start on a new line - this means paragraphing is not present.

Vocabulary is appropriate and spelling is generally well managed but there are errors. Grammatical structures are mixed but errors in verb forms are noticeable, particularly in passive structures [are cutting / are cut I are being undergone / undergo].

To achieve a higher score, the candidate should present an overview which summarises the main stages and paragraphing should be used to better organise the stages.

Example overview

The main stages of bamboo fabric production include harvesting bamboo plants, putting them through processes to extract the fibres, then spinning and weaving those fibres to create fabric.

Great composition [Candidate composition]

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

The way many of us are dressed today is believed to be affected by the fashion industry. The reason why it is so importent for some people to choose their clothes according to the trends may be in our dependence on what is popular at

the moment which is a double-edged sword. Of course, trying to keep up with modern fads consumes pretty much time and energy, but is it really that negative in terms of maintaining individuality? To my mind, it is not.

Not surprisingly, global fashion has influenced people's tastes in clothing a great deal. We all see those celebrities on TV and on the Internet boasting their brand new outfit making many men and women jealous. Would blond hair in concert with a white dress have been so popular back in the day if it had not been for the voloptious Marlyn Monroe? world-wide famous fashion designers keep surprising consumers with their wild imagination producing more and more types of style. For instance over-sized winter coats have drawn attention not only from the youth but from the middle-aged as well.

Fashions by many are believed to dictate people how to look. They impose new styles, and some people wear certain clothes just because another designer told them to do so.

Looking on the bright side, there's absolutely no harm in getting advice from the fashion industry on what to wear this season. Moderation is the key. Do not overdo it. If you put on a garment that is really comfortable and suitable for you,

it does not really matter whether it is fashionable or not. Your individuality won't be hurt if you simply like something that is in trend.

[Examiner's comments]

Here is the examiner's comment:

This is a strong response overall. The first part, on the influence of global fashion trends is clear and detailed: people are influenced because they see celebrities on

TV and the internet, want to copy famous icons like Marilyn Monroe, continue to be surprised by designers, wild imagination and experience more and more styles. The response to the second part is less well covered. The 'negative' side of this question is not addressed very thoroughly, apart from saying it takes [time and energy] to keep up with modern fads. The 'positives' include that there is [no harm in getting advice] on what to wear. More focus on the second part would improve the response.

Progression is logical. Linking expressions are appropriate [Of course I For instance I Looking on the bright side] with some good examples of reference [their I those I another] and paragraphing is helpful (although paragraphs 3 and 4 could be combined as they cover the same idea).

Vocabulary use is strong with some precise meanings and effective collocation [keep up I modern fads I influenced people's tastes I impose new styles] there are some small slips in spelling [importent I maintainig I voloptious] although the meaning is clear. Sentences are varied and contain complex structures. There are multi-clause sentences with a range of structures, including conditionals [if], but a few errors remain.

Overall, this is a good response. To achieve a higher score, the candidate should include a few more ideas around the 'positive or negative' influence of global fashion trends.

SPEAKING

PART 1

Please answer the questions 1-4

1. What do you think your best personal qualities are? [Why?]
2. Do you have the same personal qualities as your parents? [Why/Why not?]
3. What personal qualities are important to you in a friend? [Why?]
4. Do you think you have the personal qualities to be a good/successful leader? [Why/Why not?]

PART 2

Please answer the question

Describe a time when you had a long discussion about a news story. You should say:

what the news story was about

who you discussed this news story with

what people's opinions were

and explain why you had such a long discussion about this news story.

PART 3

Please answer the questions 1-6

1. How do most people find out about the news in your country?
2. Are people more interested in local news than national news?
3. How important is it to know about international news?
4. Why are discussion programmes involving members of the public popular on [TV and radio]?
5. What kinds of people want to take part in discussion programmes?
6. Do discussion programmes influence people in a good or bad way?

Answer:

p1

1. Well, I guess one of my best personal traits is that I'm pretty easy-going. I mean, I don't get upset easily and I'm usually able to stay calm even under pressure. Also, people say I'm a good listener, which I think is kind of important, especially when someone just wants to vent or share stuff.

2. Yeah, I'd say so. My dad is really patient and rarely loses his temper, and I think I've inherited that from him. As for my mum, I definitely take after her in terms of personality. She's super outgoing, maybe even more than I am. So yeah, I guess I've got a bit of both!

3. Well, for me, honesty is definitely essential. I really value friends who are genuine and speak their mind, even if it's not always what I want to hear. I just can't stand being lied to. I also think being supportive is a key quality. You know, someone I can truly count on when things get tough, not just a fair-weather friend who only shows up when life is good.

4. Well, I think I do have some of the qualities that make a good leader. For one, I'm quite good at listening and taking other people's opinions into account before making decisions, which I think is really essential in leadership. I'm also pretty organized and goal-oriented. Having said that, I still have a lot to learn, like how to handle conflicts better or motivate people in tough situations.

p2

OK, I'm going talk about a time when I had a really long but interesting discussion with my friends about a news story about artificial intelligence. It was about how Al was being used to replace some human jobs, especially in areas like teaching.

Anyway, I remember it was about maybe 2 months ago, we were hanging out at a cafe on a weekend, and one of my friends brought it up because he had read an article online saying that some companies in China had already started using AI teachers in classrooms, which he thought was amazing. We took a lot of interest in the topic, because a few of us are working in education or tech.

So, that was how the discussion began. Some of us thought it was a great idea. You know, more efficient, cost-effective, and AI never gets tired. But others were a bit worried, saying that it could take away the human touch in teaching, and might lead to job losses. I was personally kind of in the middle. I mean, for me, AI can be helpful, but it shouldn't fully replace real people, especially in jobs that need empathy and communication.

Anyway, that day we ended up talking for almost two hours because everyone was so engaged and had a lot to say. Since it's a topic that could affect all of us in the near future, it naturally led to such a long and meaningful discussion. Although we didn't exactly agree on everything, it was a really intriguing conversation that gave us plenty of food for thought.

p3

1. Well, I think these days most people in China find out about news mainly through digital platforms, like smartphones. I mean, if you open an app like WeChat or Weibo, you can immediately see what's happening, because these apps constantly update you with breaking news and trending topics. Short-video platforms like Douyin, which you might know as TikTok, are also very popular for catching up on news, especially among younger people. But of course, if you're older, you might still prefer traditional ways, like watching TV. You know, channels like CCTV news are still really common in homes, and a lot of older folks rely on these for daily news updates.

2. Well, it's kind of hard to say. I mean, if you're thinking about your day-to-day life, you might find local news more appealing, because it directly affects things like the weather forecast, traffic conditions, or even what's happening in your neighborhood. I mean, local news is just more relatable, and you usually feel it immediately. But, on the other hand, national news is also important to a lot of people because it covers bigger issues, like new policies or economic developments that can influence their job prospects, education, or housing. So yeah, I guess most people would follow both types, but it kind of depends on what's more relevant to their lives at that moment.

3. Well, I think it's quite necessary. If you pay attention to what's happening globally, it can really help you expand your perspective. I mean, you get to understand how people in different parts of the world live, what challenges they're facing, and how different countries interact with each other. Also, staying informed about international news can help you make better decisions in your own life. For example, if you're planning to travel abroad, invest your money, or even choose your career path, knowing what's going on internationally could definitely help you avoid potential risks and take advantage of new opportunities.

4. Well, I'd say it's mainly because they're really interactive and engaging. You know, when ordinary people participate and express their opinions, it makes you feel more connected and engaged. I mean, it's like you're part of the conversation yourself. Another reason would be that these programmes tend to reflect real-world perspectives. I mean, instead of just hearing experts or celebrities talking, you're listening to everyday people who might share your own experiences or concerns, so the discussions feel more relevant and genuine.

5. Well, I think if you're someone who really enjoys expressing your own views, you'll probably want to get on a discussion programme. I mean, when you've got

strong feelings about an issue, like something related to politics, education, or social trends, you might want to jump at the chance to explain your side and debate with others. Also, I'd say if you're the type of person who wants your voice to be heard by a wider audience or even influence public opinion, it's also a great idea to take part in a discussion show, where, you know, you can get a mic, a platform to voice your opinion publicly.

6. Well, I'd say people can be influenced in both ways. On the positive side, these programmes often expose you to different viewpoints, helping you understand complex issues better. I mean, when you hear people with various backgrounds share their opinions, it can really broaden your mind and help you become more open-minded. But on the other hand, if the discussions become too heated or biased, they might negatively influence you by spreading misunderstandings or even encouraging conflicts. You know, sometimes people get emotional and say things that aren't exactly balanced, which might lead you to form incorrect or incomplete views about certain topics.

Audio scripts

Test 1

Part 1

Speaker 1 (Woman): I've been meaning to ask you for some advice about restaurants. I need to book somewhere to celebrate my sister's 30th birthday. And I liked the sound of that place you went to for your mom's 50th.

Speaker 2 (Friend): The Junction. Yeah, I definitely recommend that for a special occasion. We had a great time there. Everyone really enjoyed it.

Speaker 1 (Woman): Where is it again? I can't remember.

Speaker 2 (Friend): It's on Grayson Street, only about a 2-minute walk from the station.

Speaker 1 (Woman): Oh, that's good. I'd prefer not to have to drive anywhere, but I don't want to have to walk too far either.

Speaker 2 (Friend): Yes, the location's perfect, but that's not necessarily why I'd recommend it. The food's amazing. If you like fish, it's probably the best restaurant in town for that. It's always really fresh, and there are lots of interesting dishes to choose from, but all the food is good there.

Speaker 1 (Woman): Is it really expensive?

Speaker 2 (Friend): It's certainly not cheap, but for a special occasion, I think it's fine. It's got a great atmosphere, and before dinner, you can go up on the roof and have a drink. It's really nice up there, but you need to book. It's very popular as the views are spectacular.

Speaker 1 (Woman): Sounds good. So, that's definitely possibility. Then is there anywhere else you can think of?

Speaker 2 (Friend): Um, if you want somewhere a bit less formal, then you could try Paloma. Speaker 1 (Woman): Where's that? I haven't heard of it.

Speaker 2 (Friend): No, it's quite new. It's only been open a few months, but it's got a great reputation already. It's in a really beautiful old building on Bow Street.

Speaker 1 (Woman): Oh, I think I know where you mean. Right beside the cinema.

Speaker 2 (Friend): Yes, that's it. I've only been there a couple of times, but I was really impressed. The chef used to work at Don Filipes, apparently. I was really sorry when that closed down.

Speaker 1 (Woman): So, is all the food they serve Spanish, then?

Speaker 2 (Friend): Yeah, you can get lots of small dishes to share, which always works really well if you're in a group.

Speaker 1 (Woman): Worth thinking about.

Speaker 2 (Friend): Yeah, there's a lively atmosphere and the waiters are really friendly. The only thing is that you need to pay a £50 deposit to book a table.

Speaker 1 (Woman): A lot of restaurants are doing that these days. I should have a look at the menu to check there's a good choice of vegetarian dishes. A couple of my friends have stopped eating meat.

Speaker 2 (Friend): Not sure. I'd say the selection of those would be quite limited.

Speaker 2 (Friend): I've just thought of another idea. Have you been to the Orley?

Speaker 1 (Woman): No, don't think I've heard of it. How's it spelled?

Speaker 2 (Friend): A U D L E Y. You must have heard of it. There's been a lot about it in the press.

Speaker 1 (Woman): I don't tend to pay much attention to that kind of thing. So, where is it? Exactly.

Speaker 2 (Friend): It's in that hotel near Baxter Bridge on the top floor.

Speaker 1 (Woman): Oh, the views would be incredible from up there.

Speaker 2 (Friend): Yeah, I'd love to go. I can't think of the chef's name, but she was a judge on that TV cookery show recently, and she's written a couple of cookery books.

Speaker 1 (Woman): Oh, Angela Fra.

Speaker 2 (Friend): That's the one. Anyway, it's had excellent reviews from all the newspapers. Speaker 1 (Woman): that would be a memorable place for a celebration.

Speaker 2 (Friend): Definitely. Obviously, it's worth going there just for the view, but the food is supposed to be really special.

Speaker 1 (Woman): She only likes cooking with local products, doesn't she?

Speaker 2 (Friend): Yes. Everything at the restaurant has to be sourced within a short distance and absolutely nothing flown in from abroad.

Speaker 1 (Woman): I imagine it's really expensive, though.

Speaker 2 (Friend): Well, you could go for the set lunch. That's quite reasonable for a top class restaurant. £30 ahead. In the evening, I think it would be more like £50.

Speaker 1 (Woman): At least that, I should think. But I'm sure everyone would enjoy it. It's not the kind of place you leave feeling hungry, though, is it? With tiny portions?

Speaker 2 (Friend): No, the reviews I've read didn't mention that. I imagine they'd be average.

Speaker 1 (Woman): Well, that's all great. Thank.

Part 2

Part two, you will hear a potter, Heather Macllum, speaking to a group of people who are visiting a pottery, a place where people make pots and other objects from clay. First, you have some time to look at questions 11 to 16. Now listen carefully and answer questions 11 to 16.

Heather McCallum: Hello and welcome. My name's Heather McCallum and I'm one of the potters who work here at Adelman Pottery. Before we go into the workshop, I just want to say a bit about the craft of pottery. Then we'll have a look at the equipment and you can try making a pot of your own. Like many people, I'm sure you know that pottery as an art form is tens of thousands of years old. And we know this because it stands the test of time. Things like baskets and pictures don't survive in the earth in the same way

that pots do. And even if ancient pots are found in in small pieces. They still provide a lot of information about the past. There's no doubt that pottery has given archaeologists a fascinating insight into how ancient humans lived. The shape of an artifact may have been lost. But archaeologists can tell whether the pots were for, say, storage or cooking by examining the impressions on the clay. The scratches from tools and the clay itself can reveal where the pots came from. When I ask people why they want to take a pottery class with me, they sometimes talk about these things. Like our ancestors, they hope that something they create will also last longer than they do. That their work, whether it is good or not, might say something about humanity many years after their death. Of course, you will all have your own reasons for coming here. As far as I'm concerned, what I love most is the concentration you need to make a good pot. That focus takes you away from the stresses of everyday life. If you're elderly, it's also good exercise for hands and wrists and helps with arthritis. And of course, it's a fun activity for children because it's so messy. Here at Adelman Pottery, we show you some of the basic pottery techniques so that you can use these to create whatever you wish. A gift for a friend perhaps. Like nearly everyone who comes here, I'm sure this is the first time you will have tried the art. So, we'll keep things simple today. Now, before we move on, on. Can I just say a word about what you're wearing? As we said in our email, please remove any watches, necklaces, etc., and put them somewhere safe. If you have long hair, do tie it back now. We'll provide aprons later, but I trust your clothes are old, but comfortable, not your favorite t-shirt or jeans.

Heather McCallum: So, now we're in the workshop. Have a look around. There's a lot going on. To make pottery that will last, you need a potter's wheel, a kil, which is basically a very hot oven where you fire the pottery, and some tools. So, first the kil. If you look over in the far corner, You'll see one of ours. Since their invention, kils have changed very little. Though in the past

20 years, a lot of progress has been made in temperature control. Basically, a kil removes the water from clay at temperatures of around 1,000° C. This allows anything you've made to set permanently in shape. It's a pretty ugly, heavy object. object that's hard to keep in a house or flat, so most people don't have one. You may think, "Can't I use my oven?" Well, that's possible, but domestic ovens don't really get hot enough, and eventually the clay will crack and fall apart. Some people fire pottery in a fire pit outside, but bear in mind that can be dangerous. You also need to know about safety procedures for kils as they release toxic compounds into the air. Every potter needs a potter's wheel. This machine is used to shape the clay into an object with circular walls or sides such as a bowl. Its invention revolutionized the pottery industry, allowing multiple items to be produced in a day. Lastly, there are a number of different tools that potters use depending on what they want to make. When you start, your hands can make all kinds of shapes and curves without relying on a sculpting tool. However, there are some basic tools that you will need to handle the clay on the wheel. Some look very strange and have even odd name. themes that you may find hard to remember. Rather than go through them all now, I'll just name a few tools as we go along. We can provide these, and I wouldn't recommend spending money on them yet. So, let's try making a pot of your own.

Part 3

Speaker 1 (Tamara): from our research into loneliness. Now, Dev,

Speaker 2 (Dev): okay, Tamara, it's been a real eye opener. I had no idea that loneliness has been increasing steadily for the last 20 years.

Speaker 1 (Tamara): I know. And it's the same all over the world. The downside of a modern lifestyle, I guess.

Speaker 2 (Dev): Did you come to any conclusions about what the reasons for the increase are?

Speaker 1 (Tamara): Well, I'd assumed it was mainly an issue for the elderly. But in fact, it's something which affects young people just as much.

Speaker 2 (Dev): So nothing really to do with longer lifespans. Um, what about social media? In my case, far from making me feel isolated, it actually does the opposite.

Speaker 1 (Tamara): It definitely does more good than harm. I'd say loneliness has a lot to do with the way cities are designed. People living in high-rise flats with not much opportunity to speak to their neighbor.

Speaker 2 (Dev): I think you're right.

Speaker 1 (Tamara): Another possible reason is that people are having fewer children and don't live in large extended family groups.

Speaker 2 (Dev): But in this country anyway, that all changed decades ago. And yet loneliness is a more recent problem.

Speaker 1 (Tamara): I suppose so. A more plausible explanation is that people are having to move around for work and often end up living miles away from their family and friends.

Speaker 2 (Dev): Yeah, it's true. Looking at the studies on health risks and loneliness, there are claims that loneliness has as much impact as smoking 15 cigarettes a day.

Speaker 2 (Dev): or similar to the risks caused by obesity. But I'm not sure there's enough evidence for some of these claims.

Speaker 1 (Tamara): Well, what about that one in Finland which showed that loneliness increased the risk of cancer by about 10%. And those findings have been supported by other studies, too.

Speaker 2 (Dev): You're right about that one. I was actually thinking of the studies on dementia. Some found no association between loneliness and dementia and others found the opposite.

Speaker 1 (Tamara): Not exactly reliable. Then there's been a lot of research on cardiovascular disease and whether loneliness contributes to that.

Speaker 2 (Dev): Yes, I read that it was hard to reach a judgment. as the definition of loneliness varied quite a lot and the responses from participants were too subjective. but there's no doubt that loneliness contributes to a weakened immune system.

Speaker 1 (Tamara): unquestionably the data on that is sound.

Speaker 2 (Dev): what did you think about the evolutionary theory of loneliness?

Speaker 1 (Tamara): well I thought the idea that loneliness evolved because it motivated people to be with other people quite convincing. Survival often depended on group cooperation.

Speaker 1 (Tamara): But I don't think there's enough evidence to claim that there must be a group of neurons in our brains which influence social behavior by making us feel bad when we're alone.

Speaker 2 (Dev): There are a few studies which support the theory, but not conclusively enough. More evidence is needed.

Speaker 1 (Tamara): And anyway, this theory is not really useful when it comes to solving the problem of loneliness today. Hey,

Speaker 2 (Dev): true.

Speaker 1 (Tamara): Should we look at the relationship between loneliness and mental health now?

Speaker 2 (Dev): Okay. So loneliness and depression are clearly related. and that's been recognized by various governments around the world. But unlike depression, loneliness has no recognized clinical form.

Speaker 1 (Tamara): There's no available diagnosis or effective treatments, and that's not likely to change.

Speaker 1 (Tamara): I don't think so either. I was thinking we should start our presentation with an example from our own experience. I'd like to talk about how lonely I was when I started university. being away from home for the first time and all that.

Speaker 2 (Dev): Good idea. Everyone will be able to relate to that. Although a lot of students were probably too embarrassed to admit to it.

Speaker 1 (Tamara): Yeah, we could discuss ways of dealing with loneliness as well, like just talking to strangers.

Speaker 2 (Dev): Loads of studies have shown that interactions with shop assistants and bar staff make people feel more optimistic and rel Next.

Speaker 1 (Tamara): I don't know about that, but it must make people feel more connected with their community.

Speaker 2 (Dev): True. Although, you need to be a certain kind of person to be able to just strike up a conversation.

Speaker 1 (Tamara): Good point. We should say something about solitude and how being alone and being lonely aren't the same thing. It's strange the way some people can't stand being by themselves while others love it.

Speaker 2 (Dev): Yeah. Yeah, the research shows a certain amount of solitude is beneficial for well-being, which I appreciate, but being alone isn't something I actually like. I'd never choose to go on holiday alone, for example.

Speaker 1 (Tamara): Me neither.

Speaker 2 (Dev): Well, let's not.

Part 4

It's quite hard to think of a city that doesn't have a big river running through it. If you think about the major cities in the world, Shanghai, New York, Mumbai, London, they're nearly all built on rivers. When these cities were established hundreds or even thousands of years ago. The rivers were a big part of people's lives. In 16th century London, the quickest way to get from one part of the city to another was by river. But people also used the river for fishing, as the water then was relatively clean, and they would also go on boat trips up and down the river just for pleasure, as a relaxing escape from the noise and bustle of the city streets. But as industries developed and popular ations increased, city rivers suffered. The rising number of people meant there was a huge increase in the amount of sewage discharged into the rivers. Rivers had always been used for this purpose, but when the number of inhabitants was so small, that wasn't such a problem. However, as cities grew to over a million inhabitants, the impact on the rivers became more serious. In addition, other types of pollution increased as factories were built beside the river. and discharge their waste materials into the water. This got worse over time. As recently as 1957, scientists at London's Natural History Museum declared that the river Temps was dead in biological terms, as the water was too filthy to support any kind of life. But in recent years, as rivers lost their industrial function, cities have begun to recognize their true value and to take steps to clean them up. For example, the river temps is now cleaner than it's been for 150 years. These days, you can see seals swimming in the water. And recently, people had to try to rescue a whale which had got lost and swam up the river from the sea by mistake. Unfortunately, they didn't succeed, but the problem was disorientation rather than the quality of the water. Then, all around the world, riverside areas are now seen as prime sites. for development. Warehouses that were once used for storing goods are now being converted into expensive restaurants and also into apartments with river views which are in great demand and sell for astronomical prices. In Los Angeles on the west coast of the USA, an architect has plans to revitalize the banks of the river and to make a park there which can provide facilities for sports as well as a natural environment for relaxing in. It's also hoped that the riverside can be used for other

purposes. It's been proposed that facilities could be provided for displaying projects related to various kinds of art that have been produced by local people. For example, in the city of Paris during the summer months of July and August, all the traffic is banned from the roads by the sides of the river and the banks are transformed into beaches where people can relax in deck chairs under potted palm. trees, sunbathe, or buy a drink or a snack while enjoying the view. But to make the most of our rivers in our increasingly crowded cities, we need to allow them to regain their original purpose and be used as a means of transport, reclaiming our streets from cars and lorries. To do this, we'll have to shift more traffic back to the river, but this time cleanly and silently making the most of modern technology. Already more than 2 billion passengers use the ferry to travel in cities around the world like Istanbul, San Francisco, and New York. And these numbers are set to rise further. Admittedly, it's not a fast way of traveling, but neither is a car when it's stuck in traffic. Of course, passenger traffic on roads might decrease as more people start working from home, but another Recent development. The huge rise in online shopping has meant that another form of urban traffic just keeps on growing and that's deliveries. Trucks and vans in the city pollute and double park while dropping off parcels. Imagine using the immense capacity of shipping to take these trucks off the road. One freight barge can replace 44 large trucks, uses far less energy, and causes less pollution. When the barge docks at the riverside. The parcels could be taken the last few kilometers to their final destination on cargo bikes, electric ones. Of course, this is already happening in the Dutch city of Amsterdam. And in future, the final stage could even be carried out by drone, although at present this isn't allowed. Wouldn't it be great to unblock our city centers in this way?

Test 2

Part 1

Speaker 1 (Woman Carer): I'm losing touch with my friends and colleagues.

Speaker 2 (Friend): We really miss you in the office. We were all so sorry you had to leave, but you must be relieved to have more time to look after your mother. How is she?

Speaker 1 (Woman Carer): Well, she's very cheerful, but she needs a lot of help.

Speaker 2 (Friend): Have you tried to get any support from the local council?

Speaker 1 (Woman Carer): No, I didn't know I could.

Speaker 2 (Friend): Yes, they offer different kinds of practical support. They realize that carers sometimes need time for all the other responsibilities they have. apart from the person they're caring for and also that they sometimes need a break.

Speaker 1 (Woman Carer): Absolutely. Okay. So, tell me more. How do I go about getting this support?

Speaker 2 (Friend): Well, you'd have to have an assessment of your mother's needs. That means someone would come round and talk to you about the situation and what you need. So, for a start, they'd want to know the amount of time you spend looking after your mother every day.

Speaker 1 (Woman Carer): Okay?

Speaker 2 (Friend): Then, they'll probably ask you what sorts of tasks you do for your mother. during the day. Things like if she needs help with getting dressed, for example,

Speaker 1 (Woman Carer): right? I.e. help her with that. And also, I help her get into the shower in the morning.

Speaker 2 (Friend): Yes, that sort of thing. They'll probably ask you if you do the shopping for her and help her at meal times and whether she can cope using money.

Speaker 1 (Woman Carer): Yes, that's becoming a bit of a problem. She used to be very good at it, but not anymore.

Speaker 1 (Woman Carer): So recently I've noticed she's started to have quite bad problems with her memory. If I wasn't there, I think she'd forget to eat, for example. And often she doesn't seem quite sure what day it is.

Speaker 2 (Friend): Yes, tell them about that. And are there any physical difficulties you have caring for her? Lifting her, for example.

Speaker 1 (Woman Carer): Yes, she's quite heavy and I'm afraid of hurting my back. I'd be in real trouble if that happened.

Speaker 2 (Friend): They can give you advice about that and also about how to avoid the possibility of your mom having a fall.

Speaker 1 (Woman Carer): Great. So, once they've done this assessment, if I'm eligible, what happens next?

Speaker 2 (Friend): Well, they might support you financially. So, they might help you with transport costs, like if you have to get a taxi to take your mother for an appointment, for example.

Speaker 1 (Woman Carer): I usually drive her myself, actually. So, could I claim for the petrol?

Speaker 2 (Friend): You could. And you can claim for the insurance, too.

Speaker 1 (Woman Carer): Oh, right.

Speaker 2 (Friend): And if you need help with the housework, they can arrange for someone to come along once or twice a week. And one other thing, I hope You don't mind me saying this, but it's important you look after yourself. And it seems to me you're under quite a bit of stress.

Speaker 1 (Woman Carer): I am. Yes.

Speaker 2 (Friend): Well, tell the council because they may be able to give you some advice on how to minimize it.

Speaker 1 (Woman Carer): Really, though, actually, I feel so much better having talked to you. I'll get in touch with the council straight away. Now, shall we go for coffee or.

Part 2

Steve Wayne Wright (Elmley Town Council): Steve Wayne Wright from Elmley Town Council and I organize the town's volunteer scheme. I'm delighted you're all interested in joining the scheme. Our volunteers help to create a sense of community among the many people who live in our historic town of Elmley and make residents and visitors feel welcome at local events. Uh first I'll mention just a few of the activities that volunteers carry out. One is to walk around on the town center streets wearing our volunteer t-shirt. Tourists often ask how to get to a particular shop and they might also be grateful for recommendations about what to visit. The town holds a large number of concerts each year and part of the volunteers role is to get everyone in the audience to the right place as smoothly as possible. You'd be surprised how many people buy tickets then don't check them and head for the wrong section of the hall. Volunteers may get involved with community groups such as sports clubs or gardeners associations. Here the volunteers talk about how groups can help each other. For instance, a writing group might want to travel to another town to hear a talk by a well-known author, but may not know that another club has a coach they could travel in. The town produces a monthly magazine and Anyone who lives in the town can send in articles. It's free to residents and is paid for by local businesses. That's the responsibility of the council's advertising department. We depend on volunteers though to find out what people think of events they've attended and any suggestions they have for the future. The volunteers then send a summary to the editors. There are a number of clubs for retired people and Every year the council arranges lunch for all the members. The volunteers welcome the guests and when everyone's sitting down and relaxing after the meal, some volunteers put on a show, usually around half an hour of songs and short plays. The club members really welcome the chance to chat to the volunteers at these events. The town council has a

website, of course, and volunteers are asked to help by making sure residents know about it. It's updated every day with information about future activities and we want as many people as possible to use it.

Go on to some practical matters. As you probably know, the town arranges three major festivals every year and they all depend on a large number of volunteers. The book festival lasts three days and uses several venues which all need volunteers. More are needed for the music festival because that lasts a whole week and even more help is required for the science festival even though it's only 2 days long. It involves quite a lot of venues though. It's a good idea to help at the festival you're most interested in because you can attend most of the events for free. We try

to use volunteers who are flexible though because some festival events are held outdoors and the weather may affect the size of the audience and even whether the event can take place. So there can be changes at short notice. What's essential though is being able to get on well with other people and also to deal with someone who's behaving badly, as occasionally happens. Our plan is to get your work in in September after a week's training starting on the 2nd. So, we'll be timetabling you for duties the following week from the 9th onward. Later in the week beginning September 23rd, we have a chat with each of you to find out how you feel about being a volunteer and what extra support you need. As a thank Thank you to the volunteers. We arranged an annual event. In recent years, we've had a party in the town hall and last year a barbecue in Chamber Park. Our fourthcoming event is a trip along the canal from here to Duehurst and back. It's on Saturday, September the 28th. And if you'd like to attend, you can sign up once you start work. Now, this is the volunteers t-shirt.

Part 3

Rosie: Colin, I'm really struggling to think of a topic for our human geography assignment.

Colin: Me too, Rosie. I'll tell you what, let's think about the different aspects of human geography and see if we can narrow the topic down a bit to help us decide.

Rosie: Okay. So, one aspect is population. That would be all about population density and migration and so on. Lots of facts and statistics. Maybe a bit boring.

Colin: I thought that had been taken off the syllabus for this year.

Rosie: Has it? Colin: I'm not sure, but it might be best to avoid it.

Rosie: Okay. Maybe we could do something on culture. We had that lecture about culture and geography last week. I didn't get much out of that. It was also general and the lecturer didn't give any useful examples.

Colin: Yeah, I hardly took any notes. It didn't seem worth it.

Rosie: Me neither.

Colin: We could focus on poverty. That's something that's a global problem.

Rosie: The trouble is Dr. Lee was saying that you have to be careful with some of the figures relating to poverty. They're sometimes deliberately manipulated.

Colin: Things like theft and robbery.

Rosie: Yes, but where I come from, that's linked to another more serious issue, which is that a lot of people don't have jobs. That's getting worse and worse. And we also still have quite a lot of people who are homeless, though that's not quite so bad as it was.

Colin: It would be nice to talk about some positive developments, like some of the new developments on the outskirts of cities.

Rosie: Yeah, they've opened some massive new shopping centers outside my city.

Colin: Yeah, the same with mine. But it's meant a lot of the shops in the city center are closing down, but the outskirts are ideal for buildings that need a lot of space, like for conferences. They've opened a couple of big ones.

Rosie: Yes, we've got some, too. It'd be nicer to have more facilities for things like football, too, but that's not happening where I live.

Colin: Same in my area. We could include something about developing disused industrial sites. It seems like a good idea because you're not doing any harm to the natural environment.

Rosie: Yeah, but aren't the buildings architecturally significant?

Colin: Not really. And what people forget is that they often used quite dangerous materials, chemicals and things which haven't been properly cleared away. So, the whole site has to be made safe.

Rosie: That can't be cheap. And I bet it's often not budgeted for.

Colin: You're right.

Rosie: Have you read about Masdar City in Abu Dhabi?

Colin: Yes. It was designed to be a green city, wasn't it? That might be a good example of a city which set out to depend entirely on renewable energy.

Rosie: Yes, we should say something about that. It was designed to be totally pedestrianized too, wasn't it? With the transport underground.

Colin: Yes. And they had big plans for recycling to reduce waste to the lowest possible level. But let's stick to talking about power sources.

Rosie: Then there's that eco town in England, Greenhill Abbottz. It set out to conform to the usual principles, sustainability and so on. A lot of people were against it at first. They said the plans were unrealistic. I'm not sure how far they've got with it. Um, I'll check.

Colin: Right. So, it looks as if we have a sort of plan and we can work.

Part 4

Interest in food fashions has risen rapidly since the birth of the smartphone when people first began taking photos of their food and instantly sharing them with their friends. The food industry in the UK in particular is obsessed with finding and exploiting the next big food trend. Marketeers aim to create a huge demand for a food item which was previously unknown or not needed. One of the most effective ways of promoting a new food product is by using social media influencers as brand ambassadors in return for free samples. Many influencers will post content about a product. Although there are influencers with hundreds of thousands of followers who can command large fees for their services. Companies which sell vegan produce were pioneers in being able to increase sales really quickly in this way. For a food item to become really popular, it has to be readily available. So supermarkets have a role to play in creating a new food trend. They have dedicated teams

closely following which new products or ingredients are trending on social media and are particularly interested in what well-known chefs are putting on their menus. I'd like to look at a few examples of marketing campaigns which were really successful in launching a new fashion trend. Starting in the 1990s with the avocado, a British PR company was hired to raise its profile and stimulate demand. They paid for a group of journalists to travel out to South Africa to meet avocado farmers. Articles written following this visit helped to educate the British public about the avocado, which at this time was certainly not the daily staple it's since become. Advertisements were designed to promote the avocado as a superfood rich in nutrients and therefore beneficial for health. Avocados became hugely fashionable. And within a few years, UK avocado sales had grown from 13 million pounds annually to around 150 million, making it one of the most successful fresh produce campaigns in UK history. Oat milk is a recent example of a new product which became fashionable very quickly. Now there are many brands available but one company which had early success was the Swedish brand Oatley. They attracted a lot of attention with a media campaign which used provocation as a way of getting their message across effectively. The fact that this campaign aggravated competitors. Producing milk from dairy cows was seen as a plus as it helped to make oat milk seem cool. In the USA, the brand decided against a big retail launch in favor of getting the product into coffee chains, which removed the need for a big advertising budget. This proved far more effective than offering samples in supermarkets. Oat milk had an advantage over other alternative milk products such as almond milk. Many consumers prefer it because it has less of an impact on the environment. It requires significantly less water to produce than other alternative milk products and it also has a relatively low carbon footprint. Norwegian skrei, a rarely available seasonal fish delicacy, otherwise known as Arctic cod, is now found on the menus of Michelin starred restaurants throughout Europe. The demand for skrei has been used by a food marketing agency to build the reputation of Norway's fisheries in general. Marketing surveys have shown that a significant number of shoppers now associate Norway with excellent seafood. Food trends can be considered a good thing in some ways as they can benefit farmers and food producers enormously. The public can also be encouraged to buy things which are more sustainably produced. But ethical concerns have been raised about the effects a surge in demand can cause. Quinoa is a classic example. This plant is native to Peru. And when demand peaked some years ago, the price soared, making it unaffordable for local people. While the popularity of quinoa has benefited farmers financially, there have been other negative consequences. As demand grew, farmers began working the land all year round in order to produce more quinoa. One issue has been that the fertility of the soil decreased dramatically which could potentially lead to desertification in some areas. Another example would be the case of....

Test 3

Part 1

House Owner: Good morning.

Shelley Meyer: Hi, this is Shelley Meyer. I'm renting your house on Archwood Avenue. I'm due to move in next week.

House Owner: Oh, yes. Hello, Miss Meyer. What can I do for you?

Shelley Meyer: When I viewed the house, I told you I'll most probably need to rent some furniture. At least until I know whether my temporary work contract is going to be made permanent.

House Owner: Yes, of course. I remember. And I said I could give you some information about furniture rental companies in the city.

Shelley Meyer: That's right.

House Owner: Well, the biggest company is called Peak Rentals. I've recommended them to other people and I've always heard positive reports about them.

Shelley Meyer: Could you give me an idea of their costs?

House Owner: Sure. I actually have one of their brochures here. It says the monthly price per room. starts at $105 and goes up to $239. That depends on which rooms you need furniture for, of course.

Shelley Meyer: Sure. It's just to get a general idea of how much it's going to cost. And you said you had some positive feedback about this company.

House Owner: Yes. People have mentioned that the furniture from Peak Rentals is more modern than any of the other companies. And also, once you place an order, the furniture will be delivered to you in just one or two days.

Shelley Meyer: That would be really helpful.

House Owner: Oh, and the brochure says that there's a special offer at the moment. If you rent living room furniture, I believe that's a set of chairs and a TV table. You'll also get a lamp at no extra cost.

Shelley Meyer: Okay, but you know that price range you gave is more than I was hoping to pay.

House Owner: Then you could try Aaron and Oliver.

Shelley Meyer: Sorry. What? And Oliver?

House Owner: Aaron. A R O N.

Shelley Meyer: Okay. Are they cheaper?

House Owner: I'd say they're a mid-price company, but if you chose them, you need to be aware that they charge an extra 12% every month in case of damage.

Shelley Meyer: Oh, I see. I'd have to do the math carefully then.

House Owner: Right? But one helpful thing is that they also do cleaning for customers. Shelley Meyer: For the furniture?

House Owner: For the house.

Shelley Meyer: Oh, I see. I probably won't need that.

House Owner: It's quite new and it has the lowest prices in town. That's for both furniture and also electronic equipment.

Shelley Meyer: Well, that would be good. I'm not bringing much with me, and I won't have much time to go shopping after I start my job.

House Owner: There are two things you need to know about large furniture. First of all, you have to take out insurance on the furniture, and you need to organize that yourself.

Shelley Meyer: That wouldn't be too hard.

House Owner: Also, you can't take out a contract for less than 6 months, but I figure that might not be a problem for you. You're renting the house for 12 months after all, aren't you?

Shelley Meyer: Yes. Okay. Well,

House Owner: Sorry to interrupt. I just thought of another furniture rental company. It's called Space Rentals, and it's located very near to the house.

Shelley Meyer: Okay.

House Owner: I don't have any information about their charges, so it's best to use their app to find out what it would cost you to use them.

Shelley Meyer: Okay, thanks. I'll do that.

House Owner: One good thing about that company is that if you don't like the furniture once it's delivered, you can request exchanges as long as you do that within a week of receiving it.

Shelley Meyer: That sounds really great. Okay. Well, thanks very much. That's so helpful.

Part 2

Archaeologist (Hayden): Hello, I'm Hayden. I'm one of the archaeologists investigating the site here at Bidcaster. This is the third summer for this community project and most of the people digging here are volunteers. I'm a full-time archaeologist for the town council, but I was asked to join the project by NHA, a charity which sets up projects like this up and down the country. As you can see, we're next to Bidcaster Castle, which is great because the owners let us use their facilities.

So, how did we get to where we are today? Many archaeology projects happen when an ancient object is found. And in our case, that object was a gold coin. Coins are often found by people using metal detectors to look for things buried in the ground. Or coins are uncovered when wild animals like rabbits have been digging tunnels. Here, a walker found it on the ground after a rainstorm washed away some of the earth and sand. When the story of the gold coin hit the news, Peter Swift, an amateur historian, contacted me to say he believed there had been a village on this site centuries before the castle was built. Just by chance, the team found some old maps and documents in our library, which showed 500-year-old drawings of ruined buildings on the grassy area between the outer stone walls of the castle and the river. We knew then we were on to something.

Over the three summers the team has been here, we found the remains of several buildings and more broken pots than you can count. Normally, you'd expect to find brooches and other jewelry, but we're still waiting to uncover any such items. The people who once lived here were skilled at making tools from animal bones, as you'll see when you visit the exhibition. Besides the discovery of the village, we've also found evidence of human activity on the other side of the river. No other houses or huts so far, but we can see the borders of an ancient field system. At one point, we found a long wall and thought it was an ancient palace, but it turned out to be a modern wall. This summer's work will end soon, but we'll be back next summer. In the meantime, we're putting on a series of guided tours for school groups this autumn. Oh, and um maybe you saw the TV documentary about our project that suggested the objects we found are going to the town's museum, but we don't know that for sure yet.

When you enter the site, please make sure you keep to the paths at all times. There are a few other things um the highlights of the site if you like that I want to mention. Take a look at the map. Our present location is marked at the bottom.

This year we've identified the foundations of an ancient bridge. And it's really exciting today because a team of divers are in the river searching for lost objects. To reach the bridge, take the main path ahead of you. Go straight on and keep going till the path bends to the left. You'll see a smaller track leading off to the right. Follow that to take you to the river where the divers are. You might be interested to see the rubbish pit. This is very near the

castle walls in the northwest corner of the site. It actually dates to the time of the castle and not the ancient village. We found oyster shells and fishbones and we assumed they were thrown from the castle kitchen above. One area we excavated in the first summer uncovered the sight of a meeting hall. We knew it was an important building because it had two rows of post holes deep enough to support a large roof. It's the largest structure in a central area of the site next to the current excavation area. Last year, we discovered a fish pond in the ancient village. Normally, these were beside a river. The pond here is further away, but it's possible the river has moved slightly. Anyway, to get there, from here, you turn right at the first information board you come to and follow the path into the trees. Before you come out of the trees, you'll see it on your right. If you reach the river, you've gone too far. So, does anyone have...

Part 3

Maya: So Finn, I've done as much as I can for our project on theater programs. How's your research coming along?

Finn: Okay, Maya, I didn't know theater programs are called playbills in the USA till I started looking into the topic. Even though I struggled to find many useful websites, I'm glad we picked this subject. No one else on the course is doing the same as us. Although it is one of the research areas of the module convenor.

Maya: That might actually put some people off, I suppose. So anyway, I hadn't realized there are actually companies specializing in creating theater programs.

Finn: Yes, they're quite common nowadays. Contrary to what many people think, theaters don't hire people to do the programs. In fact, companies buy the rights to publish programs on the theater's behalf and then make their money selling advertising space within the program booklet.

Maya: It must be easier for theaters to do it that way.

Finn: Yes, I remember reading something about programs in early British theater. It said that the cast was always very important.

Maya: Yeah, audiences were very familiar with leading actors and big names would draw huge crowds.

Finn: But I hadn't realized that If the program named a famous actor, that's who the public expected to perform. And if that didn't happen, people accused the theater of breaking their agreement with the audience. They would demand refunds, and if they didn't get them, there were riots.

Maya: Outrageous. That would never happen now.

Finn: No. People are too polite. Even when they're disappointed, if the star of the show misses a performance,

Maya: We should definitely include that information about early audiences in our project. I also think it's important to mention that lots of ordinary people at that time were illiterate. So theater programs were of limited value in advertising plays. When a company of actors arrived in a town, they'd parade around the streets in their costumes, beating drums and announcing their upcoming performances.

Finn: Interesting. I couldn't imagine that happening now either.

Maya: There's also an interesting comparison to make between 18th and 19th century programs. Finn: Wasn't it in the 19th century that theater programs

started to resemble programs today? Maya: Yes. And unlike programs from the 18th century, they always used color and there was a greater variety of designs. But personally, I think 18th century programs were superior because they told the theatergoers so many things, including about the actors.

Finn: And about the writer, the plot, and sometimes the history of the play.

Maya: That's right. What should we say about theater programs in the 20th century?

Finn: I reckon the most important thing is the dramatic change they underwent during World War II.

Maya: When the government imposed restrictions on the use of paper.

Finn: Yeah, but that was only in the UK. In the USA, programs, or rather playbills, continued to be published in the same format, while here in the UK, programs became merely a single sheet of paper folded to create four pages for text.

Maya: What I don't really get is that after the war, they didn't go back to being more than one sheet or change in any way for over 25 years. I know there were paper shortages after the war, but only for 5 or 10 years.

Finn: Hmm, strange.

Maya: I've got some pictures of programs we could include on the slides for our presentation. Finn: I found a couple too, Maya. Let's go through and see what we think. Um, this is an old one for a play called Ruie Blass.

Maya: Never heard of that, but the program looks very decorative. Good enough to put in a frame on the wall. The images are just beautiful. Finn, what did you find?

Finn: I've got some pages from a program for Of Lancha. I thought this was a good program to show, not because of the pictures, but because it contains articles written by members of the theater company, so we can learn how the production was created and the thoughts and feelings of the cast.

Maya: Good. I've got a copy of a program that's now in a museum. It's for the tragedy of Jane Shaw, and it's said to be the earliest surviving document to have been printed on Australia's first printing press. Oh, fantastic.

Finn: Another program to talk about is for the Sailors Festival. It comes from the British Library's digitized collection of programs that was started a few years ago. It already comprises over 200,000 programs, which is amazing.

Maya: Huh. Wish I'd known about it while I was doing my research.

Part 4

Design and Technology Lecturer: It's only relatively recently that designers have become aware of the need to be inclusive when designing products. But what does that mean exactly? Well, it simply means designing products that span economic, social, and cultural barriers. It means making sure products are accessible so that as many different types of people as possible can use them without any type of adaptation having to be made to the original design.

Inclusive design is often linked with universal design although they are not quite the same thing. Universal design aims to make products that work for everyone and that includes considering the needs of people who have cognitive difficulties which can present quite a challenge.

Today, examples of successful inclusive design can be seen all around us.

In workplaces, it is common to see desks which can be adjusted to suit people of different heights or for wheelchair users. This still isn't always the case, however, and is one reason why office workers often suffer from back or neck problems.

You'll find another example in the public toilets of countless hotels, airports, and offices. Taps that you activate by sensor require no pressing or twisting movements. These are not only more hygienic, they're also easier for people with dexterity or mobility issues.

The tech industry has been criticized in the past for focusing too much on young consumers, but this is changing. Many products are now designed with the elderly in mind.

For example, it's well known that vision declines with age and that we also become worse at distinguishing between similar colors, in particular shades of blue, which is why software designers rarely create interfaces with this color.

Motor skills also decline with age, and some people have difficulty doing everyday things like picking up a cup or opening a door. This can also affect their ability to use a mouse or keyboard. So, voice access is now a routine way of making commands.

It's worth looking at the problems non-inclusive designs cause when not enough consideration is given to a range of users as it can have a serious impact on people's lives.

Access is one obvious example because it has such a huge impact on disabled people's independence. Not being able to access public transport because buses or trains are not wheelchair friendly means many disabled people can't go out unless someone goes with them.

Safety is another issue. Inexplicably, most cars are still crash tested using a dummy based on an average-sized male. This has safety implications for all women, particularly those who are pregnant, as the seat belts worn by the dummy are not adapted to accommodate them.

Over the past 100 years, workplaces in the UK have on the whole become considerably safer. Employers are legally required to provide well-maintained personal protective equipment or PPE. Anything from goggles to full bodysuits to workers who need it free of charge. But most PPE is designed to fit men. A recent report found that employers often think that when it comes to female workers, all they need to do to comply with this legal requirement is to buy jackets, for example, designed for a small man. The problem with this is that women can be tall and still have much smaller shoulders than the average man. Ill-fitting PPE such as high vise jackets, vests, and body armor can put women at risk. The report found that 95% of women said that their PPE often hampered their work and that this problem was worst in the emergency services, particularly the police.

Another problem is related to comfort at work. A very common scenario in offices in summertime is to see women wrapped in blankets or wearing sweaters while the air conditioning is on high. Meanwhile, the men are in shorts and t-shirts. This is due to differences in metabolic rates for men and women. There is a standard setting for air conditioning to be at a temperature of 21° designed to suit men. And in most modern offices, it's not possible to turn the air conditioning up or down. This means that many offices which mainly employ women are wasting energy by having the air conditioning set too high.

As you can see from the examples I've just mentioned, there are serious consequences for designs which don't consider the needs of all users.

Test 4

Part 1

Speaker 1 (Man): Sandra, I seem to remember you had some family visitors staying with you recently.

Speaker 2 (Sandra): Yeah, that's right. My brother and his family were here a couple of months ago.

Speaker 1 (Man): Okay, good. Well, I wanted to ask your advice. I've got my cousin and her family visiting next month. month. And as I don't have kids, I'd have no idea where to take them.

Speaker 2 (Sandra): Right. What about accommodation? Are they going to stay with you in your flat?

Speaker 1 (Man): No. Thankfully, there wouldn't be room. My cousin wants me to recommend a hotel. Do you know anywhere?

Speaker 2 (Sandra): Yes, I do. Actually, I always recommend people stay at the King's Hotel. Speaker 1 (Man): Where's that near?

Speaker 2 (Sandra): It's about 5 minutes walk from Murray Station, so nice and central. It's actually on George Street.

Speaker 1 (Man): Oh. Oh, yes, I know. I think they're on quite a tight budget. So, how much roughly is it to stay there?

Speaker 2 (Sandra): If you book a family room, it's about £125 per night. My brother paid for two double rooms in the end, and I think that was around £95 for each room.

Speaker 1 (Man): Oh, that's not too bad.

Speaker 2 (Sandra): So, how old are your cousin's kids?

Speaker 1 (Man): 12 and nine. So, I want to organize some trips while they're here. I was thinking of doing a bus tour of the city center as none of them have been here before.

Speaker 2 (Sandra): Those bus tours are quite expensive. I think it's better to do a walking tour. It gives you a much better feel for the city. There's one that starts from Colton Square. It takes a couple of hours and doesn't cost that much.

Speaker 1 (Man): Sounds good. I'll look that up. Thanks.

Speaker 2 (Sandra): If the weather's nice, one thing you could do is visit the old fort, but you could get there by boat. The whole trip takes half a day.

Speaker 1 (Man): That's a really really good idea. I'd like to do that myself. And if the weather's bad, I was thinking they could go to the science museum, but maybe they could do that when I'm at work.

Speaker 2 (Sandra): Yeah, don't forget it's closed on Mondays.

Speaker 1 (Man): They're here from Saturday for four nights, so Tuesday would be best, I think.

Speaker 2 (Sandra): And it won't be so crowded then. Saturdays are terrible. I took my kids to the exhibition on old computers there, and it was far too crowded. I wanted to go back, but it's finished now.

Speaker 1 (Man): That's a shame. My cousin's kids would have enjoyed that.

Speaker 2 (Sandra): There's another one starting soon on space, which looks really good, too.

Speaker 1 (Man): Okay. Well, I'll mention that to my cousin.

Narrator/Instructor: Before you hear the rest of the conversation, you have some time to look at questions 7 to 10. now listen and answer questions 7 to 10.

Speaker 2 (Sandra): Have you thought about where to take them to eat?

Speaker 1 (Man): Well, I really like all the food stalls at Clton Market. My cousin's vegetarian.

I know it's one of the best places. for that kind of food.

Speaker 2 (Sandra): Definitely. And there'll be loads of choice for the kids, too. You need to get there quite early, though. At the weekend, most of the stores stop serving lunch at 2:30.

Speaker 1 (Man): Good point. It's all going to need careful planning. My cousin said she'd love to take the kids to a show at the theater, but tickets are so expensive.

Speaker 2 (Sandra): I know, but you can get some good deals if you book online with bargainant tickets.com for the following day. On some seats, there's a 75% discount.

Speaker 1 (Man): Really? I must try and get some.

Speaker 2 (Sandra): Yeah, there are lots of things you can do for free as well. No need to spend a fortune.

Speaker 1 (Man): Like what?

Speaker 2 (Sandra): They're coming next month, right? Well, check and see if it's the same weekend as the Roots Music Festival in Blakewell Gardens.

Speaker 1 (Man): Rouble Ots.

Speaker 2 (Sandra): Yeah, check it out online. It's always a familyfriendly event and there's no entry charge.

Speaker 1 (Man): That sounds perfect.

Speaker 2 (Sandra): And if you're In Blakewell Gardens, climb Telegraph Hill. You'll be able to look right down on the port. Everyone's always really impressed because it's so huge.

Speaker 1 (Man): Oh, yeah. I've been meaning to do that for ages. I've heard the views are amazing.

Speaker 2 (Sandra): Yeah, it's really worth the effort.

Speaker 1 (Man): Well, that's given me loads of ideas. Thanks so much for.

Part 2

Speaker (Guide): I'd like to give you some useful information about your visit to the stadium today and then we'll start the tour of the areas of the stadium that are open to visitors. I can see lots of children here today. So, just to let moms and dads know a few things before we start, the stadium has lots of stairs and the players tunnel is very dark. Please don't let your children wander off on their own, even for a minute. We don't want any accidents or anyone getting frightened. Cameras are permitted everywhere and you can take pictures of your child shooting a penalty. Assistants are helping to organize this and hopefully the queue won't be too long. It's very hot and sunny out on the pitch today. You can get food and drink at the cafe and I really recommend the healthy lunch boxes for children. Also in the cafe, children are invited to do a football themed drawing. We'll pick the best one at the end of the afternoon. So don't forget to put your name and contact details on the back. That way, if you've left the stadium before, then we'll send your prize. But sadly, we can't return drawings. I'd like to mention some features of the tour. We'll start with the 360 cinema experience, which has been very popular over the years, and then I'll take you to the players dressing rooms. Before going outside to the seating area and the pitch, I should say, if you'd prefer your visit to be self-guided, please collect headphones from the reception, and then you can listen to the pre-recorded information at your own speed. We've only just introduced this feature and would appreciate your feedback. We're thinking of offering tours in other languages in future. So, if you have any thoughts on that, we'd welcome those, too. If you plan to return another time, you might like to book one of our VIP tours. We've only just started offering these and they can be booked online.

Speaker (Guide): Now the stadium you see today was built in 1989 as part of a three-year redevelopment project. While that project was going on, the team had to play its matches at the ground of another club. Apart from that, the club has been here on this site since 1870. As some of you may know, that was the start of a really important decade in the history of football in this country. For example, 1870 was also the year that football teams started to include a player whose role it was to guard the goal. It's hard to imagine what the game must have been like without someone in that position, isn't it? In 1872 and 73, many other clubs were established both here and abroad. And the following year, in 1874, referees were allowed to send players off if they committed certain offenses. And also in that year, teams started having to swap ends at Halime. One fact I was interested to discover was that in early football games, the aim was for the scorer to get the ball between two flag posts and later between sticks joined at the top with a piece of tape. In 1875, that tape was replaced with the solid crossbar that be familiar with today. 1877 saw the founding of further new clubs and the history books tell

us that in the same year all the clubs decided to set a limit of 90 minutes for each match. Before that it was a more casual arrangement and this sometimes caused huge arguments and sometimes fights during matches when one team called the end of the game and the other team wanted to play on to try and score a winning goal. By 1878, the number of teams in the football league increased again. In addition, referees started using whistles and electric lamps were installed on certain pitches. This was a significant change as games could then be played in the evenings all year round. In 1880, clubs began to charge fans for admission to games, even though players were still amateurs and had other proper jobs. That's hard to imagine in the modern professional game where top players earned significant sums of money from both playing and commercial activities.

Part 3

Narrator/Instructor: Part three, you will hear two education students discussing an assignment on teaching handwriting to children. First, you have some time to look at questions 21 to 24. Now listen carefully and answer questions 21 to 24.

Here is the transcript of the conversation between two education students, presented in a conversation format, based on the provided sources:

Student 1: How are you getting on with the assignment on handwriting?

Student 2: Not too bad. You know, I hadn't realized that children benefit in so many ways from learning to write. It's such an important skill and yet most people think handwriting is less important than in the past because people hardly ever write by hand these days.

Student 1: Yes. And all the evidence suggests children should learn to write by hand before they learn to type. Not least because it helps their memory.

Student 2: That's right. The physical act of writing helps children to remember letters. That seems pretty obvious when you think about it. What's less obvious is how it helps develop their concentration. They have to sit still and focus on one thing.

Student 1: Yeah, that aspect of handwriting had never occurred to me before.

Student 2: Same here. I'm not sure I understand how it improves children's imagination though. Student 1: Well, there was that study which showed that primary age children generated more

ideas when they were writing by hand than using a keyboard. I would have guessed that would be the case. Yeah, I'd never associated spatial awareness with handwriting either. I thought spatial awareness was more to do with knowing where you are in relation to objects or other people.

Student 2: I thought that too. But good spatial awareness is essential for writing because you have to space words correctly. It's not just fine motor skills that improve through writing as I'd always assumed.

Student 1: Handwriting is so much harder for children with dyspraxia who have problems coordinating movement. It's good there are lots of things you can do in the classroom to help them. They need so much more support with letter formation. You need to play lots of games to help them distinguish letter shapes. It takes a lot of patience.

Student 2: Yeah, I like the idea of using one of those pens that lights up if you press too hard. That seems like a really simple solution.

Student 1: Yes, absolutely. I'm not sure there's much you can do about children with dyspraxia writing very slowly; it's more important to focus on accuracy and as they get more confident I think they eventually speed up.

Student 2: One quite simple thing you can do is to use grid paper so they write each letter in a box and that trains them to space the letters correctly.

Student 1: Indeed, that's more important for legibility than trying to get them to write in a straight line. For some children, it might be better to teach them to write on a laptop rather than by hand, like children with dyslexia. They often really struggle with handwriting, and some just give up.

Student 2: Yeah, it's not as frustrating for them if they get things wrong. On a keyboard, they can be more willing to have a go. But I read that developing fluency isn't any faster.

Student 1: That's right. Did you read that article on the benefits of teaching print rather than cursive handwriting where the letters are joined up?

Student 2: Yes. Well, in the past, cursive writing was certainly considered more stylish and educated, but not anymore. Teachers' attitudes have changed because it's been proved that

cursive is more difficult to learn, especially for children with learning difficulties who find joining up letters is really challenging.

Student 1: I agree. I was always worried that my poor handwriting affected my exam results. And now research shows that I was right to worry. I'm sure a lot of students think it's unfair that they're being judged on their handwriting, not just their knowledge.

Student 2: Marks are definitely affected if examiners can't read the script. That's why it's always been so important to teach children to write legibly. Do you think the role of handwriting will change in the future?

Student 1: I can't see that changing much. Touch typing still isn't taught in most schools, which is a shame, but maybe that won't be necessary in the future because people will also be able to write by hand on digital devices. Anyway, teachers understand the value of handwriting. It's a basic life skill.

Student 2: True. However, the fact is that people are writing by hand less and less and relying on digital devices. That does cause some problems.

Student 1: You mean like note-taking? There are lots of apps for that.

Student 2: And for reading historical documents, apparently, but my mom is shocked by my awful spelling and the fact that my punctuation is really inconsistent. I think you can put that down to lack of practice.

Student 1: I expect so. Personally, I miss writing by hand. I hardly ever write anything now. I remember my grandparents had such beautiful handwriting and it was so individual. Nobody I know would be able to identify my handwriting now. It's a shame.

Student 2: I know. I feel the same way. I used to write a diary by hand and now I do that digitally. It just seems less effort to do it that way. So, it's not just a problem.

Part 4

Lecturer: looking at different types of conflicts that may arise between wildlife and humans at the boundaries of protected areas such as national parks and animal sanctuaries. I'd like to illustrate this by telling you about some research that I've been involved in recently in the central African country of Zambia in the area around the ChBE bird sanctuary which contains over 300 of the listed birds of Zambia. These include a number of birds of prey such as eagles, hawks, and owls that live by hunting and killing other birds and animals. Now, most of the people living in the local communities near to the bird sanctuary are smallcale farmers, and these birds of prey provide important social and ecological benefits to them. For example, a lot of damage can be caused to farmers crops by rodents such as rats, which would consume the crops as they grow in in the fields as well as after harvesting if they weren't hunted and killed by the birds. And the predatory habits of these birds also protect farmers in other ways. For example, a major danger to rural workers is snakes whose bite may be dangerous or even fatal. And birds of prey have a major role in keeping their populations under control. Local people have always been aware of these benefits and for years Even before the sanctuary was opened in 1973, the birds played a key role in the culture of the region. However, more recently, the sanctuary and its birds have also become increasingly important to the community in economic terms because at present, after a relatively slow start, tourism has become an important source of revenue for them. However, although these birds of prey are protected by the government. Their numbers are falling. Some of these deaths are accidental. Fatalities occur when birds are light on roads to catch and eat their prey and are hit by fastmoving traffic. Drivers in Zambia have to take special care at night as birds may regard the quieter roads as safe places to sleep. Accidental deaths may also occur if these birds fly close to high voltage power lines. as they may be electrocuted. This is a particular danger in the heavy rain which can occur in the region in the months from December to April. And local farmers also pose a threat to these birds. As well as growing crops, smallcale farmers in the area also rear chickens. These provide food for the farmers families as well as being an important source of income. But they're also an easy target for birds of prey. And so farmers may shoot these birds, which is illegal but understandable. Or they may poison the birds, which again is illegal and can have negative effects on the ecosystem. So how else can farmers protect their chickens from birds of prey? Some people believe that to prevent the predators from settling near the area where the chickens kept. It's best to keep this area free from vegetation. But in fact, this is counterproductive as it means the chickens have no cover to hide in and they'll be easier for the birds to see. Another possibility would be to prevent the chickens from going outside at all and to keep them safe from predators inside a building, but this would cost far too much to be a practical solution. Nearly all the far Farmers

reported that they spent a lot of time and effort trying to frighten off the birds of prey without actually harming them. Most of the farmers had at least one dog and said this was a big help at scaring away the predators. Some of the farmers also reported that during the breeding season when the chickens were particularly vulnerable, they encouraged their children to watch over the chickens and to hit pans with a metal spoon so that the resulting noise would succeed in driving away birds that were trying to seize the young chicks. None of these methods was 100% effective. So, as a result, the village people told us that rather than just using one method, they were forced to use a combination for them to have any effect. And even so, these birds of prey remain a major threat to the chicken's survival and cause considerable economic loss to far So, we looked at the possibility of a longerterm solution to.

irlanguage

IELTS 20

Academic

Prepare for IELTS with practice test from Cambrige

Inside you'll find four authentic test paper from Cambrige University Press & Assessment. They are the perfect way practise - EXATLY like the real test.

Why are they unique?

All our authentic practice tests go through the same design process as the IELTS test. We check every single part of our practice tests with real students under exam conditions, to make sure we give you the most authentic experience possible.

Be confident on test day:

- Get to know the test format
- Understand the scoring system
- Tran in examination techniques

Be confident on test day:

- Example Speaking test videos
- Audi for the Listening tests
- Answer keys with extra explanations
- Additional sample Writing answers

مرجع زبان ایرانیان





This book is part of a learning experience that could only come from Cambridge. It's shaped by unique insights from our extensive reseach what they do best - teach - and learners to reach their full potential.

CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

Find out more at Cambridge.org/english - www/ielts-thudang.com