

C. N. GRIVAS

IELTS

Academic

Comprehensive Preparation
for all sections

& PRACTICE TESTS

VIDEO
presentation
for the
speaking
test

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HEAD OFFICE

3 Irodotou St. 193 00 - P.O. Box 72 Attiki, Greece

Tel.: +30-210.55.73.470

Fax: +30-210.55.73.076 , +30-210.55.74.086

e-mail:info@grivas.gr

http://www.grivas.gr

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Introduction

Comprehensive Preparation and Practice Tests for the IELTS Academic has been designed to thoroughly prepare candidates for the IELTS examination. It not only offers advice and guidance on how to tackle the exam but is also an invaluable resource that will enrich candidates' knowledge of the English language. The book has been organised as follows:

Preparation Units

There are eight practice tests in this book. The first four are accompanied by preparation sections which provide an in-depth analysis and ample practice before each part of the examination. This step-by-step innovative approach instils more confidence in the candidates before they attempt the actual test.

In the **Reading Sections** of the book there is a major focus on academic vocabulary, which will allow candidates to familiarise themselves with the style of academic English they will encounter in the examination. A comprehensive list of this vocabulary was compiled after extensive research into the terminology used in the test, in addition to an analysis of language resources from educational institutions in the English-speaking world. This vocabulary was then systematically included in the preparation units and practice tests. It has also been provided in an appendix at the back of the book.

The **Listening and Reading Sections** also cover all the different question types that candidates may encounter in the examination and provide plenty of practice to give candidates a good idea of what to expect in each part of the test. The exam-style exercises provide practice in the format of the examination which will aid candidates' understanding of what is required of them, while the other exercises are designed to help develop their language skills.

The **Writing and Speaking Sections** in the examination often prove to be the Achilles heel for many candidates and to this end great emphasis has been placed on them in the preparation units. Both **Writing Task 1** and **Writing Task 2** have been covered in depth. Clear and precise instructions are provided which will enable candidates to formulate their answers so as to produce an above-average piece of writing. The **Speaking Sections** contain a wealth of language for the topics that appear most often in the examination. Much of this is presented through model answers which will further aid candidates' understanding of what is required of them in this section and enable them to produce natural English. Most of the language can often be adapted for different topics. Model answers are used throughout the **Writing and Speaking Sections** of the preparation units as well as sample answers for all the exam tasks. Two sample answers are provided for **Writing Task 2** for **Practice Tests 1-4**. This will allow candidates to make a comparison between an average answer and an answer that would receive a much higher band score. All model answers for the practice tests can be found at the back of the book. There is also a video presentation of Speaking Test 4.

Paraphrasing is used extensively throughout the IELTS examination, making it an extremely important skill to learn. Not only is it necessary in the **Writing and Speaking Sections** of the test so that repeating and copying the words in the question can be avoided, but will also be of great value in the **Reading and Listening Sections** where the questions paraphrase the words from the texts / scripts. Ample practice in the use of paraphrasing has been included throughout the preparation units.

Tips have been provided throughout the preparation units and the first practice test, highlighting strategies for each part of the exam.

Additional Exam Practice material for the **Speaking and Writing Sections** has been provided. There are also several **appendices** in the Reference Section at the back of the book, covering *academic English, grammar structures, prepositions, linking words*, to mention just a few.

Practical and easy to use, **Comprehensive Preparation and Practice Tests for the IELTS Academic** will provide candidates with everything they need to achieve the band score they require.

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*[VIDEO presentation of Speaking Test 4]

Introduction to IELTS Academic

LISTENING

The **Listening Test** has **four sections** and a total of **40 questions**. Each section has 10 questions. There will be between one and three different task types in each of the four sections. **Section 1** and **Section 2** deal with everyday situations while **Section 3** and **Section 4** deal with situations related to *education* and *training*. Each section is gradually more difficult. The questions appear in the same order as the information in the recording and each recording is heard **ONCE ONLY**. A range of accents are used including British, Australian and American. Candidates have **30 minutes** to complete the test and then a further 10 minutes to transfer their answers to the answer sheet.

No. of Sections	Four <ul style="list-style-type: none"> Section 1: Conversation between two people about a general topic Section 2: Monologue on a general topic Section 3: Conversation between two or three people in an academic context Section 4: Monologue in an academic context
No. of Questions	40 (10 per section)
Timing	30 minutes (plus an additional 10 minutes to transfer answers to the answer sheet)
Task Types	A variety of questions are used, chosen from the following types: <ul style="list-style-type: none"> ● multiple choice ● matching ● plan / map / diagram labelling ● form / note / summary / table / flow-chart completion ● sentence completion ● classification ● short-answer questions
Marks	One mark for every correct answer

Task Type	Details
form / note / summary / table / flow-chart completion	Complete notes / a form / a summary / table / flow-chart with a suitable word or words using no more than the word limit given.
multiple choice	Choose one answer from the options A-C. Choose two answers from the options A-E. Choose three answers from the options A-G.
short-answer questions	Answer each question using no more words than the word limit given.
sentence completion	Complete a sentence with a suitable word or words using no more than the word limit given.
labelling a diagram, plan or map	Label a diagram, plan or map with a suitable word (or words) or by choosing an option from a list of possible answers.
classification	Classify the information given in the question according to three different criteria (A, B or C). These may be dates, names, types, etc.
matching	Match a list of statements to a list of possible answers (e.g. people, theories or dates).

READING

The **Reading Test** has **three sections** and a total of **40 questions**. Each section has a long reading passage which is academic in nature and taken from a *book, journal, magazine, newspaper* or *online resource*. There are 12-14 questions per section and between one and three different task types. All questions follow the order of the text, except for matching headings and features. Each section is slightly more difficult than the one before it. Texts are written in different styles such as *narrative, descriptive* or *discursive / argumentative* and may also contain *diagrams, graphs* or *illustrations*. At least one of them will contain a detailed logical argument. Candidates have 60 minutes to complete the test. There is **no extra time** given to transfer answers to the answer sheet.

No. of Sections	Three
No. of Questions	40 (12-14 per section)
Timing	60 minutes (No extra time is given for the transfer of answers to the answer sheet)
Task Types	<ul style="list-style-type: none"> • multiple choice • identifying information (True / False / Not given) • identifying writer's views / claims (Yes / No / Not given) • matching information • matching headings • matching features • matching sentence endings • sentence completion • note / summary / table / flow-chart completion • labelling a diagram • short-answer questions
Marks	One mark for every correct answer

Task Type	Details
1 multiple choice	Choose one answer from the options A-D. Choose two answers from the options A-E. Choose three answers from the options A-G.
2 identifying information (T/F/NG)	Say whether a statement is True, False or Not Given.
3 identifying the writer's views / claims (Y/N/NG)	Say whether a statement agrees with the writer's views / claims (Yes), disagrees with the views / claims (No) or whether there is no information provided (Not Given).
4 matching information	Match information to a specific paragraph in the passage.
5 matching headings	Match a heading from a list of possible options to the correct paragraph or section of the passage.
6 matching features	Match a list of statements to a list of possible answers, (e.g. specific people, theories or dates).
7 matching sentence endings	Complete a sentence by choosing a suitable ending from a list of possible options.
8 sentence completion	Complete a sentence with a suitable word or words from the passage using no more than the word limit given.
9 note / summary / table / flow-chart completion	Complete notes / a summary / a table / flow-chart with a suitable word (or words) from the passage.
10 labelling a diagram	Label a diagram with a suitable word (or words) from the passage or from a box of possible options.
11 short-answer questions	Answer each question using words from the text.

WRITING

The **Writing Test** has **two tasks** both of which must be completed. In **Writing Task 1**, candidates must describe, summarise or explain some visual information (*graph / table / chart / diagram / map*) in their own words and should spend no more than **twenty minutes** completing the task. In **Writing Task 2**, candidates are presented with a *point of view, argument or problem* which they must respond to. They may be asked to *provide a solution, evaluate a problem, compare or contrast different ideas, or challenge an idea*. Their response will take the form of an essay. They have approximately **forty minutes** to complete the second task. Candidates must complete each task in an academic or semi-formal / neutral style. They have **60 minutes** to complete the test.

No. of Sections	Two
Timing	60 minutes
Task Types	<p>Task 1 at least 150 words (approximately 20 minutes) Candidates are required to accurately describe and summarise visual information, which is presented in a diagram, map, graph or table.</p> <p>Task 2 at least 250 words (approximately 40 minutes) Candidates are required to write an essay in response to an opinion, problem or issue. They may be asked to provide a solution, evaluate a problem, compare and contrast different ideas or challenge an idea.</p>
Marks	Each task is assessed independently. Writing Task 2 is worth twice as much as Writing Task 1 .

SPEAKING

The **Speaking Test** has three parts. **Part 1** lasts for approximately **4-5 minutes**, **Part 2** for **3-4 minutes** and **Part 3** for **4-5 minutes**. Candidates are interviewed individually.

No. of Sections	<p>Three</p> <ul style="list-style-type: none"> Part 1 – Introduction and interview – The candidate is asked some general questions on some familiar topics such as <i>home, family, work, studies</i> and <i>interests</i>. Part 2 – Individual long-turn – The candidate is given a task card with a topic and prompts on it and has to speak for two minutes. Part 3 – Candidate discusses issues related to the topic in Part 2 with the examiner.
Timing	11-14 minutes
Marks	Speaking tasks are assessed by IELTS examiners and given an overall mark.

The IELTS band scale

Candidates will not receive a pass or fail in the IELTS test. A band score from one to nine will be awarded for each part of the test. Scores can be awarded in whole or half bands, e.g. 6.0, 6.5. The scores for the four parts are used to determine an overall band score for the test.

BAND 9	Expert user	The test taker demonstrates a fully operational command of the language. They produce appropriate, accurate, fluent language and show complete understanding.
BAND 8	Very good user	The test taker demonstrates a fully operational command of the language with only rare instances of inaccuracies or misunderstandings. There may be some misunderstanding in unfamiliar situations. They cope with complex language well and understand detailed arguments.
BAND 7	Good user	The test taker demonstrates an operational command of the language although there may be some inaccuracies, misunderstandings or incorrect usage at times. They generally cope with complex language well and understand detailed arguments.
BAND 6	Competent user	The test taker demonstrates an effective command of the language, although there may be some inaccuracies, misunderstandings or incorrect usage at times. They are able to understand and use fairly complex language, especially in familiar situations.
BAND 5	Modest user	The test taker demonstrates a partial command of the language, and is able to cope with general meanings in most cases, though they are likely to make many mistakes.
BAND 4	Limited user	The test taker's language ability is restricted to familiar situations. They frequently have problems in understanding and expressing themselves. They are unable to produce complex language.
BAND 3	Extremely limited user	The test taker can only communicate general meanings in very familiar situations. Frequent breakdowns in communication occur.
BAND 2	Intermittent user	The test taker has great difficulty understanding spoken and written language. Only extremely basic language is produced.
BAND 1	Non user	The test taker cannot produce language beyond a few isolated words.
BAND 0	Did not attempt the test	No questions answered.

Preparation & PRACTICE TEST 1

Listening Preparation 1

- 1 Predicting answers
- 2 Numbers
- 3 Listening for main ideas
- 4 Identifying function

PRACTICE TEST 1 – LISTENING

Reading Preparation 1

- 1 Identifying information
- 2 Matching headings
- 3 Paraphrasing
- 4 Sentence completion
- 5 Matching sentence endings
- 6 Academic English

PRACTICE TEST 1 – READING

Writing Preparation 1

Task 1

- 1 Identifying visuals & understanding main details
- 2 Planning your answer
- 3 Writing an introductory sentence
- 4 Writing an overview
- 5 Writing the details
- 6 Understanding the model answer

Task 2

- 1 Presenting a balanced argument
- 2 Planning your essay & organising your ideas
- 3 Understanding the model essay
- 4 Linking words / Functional language

Vocabulary Development – Education

PRACTICE TEST 1 – WRITING

Speaking Preparation 1

- 1 Talking about everyday topics
- 2 Preparing for & giving a talk
- 3 Talking about abstract topics

Vocabulary Development – Transport / Travel / Places

PRACTICE TEST 1 – SPEAKING

Listening Preparation 1

1 Predicting answers

a It is important to use the time you are given before each part of the Listening Test to familiarise yourself with the questions. Reading the questions carefully can help you predict what the speaker(s) will talk about.

Dave and Rob are looking for someone to share their flat. Look at the notes Rob made and try to work out the type of information that is missing in each gap. Choose from the options A-C.*

*[NOTE: These options do not appear in the actual test.]

People interested in sharing the flat		
Name	Peter Sullivan	Gordon Banks
Age	36	4
Job	engineer	accountant
Interests	likes 1 & snowboarding	didn't say
Description	2 , active, outdoor type	quiet, serious, hard-working
Special requirements	somewhere to keep a 3	needs room 5 , would like to move in at the end of 6

1 a a gerund or a noun.
b a prepositional phrase.
c an adverb.

2 a a noun.
b a verb.
c an adjective.

3 a an object.
b an activity.
c a place.

4 a a percentage.
b a number.
c a time.

5 a a price.
b an emotion.
c an adverb.

6 a an address.
b a month.
c a phone number.

b **EXAM STYLE**

Now listen to the recording and complete the table by writing **NO MORE THAN ONE WORD OR A NUMBER** for each answer.

2 Numbers

Numbers

Numbers ending in:

-ty, the stress is on the first syllable
e.g. **eighty**.

-teen, the stress is on the second syllable e.g. **eighteen**.

Numbers over 1000

We write 2,869 or 2869 [NOT: 2.869]
(a comma or nothing)

We say: Two thousand, eight hundred and sixty-nine

Decimals

We write with a point (.) not a comma (,).

We say: 2.195 two point one nine five
£3.50 three pounds fifty

Telephone numbers

0 is pronounced 'oh' or zero. If two of the numbers are the same (e.g. 33) we say 'double 3'. For example, 321550 would be heard as 'three, two, one, double five, oh'.

Street numbers

The number comes before the name of the street: 13 Oxford Street.

Dates

Dates are written as follows: **11(th)**

February or **February 11(th)** or **11/2**

BUT: These are heard as: the eleventh of February or February the eleventh

Fractions

We write: $2\frac{1}{2}$ We say: two and a half

We write: 60% We say: sixty per cent

Years

1984 nineteen eighty-four

2017 twenty seventeen

2009 two thousand and nine

2000 two thousand

2100 twenty-one hundred

1 Listen and choose the number you hear each time.

- | | | |
|---------------|-----------------|-----------------|
| 1 346 / 364 | 4 17% / 70% | 7 15 / 50 |
| 2 14th / 40th | 5 1916 / 1960 | 8 £8.50 / £8.15 |
| 3 18 / 80 | 6 11.13 / 11.30 | 9 6.361 / 6,361 |

2 EXAM STYLE

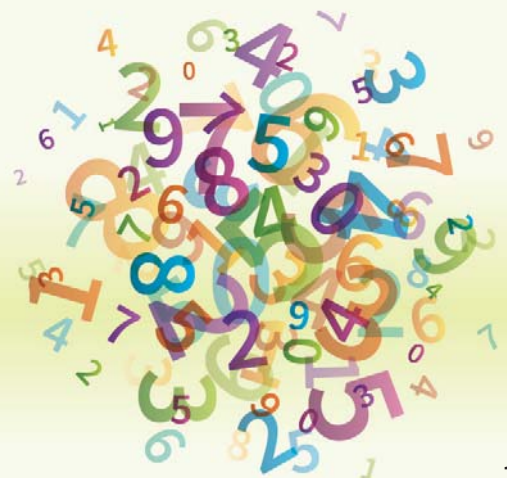
Listen and write **NO MORE THAN TWO WORDS AND / OR A NUMBER**.

- Amount to be paid this year: \$
- Credit card number: 7586 2461 9218
- What is his new address? St, Toronto
- What date is the woman's appointment?
.....
- What is Sarah's mobile phone number?
.....

3 EXAM STYLE

Choose the correct letter, A, B or C.

- When are they going to meet?
A seven o'clock
B a quarter past 7
C half past 7
- How many species of butterfly are there?
A 17,419
B 70,490
C 17,490
- How many cars is the factory currently producing a month?
A 500
B 2,250
C 1,750



3 Listening for main ideas

1a* You will often be asked to identify the main idea of a talk and the details that support it. Read part of the script of a talk by George, who has been studying animals which live in extremely cold environments.

'Polar bears have adapted to their cold Arctic environment. Their fur has hollow hairs filled with air, which provides insulation so that they can live on the ice and swim in freezing water. Since polar bears spend much of their time in the sea, they have webbed front paws to help them swim.'



- b** What is the main topic of the talk?
- a Polar bears only swim in freezing water.
 - b Polar bears have adjusted to their environment.
 - c Polar bears live in Arctic conditions.
- c** What do the other points that he makes do?
- a introduce a new topic
 - b explain what his study involved
 - c support the main topic



2a* Your understanding of the main idea and supporting details is tested in a variety of ways. Read the following script:

Raising a teenager is never easy. The fact that you never seem to agree on anything is merely their way of showing you that they are trying to be independent. Rather than buy their clothes for them, offer to go shopping with them. In that way you'll be able to see what they prefer to wear.

Most teenagers want their parents to take an interest in their lives as long as they don't force their opinions on them. When they see that you have stopped judging them, they may become more willing to discuss their problems with you. The more they know you trust them, the more likely they are to accept your advice.

Teenagers must be allowed to make mistakes so that they can learn from them. As parents, we would like to protect them all their lives, but that would not allow them to become responsible, mature adults.

So let them make their own decisions at first and if you do happen to disagree, tell them why. Eventually, they'll come to appreciate your patience and understanding.

* [NOTE: Scripts are provided here purely for practice purposes and are not available in the examination.]

- b** Decide which of the 3 options best sums up what the speaker says. All 3 options are mentioned but only one of them refers to the overall topic.

EXAM STYLE

Choose the correct letter A, B or C.

What is the main topic of the talk?

- A Why teenagers want to buy their own clothes.
- B How to get along with your teenage son or daughter.
- C How teenagers learn to be responsible for their own actions.

- c** **EXAM STYLE**

You may be asked to complete a summary of the supporting details. Read the script (2a) again and then complete the summary by writing **NO MORE THAN TWO WORDS** for each answer.

Teenagers want to feel as though they are **1** At the same time, parents should take an **2** their children's lives, but never force their opinions on them or judge them unfairly. Only then will they open up and be more **3** to talk about any difficulties they may have.

Young people must also be able to **4** from their mistakes. The more tolerant you are with your teenage son or daughter, the more they will **5** you.



- 3a**  **EXAM STYLE**


Your understanding of the main idea may also be tested through a short-answer question.

Listen to part of a talk by a dietician. Answer the question by writing **NO MORE THAN TWO WORDS**.

What is the subject of the man's talk?

You must write the exact words you hear in the recording. Do not try to change them in any way.

[NOTE: These boxes contain tips and advice about the examination.]

- b**  **EXAM STYLE**

The following question tests your comprehension of the supporting details. Listen to the recording again* and answer the question.

Choose **TWO** letters, A-E. Which **TWO** foods does the speaker say should be eaten in moderation?

- A honey
- B fat
- C salt
- D dairy products
- E sugar

* [NOTE: All recordings are heard **ONCE** only in the actual examination.]

4 Identifying function

1 Match the sentences with their function.

- 1 Thanks for your offer but I don't need any help.
- 2 Can you give me a hand with this?
- 3 I get your point, but I don't agree with it.
- 4 If you ask me, it was just a waste of time.
- 5 If I were you, I would discuss it with my professor.
- 6 Why don't you come over tonight?
- 7 I'm really sorry about the vase.
- 8 Let me help you with your suitcases.
- 9 I'd go along with that.
- 10 We could give it a try.

- | | |
|-----------------------|-----------------|
| a Giving an opinion | f Agreeing |
| b Apologizing | g Refusing |
| c Inviting | h Giving advice |
| d Requesting | i Offering |
| e Making a suggestion | j Disagreeing |

*Functional language is language that we use to perform various 'functions' such as **giving advice** or **apologizing**.*

2 EXAM STYLE

You are going to hear a conversation between two business students about choosing an optional module. It contains a number of different functions. Listen and choose the correct letter, A, B or C.

- 1 What is the purpose of this conversation?
 - A To arrange to take a module together.
 - B To discuss their career prospects.
 - C To share information about ecology.
- 2 Which module do they decide to take?
 - A Economics
 - B Ecology
 - C International relations
- 3 What will they do next?
 - A Buy their textbooks.
 - B Email some information.
 - C Register for a module.



Practice Test 1 – Listening

SECTION 1 Questions 1-10

Questions 1 and 2

Choose the correct letter, A, B or C.

Example:

The people who will take part in the marathon

- A** are chosen at random.
- B** are those who apply first.
- C** includes everyone who wants to take part.

- 1 How many people are selected to take part in the race?
- A** 10,000
 - B** 50,000
 - C** 200,000
- 2 Some people will not take part in the race due to
- A** getting hurt.
 - B** losing interest.
 - C** preferring to wait a year.

Use the time you have before each section is heard to read the questions carefully and try to predict what you are going to hear.

Questions 3-10

Complete the notes below.

Write **NO MORE THAN TWO WORDS OR A NUMBER** for each answer.

Name: 3

Address: 33 King's Street, 4, Kent

Postcode: 5

Telephone number: (01843) 6

Email address: dm007@coolmail.co.uk

Profession: Teacher

Age at time of next marathon: 7

Previous marathons: 2011 in Boston

Will be informed on: 8

Website has information on:

- training
- diet advice
- 9

Entrance fee: 10 £

Listen carefully for individual numbers, names and letters.

SECTION 2 Questions 11-20

Questions 11-15

Complete the sentences below.

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

Shaftsbury Science Museum

- 11 The Shaftsbury Science Museum is open days a year.
- 12 The museum closes at p.m. on Saturdays.
- 13 If you want to book a visit, you should inform the museum about the number of students and their
.....
- 14 The tour guides will know what the students are studying in their
- 15 The museum's exhibits are highly popular among visitors.

Questions 16-18

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

Which **THREE** things can the students have with them when looking at the museum's exhibits?

- A pencils
- B earphones
- C cameras
- D mobile phones
- E textbooks
- F water
- G food

Questions 19 and 20

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

Which **TWO** sections of the museum would the students not be able to visit at the moment?

- A Space
- B Global Communication
- C Transport
- D IMAX Theatre
- E Great Inventors

SECTION 3 Questions 21-30

Questions 21-26

Choose the correct letter, A, B or C.

- 21 How did David find his first year?
 A He felt it was similar to his final school year.
 B He found it quite demanding.
 C He managed to cope with it well.
- 22 What did David say about the globalisation module?
 A It was not as interesting as the politics and media module.
 B It was a very interesting subject to study.
 C It was mostly concerned with economics.
- 23 What does David say about group work?
 A He feels that other students are not interested in group work.
 B He believes he has improved in working with others.
 C He still finds it difficult to work with others.
- 24 What is true about the module nations and nationalism?
 A David found it more demanding than he had expected.
 B Few students believe it is a challenging module.
 C It plays a minor role in understanding political trends.
- 25 How did David find the exams?
 A He was prepared for what he was tested on.
 B He was worried about random testing.
 C He achieved very high scores.
- 26 What does David want to achieve in his second year?
 A To study significant politicians.
 B To find out what research he could carry out.
 C To decide what type of career he will have.

Questions 27-30

What does David decide about each of the following modules?

Write the correct letter, A, B or C, next to questions 27-30.

- | | | |
|----------------------------|----------------------------|-------|
| A He will do this module. | Module | |
| B He may do this module. | 27 UK Politics | ..... |
| C He won't do this module. | 28 Middle Eastern Politics | ..... |
| | 29 Political Movements | ..... |
| | 30 International Relations | ..... |

Remember that you will hear synonymous words and phrases. In the case of questions 27-30, they will be different ways of deciding whether to do or not do something.

SECTION 4 Questions 31-40

Questions 31-35

The answers in most sections of the Listening Test are heard in order. Be ready to move on if you miss one.

Complete the notes below.

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

The Lascaux Caves

Paintings thought to be 17,300 years old.

Most paintings are of big **31** from that period.

Marcel Ravidat discovered the caves in 1940 – opened to the public in 1948.

Within a few years the cave paintings were damaged by carbon dioxide, **32** , humidity and other contaminants.

Closed to the public in 1963, caves became a World Heritage Site in **33**

Contains nearly 2,000 figures – mostly animals, humans and abstract signs.

Images mainly in red, yellow and black applied by:

- dabbing on rock
- **34** onto rock
- cutting into rock.

Of 900 animal paintings, 605 have been identified:

- 364 are equines
- 90 are **35**
- Cattle 5%
- Bison 5%

Others: cats, a bird, a bear, a rhinoceros

Questions 36-40

Complete the sentences below.

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

- 36** The eyes of three figures may be a representation of a group of stars called the summer
- 37** Figurative images in one area of the cave are said to form one large of the stars.
- 38** The visions that someone sees when in a trance come from their
- 39** Drawing may have come about due to the relationship between significant animals and
- 40** The drawing of animals may have been done to help those who were going

Reading Preparation 1

1 Identifying information

1a Read this short article.

Tomatoes originated in South America where they grew wild. They were first cultivated as early as 700 AD by the Aztecs in Mexico, who incorporated them into their cuisine. In fact, ancient Aztec writings mention recipes for tomatoes. Tomatoes did not arrive in Europe until the 16th century, when they were brought back by Spanish conquerors.



b Look at each question and decide whether the answer is True, False or Not Given, according to the article.

1 Tomatoes come from South America.

.....

2 The Spanish were the first people to start eating tomatoes.

.....

3 Tomatoes spread quickly throughout Europe.

.....

True, False or Not Given
questions test how well you can find information in the reading passage. For some statements, there is not enough information to determine whether the answer is True or False, in which case you would write Not Given.

2a Read the passage.

Stalking was once considered by some to be a minor offence, carried out by anti-social individuals who would rarely cause any harm and something that would pass with time. However, anyone who is aware of the effects of months and years of being stalked will realise just how serious and traumatic this behaviour often is.

In fact, stalkers do more than merely follow their target. They systematically gather as much information about the victim's life as they possibly can. Apart from watching, a stalker may steal, vandalise, send abusive mail or make abusive telephone calls. This type of behaviour could also become more extreme and involve harassment of the victim's friends and relatives or even physical abuse.

The stress created by the situation can destroy relationships and jobs due to the victim's inability to concentrate – lives are literally ruined by stalkers. There are several steps that need to be taken if someone is being stalked. Firstly, a record of every incident must be kept, as well as hard copies of letters requesting that the stalker cease all contact (if the perpetrator has been identified). This will form the main body of evidence that will allow the police to build a case. Unfortunately, it is far from easy to successfully prosecute a stalker and it requires considerable time and effort from both the victim and the authorities.

b EXAM STYLE

Do the following statements agree with the information given in the reading passage?

Next to each question, 1-5, 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 Stalking usually has a minimal effect on people.
- 2 Stalkers prefer to follow from a distance.
- 3 Stalkers may also target their victim's family.
- 4 Being stalked could lead to somebody being attacked.
- 5 If found guilty, stalkers are immediately sent to prison.

- The questions follow the order of the text.
- Do not spend too long on any one question. If you cannot find the answer, put **Not Given**.
- There will always be at least one **True**, one **False** and one **Not Given** answer.
- Look out for words that qualify the statement such as: **some, all, mainly, never, sometimes, often**, etc. For example, 'Toyota has **always** made its cars in Japan.' has a different meaning from 'Toyota has **mainly** made its cars in Japan.'

2 Matching headings

a You may be asked to select the most suitable heading for each paragraph or section of a reading passage from a list of possible headings. Look at these two paragraphs from a reading passage and the list of headings. Choose the best heading (i-iv) for each paragraph (A and B).

Headings

- i Dealing with unfair treatment
- ii Obstacle to communication
- iii Effects of globalisation
- iv Dominant groups enjoy more rights

- 1 Paragraph A
- 2 Paragraph B

There are always more headings than paragraphs / sections so you will not need to use them all.

Equal Opportunities

A No one can deny the fact that discrimination is evident in the majority of societies to a greater or lesser extent. It is not difficult to spot somebody being unfairly treated because they happen to differ from the dominant group. As a result, some minority groups are being denied the same rights as the rest of the population.

B Today, more than ever, it is in everyone's interest to eliminate discrimination. Globalisation means that our world is getting smaller and smaller, making our acceptance of each other a necessity. Should you harbour any hidden biases towards someone, it is more difficult to communicate or do business with them.

The correct heading will reflect the main idea of the paragraph / section in different words. Concentrate on the first and last sentence of the paragraphs as that is where writers normally make the main point.

b Explain why the extra headings don't match either paragraph.

3 Paraphrasing

“

Certain tasks test your ability to locate specific information, mostly facts and figures, in a passage. The questions are worded differently, so you will need to find words and phrases in the passage that have similar meanings (**synonyms**) or express the same idea using different words (**paraphrasing**).

”

[NOTE: These boxes contain information about what to expect in certain parts of the examination.]

1 Replace the word(s) in bold with a synonym from the box.

enhance • undertake • kill • maintain • mushroom • discover • assume • collapse

- 1 Cases of identify theft began to **increase dramatically** with the spread of the Internet.
- 2 You should not **think** the theory is correct without testing it.
- 3 The country wanted to **preserve** its status as the strongest power in the region.
- 4 They did not realise that the disease would **take the lives of** most of the population.
- 5 His new discovery will **improve** his reputation.
- 6 Why did the Roman Empire **fall**?
- 7 The archaeologists are going to **carry out** a study of the ancient ruins.
- 8 It is unlikely that we will **come across** any Maya ruins in this area.

2 Choose the option (A or B) that has a similar meaning to the words in bold.

- 1 Mobile phones are **becoming cheaper and cheaper** which makes them affordable to most people.
 - a decreasing in cost
 - b excessively priced
- 2 **Researchers believe that this may lead to** further problems with the environment.
 - a Most people feel this will definitely create
 - b It is thought that this could result in
- 3 This information will provide **a means of discerning** which of the two is at the root of the problem.
 - a the evidence to prove
 - b a way to distinguish
- 4 There is widespread discrimination against **members of minority groups**.
 - a people from poor social backgrounds
 - b people of ethnic minorities
- 5 A reoccurrence of the illness **could occur during times of** extreme stress.
 - a may emerge when under
 - b will happen when subjected to
- 6 Recent discoveries **go some way towards explaining** how these indigenous people survived the harsh weather conditions.
 - a provide proof of
 - b shed light on
- 7 Gathering evidence to make a case against these people is **not as easy as it sounds**.
 - a more difficult than you think
 - b far from difficult
- 8 The persecution of the native tribes **lasted for decades**.
 - a went on for many years
 - b was short lived

4 Sentence completion

a EXAM STYLE

Read this short passage and complete the sentences below. Choose **NO MORE THAN TWO WORDS AND / OR A NUMBER** from the passage for each answer. Part of a sentence in the first paragraph has been underlined to help you with the first question.

The Rise and Fall of the Inca Empire

For the first 200 years the Incas were a small ethnic group located in Cuzco in modern-day Peru. However, around 1438 the Emperor Pachacuti's aggressive military expansion turned the Inca civilisation into a vast empire that spanned the Andean region along the western coast of South America. Over the next two generations, they brought 12 million people under their control using a combination of force, diplomacy and a well-ordered system of government.

After the death of Pachacuti's successor, the Inca Empire was split into two factions, each led by one of the emperor's sons. The division eventually led to a civil war that wouldn't be resolved until 1532; the same year the Spanish conquistadors arrived. Like the Aztecs and the Maya before them, the Incas were immediately overpowered by the conquistadors as the Spaniards continued their quest for gold and silver. Unfortunately, most of the Inca population was killed not by the invading Spanish forces, but by the diseases that they brought with them, particularly smallpox.

Since the Incas had no written language, getting a true picture of Inca history has proved difficult. What is known is that they were skilled builders and engineers. One of the great man-made wonders of the world is Machu Picchu, which was built around 1450 for the Emperor Pachacuti. Amazingly, the Spanish never found Machu Picchu and the city lay hidden in the mountains until an American, Hiram Bingham, discovered it in 1911. At that time it was overgrown with vegetation.



- 1 The Incas built an empire that covered a large area of
- 2 In, the Spanish conquistadors crushed the Inca Empire.
- 3 An illness called took the lives of many Incas.
- 4 Tracing the history of the Incas is not easy because they didn't have a
- 5, a marvel of the Inca civilisation, was constructed in the 15th century.
- 6 When Hiram Bingham came across the ruins they were with plants and trees.

b Find words in the text that are similar to those in the questions.

Key words (from questions 1-6)	→	Similar words in the text
crushed the Inca Empire	1	<u>the Incas were immediately overpowered</u>
illness	2	.....
tracing the history of the Incas	3	.....
not easy	4	.....
a marvel	5	.....
was constructed	6	.....
in the 15th century	7	.....
plants and trees	8	.....

5 Matching sentence endings

“

For this type of task, you need to join two parts of a sentence together to make a complete sentence which contains an idea from the passage. Again, the answer will normally be found by looking for synonyms and paraphrasing in the passage.

”

1a Complete this sentence by choosing the most logical ending (A-D).

Many people are successful in their jobs despite

- A all efforts to control it.
- B the fact that they have no university degree.
- C applying for hundreds of jobs.
- D their many achievements.

In the exam, you will not be able to match the information in the sentence halves without reading the passage.

b Can you explain why the other endings are wrong?

2a Read the passage.

For years, women had complained that they were being discriminated against. While the position of women in society today has improved, it would seem that in some instances the shoe is now on the other foot; our attention has turned to the issue of male discrimination.

In the workplace, for example, there are 4.7 times more female primary school teachers than male ones. In everyday life, rules have been put in place to exclude men from certain places such as swimming pools at particular times. Women-only morning sessions are common. The argument for this is that women from certain minority groups or even pregnant women may feel self-conscious in front of men. Let's say that this is a logical explanation, now the question is – how does this apply to libraries? Many libraries now provide women-only tables or even days. In addition, there are usually numerous 'women's issues' shelves without there being many 'men's issues' shelves. There have also been women-only train carriages in Japan and many other countries for decades.

All this might not be so hard to live with if this discrimination did not carry on into health issues. It comes as quite a shock to learn that there are very few screening programmes for men in comparison to those for women. Certain types of cancers can be detected early in women, while men are not generally offered this privilege. For this reason, men are demanding that more attention be paid to male health care.

In conclusion, it is important to say that although women have every right to stand up and fight for equality, this must, however, cut both ways.

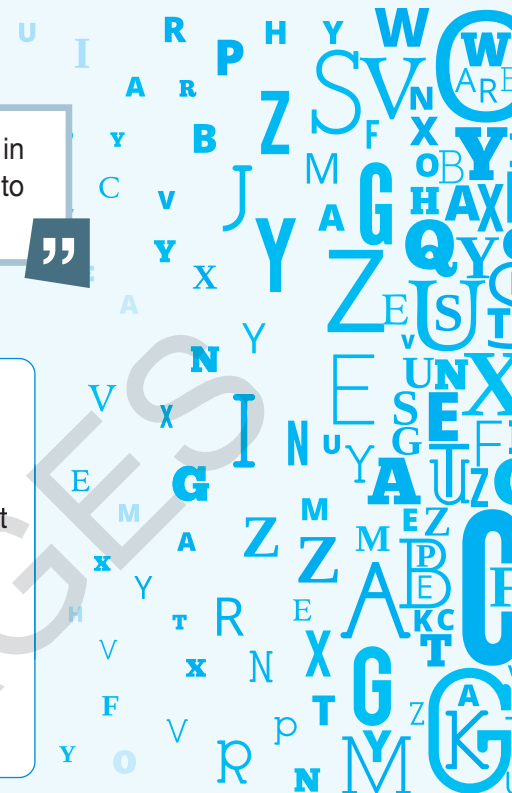
b EXAM STYLE

Complete each sentence with the correct ending A-F. Write the correct letter A-F.*

- | | |
|---|---|
| 1 In the teaching profession, females | A have designated carriages on trains only for females. |
| 2 During certain times, men | B feel uncomfortable in certain social situations. |
| 3 Normally, libraries | C outnumber their male colleagues. |
| 4 Some countries | D have an abundance of titles specifically for women. |
| 5 When it comes to health care, men | E are being unfairly overlooked and put at risk. |
| | F are not allowed access to some public facilities. |

*[NOTE: In the exam, there will be some extra endings that you do not need to use.]

6 Academic English



“ The style of the reading passages in the IELTS exams is academic, as found in *books, articles and journals* on an undergraduate course. It is important to become familiar with the type of language used in these publications. ”

1 Match the adjectives with their meanings.

- | | | |
|---------------------------|--|--|
| 1 major | a very different from each other | e relating to the subject being discussed or considered |
| 2 sufficient | b extremely bad or serious | f very large or important |
| 3 biased | c as much as is needed for a particular purpose | g unfairly preferring one person or group over another |
| 4 diverse | d relating to towns and cities | h relating to only one particular thing |
| 5 specific | | |
| 6 relevant | | |
| 7 severe | | |
| 8 urban | | |

2 Fill in the correct word each time to complete the text.

factor • function • aspect • data • period • legislation • evidence • issues

During the study of the ancient civilisation, one **1** of the researchers' methodology was the use of modern technology. This allowed them to collect a large amount of **2** on the age of ancient buildings. Analysing this information provided more **3** of a change in the civilisation's activities during a specific period of time. One of the major **4** which experts generally disagreed on was why these changes had taken place. Was there one main **5** or several reasons? It appears that the **6** of local leaders had changed. When the civilisation was at its peak, local leaders were meant to pass on new **7** to the ordinary people so they would know what new laws the king had made. However, it appears that during that **8** the empire was not as powerful as it had been and the king no longer controlled what local leaders did in different cities.

3 Choose the correct meaning for the word in bold.

- | | |
|---|---|
| 1 A country or organisation's regulations are official
a advice. b rules. | 5 If a government is described as being stable ,
a it is unlikely to change.
b it is likely to collapse. |
| 2 If the results of a test are to be assessed , they will be
a considered carefully.
b saved on a computer. | 6 The subjects of a test are those who are
a doing the testing. b being tested. |
| 3 If climate change affects a region , it affects
a a small area. b a large area. | 7 If somebody engaged in an activity, they
a watched. b took part. |
| 4 If different people are integrated into a society,
a they become part of it.
b they are kept separate from it. | 8 The perpetrator was the person who
a committed the crime.
b was the victim of the crime. |

Practice Test 1 – Reading

Reading passages are quite big, so read them quickly at first, understanding the main idea(s) in each paragraph.

READING PASSAGE 1

You should spend about 20 minutes on Questions 1-12, which are based on Reading Passage 1 below.

Cyber Stalking

- A** A serious form of Internet crime is cyber stalking. A simple definition of this is threatening behaviour that is carried out online. Unwanted and repeated advances from one individual to another would also fall into the category of cyber stalking. With the ever decreasing cost of computers and the ever growing accessibility of the Internet, the incidence of cyber stalking is, unfortunately, mushrooming. Likewise, the popularity of social networking sites also means more of a person's life is shown online. More and more people are potentially exposing themselves to becoming the target of an online stalker every time they log on. Cyber stalking may be carried out by an individual who decides to stay anonymous. Remaining unidentified behind the screen allows the cyber stalker to target their victim effectively and reduces the chances of their being caught.
- B** So where might one meet a cyber stalker? The victim may or may not be an acquaintance of the individual, but cyber stalkers are known to target their victims through Internet chat rooms, discussion forums and, of course, social media. In an Internet chat room, for example, the victim might find themselves constantly on the receiving end of verbal abuse - something which is known as 'flaming' - or may be continually harassed by the same person. Equally, a stalker may follow somebody on social media, by taking on another persona - it is relatively easy to set up a fake profile and pose as a friend of a friend. Other forms of cyber stalking might be the sending of e-mails containing threats, abuse or disturbing images, the sending of electronic viruses or even the theft of someone's electronic identity. This can result in personal information being revealed online or the vandalism of a personal profile.
- C** As cyber stalking does not usually involve actual physical contact, especially in its initial stages, it may be assumed by some to be less traumatic than other forms of stalking. However, victims will usually experience feelings of terror, and may end up exhibiting any of the following symptoms: nightmares, disturbed sleep patterns, loss of appetite and acute feelings of helplessness. There is also evidence to suggest that the perpetrator will, on some occasions, actually move on from online to offline stalking. This could include making abusive phone calls and the sending of threatening letters. In such cases, stalkers have been known to steal mail and damage personal property.
- D** It is clear then that cyber stalking is a serious crime. Victims are advised not to just sit back and put up with it but to take action. The first step, in cases where the perpetrator is known to the victim, is to send a written warning to the stalker which states in no uncertain terms that the contact is not welcome. In this written warning, the victim should also request that all contact is ceased from that time onwards. Such a message should be sent once and a hard copy kept. Whatever the perpetrator's reaction, the victim should not send any other message in any other form. Under no circumstances should the victim ever agree to a face-to-face meeting with the perpetrator in order to work out the problem. It is also essential to save all messages sent by the stalker and to print a hard copy. The dates and times of every contact that was made should also be recorded. Some experts recommend the keeping of a diary in which the victim notes down the effect of the harassment on their life and health, and any steps they take to put an end to the behaviour. This should include informing the police or their own Internet service provider of what is happening. Such documentation could be useful if criminal charges are to be brought against the perpetrator.

E However, the very nature of the Internet means that there are many hiding places for anybody engaged in illegal activity. This had meant prosecution was not always possible in the past, except in extreme cases when clear threats were being made. Despite this, progress has been made on the issue. In 2012, stalking was actually made a criminal offence in the UK when the government introduced two offences – stalking and stalking involving a threat of violence. The statistics suggest that the new regulations are having the desired effect. Stalking and harassment prosecutions rose to over 10,000 in 2014. The Crown Prosecution Service said that more than 743 of these cases were brought under the new legislation and may not have previously come to court.

Questions 1-6

Reading Passage 1 has five paragraphs, A-E.

Which paragraph contains the following information?

Write the correct letter, A-E.

NB You may use any letter more than once.

- 1 stalking using a false identity
- 2 communicating with a stalker
- 3 changes in the laws regarding stalking
- 4 falling prices of technological devices
- 5 the importance of documenting a stalker's activity
- 6 possibility of cyber stalking changing form

Questions like 1-6 require you to go back and look at the paragraphs where you read certain pieces of information.

Questions 7-12

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

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

- 7 Cyber stalking is becoming more common.
- 8 'Flaming' involves the use of offensive language.
- 9 Cyber stalking is difficult to carry out on social media sites.
- 10 Cyber stalkers prefer victims who they know in real life.
- 11 Victims should repeatedly request stalkers stop communication.
- 12 Cyber stalking is the most common Internet crime.

READING PASSAGE 2

You should spend about 20 minutes on Questions 13-26, which are based on Reading Passage 2 below.

Questions 13-17

Reading Passage 2 has seven paragraphs, A-G.

Choose the correct headings for paragraphs B, D, E, F and G from the list of headings below.

Write the correct number i-x.

List of Headings

- i Evolutionary explanation
- ii Confusing messages
- iii Keeping a distance
- iv The challenge of changing
- v Questioning society's tolerance
- vi Subconscious prejudice
- vii Emotional results
- viii Colour in the classroom
- ix Social progress
- x Identifying hidden biases

Example

Paragraph A **v**

13 Paragraph B

Example

Paragraph C **viii**

14 Paragraph D

15 Paragraph E

16 Paragraph F

17 Paragraph G

Choosing headings requires you to find what fits the paragraph. Be careful of distractors, as they often contain words used in the text.

Unconscious Discrimination

A Many people today when asked whether they consider themselves to harbour any racial prejudices would confidently respond in the negative. It is often assumed that because we live in multi-racial societies, we automatically have an awareness of the importance of respecting others and that racial discrimination is morally wrong. An equally common response to show proof of their tolerance is that they have friends from an ethnic minority. However, a growing body of evidence exists today to suggest that many people may be more prejudiced than they admit. This would go a long way towards explaining the difference that seems to exist between the opinions expressed by the public about their prejudices (or more precisely, lack of prejudices) and the disturbing amount of discrimination that seems to be experienced by members of minority groups. The focus here is not those who do not hide their hostility to those of different races (fortunately these are the small minority). It is aiming to understand forms of discrimination which are much more subtle than that.

B Instances of prejudice have been shown in study after study. In many countries, discrimination is rife in employment, housing sales and education. One study carried out in the US revealed that during a series of job interviews, the white interviewers sat further away from black applicants than they did from white ones, and ended the interviews much earlier. In America, legislation has long been in place that is supposed to

ensure that people of all races have equal opportunities when it comes to the hiring process. However, the reality is that discrimination continues, despite legal requirements.

- C** Similarly, a number of studies carried out in schools have also suggested that racial discrimination can be taken as a matter of course in many educational contexts. It is not necessarily shown in the difference in grades achieved by minority groups – there are a host of environmental factors that come into play in such cases. It may be that white children are asked more demanding questions than those of minorities or that they are addressed more frequently during teacher-pupil exchanges.
- D** Some psychologists and social scientists believe that hidden stereotypes and prejudices continue to exist in the minds of many people, which they may not even be aware of. In fact, many members of society may believe themselves to be free of such prejudices and they will reject the idea that they unconsciously discriminate. But if this latter group actually has hidden biases, they cannot be said to be prejudice free. Experts describe this phenomenon as a form of hidden bias. In the United States, a country where civil rights laws have brought about a certain level of integration, a great deal of research was undertaken that led to the establishment of this theory.
- E** To an extent, such biases may be part of human nature and affect all of us, no matter what our racial background is. After all, early humans needed to be equipped with a means of discerning a friend or foe. This survival mechanism was based on the ability to categorise people and it may be something that we continue to do. It may be that this characteristic, gained as we evolved, lies behind our tendency to stereotype and discriminate, no matter if we find such behaviour contrary to our own values and those of modern society.
- F** It has been suggested that even those individuals who are most committed to racial equality may have such biases deep within their minds, without realising it. These could emerge at times of extreme stress or total relaxation. But what can be done about these so-called hidden biases? How can they be recognised and rooted out? One way, according to the experts, is to take one of the tests for hidden bias now available. These have been devised by researchers at a number of US universities and are supposed to identify prejudices and stereotypes of which we may not be consciously aware. Once an individual's hidden biases have been pinpointed, that same individual will be in a position to try and change them.
- G** This may not be as easy as it sounds, however. Such biases are, in the main, automatic and therefore hard to avoid. Nevertheless, the individual who has some awareness of his or her failings in this area can at least attempt to change their behaviour to make sure that they do not act in accordance with these biases. This might include paying greater attention to body language when interacting with people of different races (as in the example of the job interviews previously mentioned).

Questions 18-22

Do the following statements agree with the claims of the writer in Reading Passage 2?

Write:

- 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

- 18 Mixing with people of different races shows a person is not prejudiced.
- 19 Laws that protect minorities are not enough to deal with prejudice.
- 20 Students of different racial backgrounds have complained of discrimination.
- 21 Even anti-racist campaigners may have hidden biases.
- 22 Treating people fairly is simple to achieve after taking a hidden bias test.

Questions 23-26

Complete the sentences below.

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

- 23 The article did not focus on the of people who show racist attitudes openly.
- 24 Teachers might ask questions that are of children who are not of an ethnic minority.
- 25 In the USA, there is a lot of interaction between different groups due to laws.
- 26 Hidden biases may occur when a person is completely at ease or under

When you can use more than one word, a compound noun or adjective and noun may be needed for the correct answer.

READING PASSAGE 3

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

The Mysterious Collapse of the Maya Civilisation

The Spanish conquistadors, who set sail for Central America in 1517, had the goal of vanquishing the indigenous Maya and claiming the region as their own. However, on arrival, the colonists discovered that the Maya civilisation had already collapsed. The kingdom had been a regional powerhouse which constructed iconic pyramids, and had at one time sustained a population of over two million. Still, by the time the Spanish expedition landed, the Maya's political and economic power had all but vanished. The invaders found that the limestone cities with their towering buildings were already being reclaimed by the jungle. Some Maya people had survived and even managed to organise a lengthy resistance to the new European rulers, but the Maya's zenith had long passed and was gone forever.

After about 200 years of archaeological study, it has been well established that the Maya were master craftsmen, producing distinctive art and architecture. The first Maya sites were built during the first millennium BC, and the civilisation was at its peak around 600 AD. Archaeologists have since uncovered thousands of ancient Maya cities, most of which are located in the Yucatan peninsula in Mexico, Belize and Guatemala. The Maya were advanced in the fields of mathematics and astronomy. In fact, they would align pyramids and temples precisely to mirror the planets and the solar equinoxes. Furthermore, the Maya developed the only known form of writing in Mesoamerica, which is based on symbols and known as Maya hieroglyphs. An advanced civilisation that left behind such impressive monuments has invoked a sense of wonder in many researchers. It is often accompanied by great curiosity, meaning that the question of how the Maya fell is often asked.

It is known that around 850 AD, the formerly prosperous and dominant Maya began to abandon their great cities. In less than 200 years, the civilisation dramatically declined to a fraction of its former glory. However, archaeologists still disagree on what the cause was. There probably wasn't one single reason for the Maya's downfall, but the sudden speed of it leads many experts to believe that the Maya civilisation suffered a major catastrophe. Theories such as invasion, civil war and collapsing trade routes have all been suggested. However, scientists have now put together ancient climate records, which led to a new explanation.

In the centuries before the collapse, the economy boomed and cities flourished because the harvests were good. Climate records show that during this time there were high levels of rainfall in Central America. But the same records show that from about 820 AD the region suffered from a series of droughts, some of which lasted for decades. Many great Maya cities fell between 850 AD and 925 AD, which corresponds with the era of the droughts.

The Maya cities which fell during the 9th century droughts were mostly located in the southern section of their territory, in modern-day Guatemala and Belize. In the following century, in the Yucatan peninsula to the north, the Maya civilisation survived, and was even able to flourish. During this time, one of the greatest Maya cities, Chichen Itza, was built. But if the south was severely damaged by the change in climate, why did the north not suffer so much? Recently, a new discovery has gone some way towards explaining this. Archaeologists from the US and the UK brought together all of the calculated ages of urban centres in the northern Maya lands. They found that the north had suffered a decline during the 9th century droughts because fewer buildings were made during this period. This drop in activity was followed by a recovery during the 10th century, when there was an increase in rainfall.

However, the researchers noticed that a second period of drought meant another drop in construction at numerous sites across the northern Maya territory between 1000 and 1075 AD. Even though the droughts of the 9th century had been severe, the one in the 11th century was the worst drought that the region had seen for 2,000 years. That meant

the end of the surviving Maya civilisation in the north. This scenario, the Maya's worst nightmare, was not something they were unaware of. Their religious rituals included human sacrifices to beg for the gods' assistance in the success of their harvests.

With these findings, it is clear that climate change played a significant role in the Maya's downfall because it affected agriculture. Several years of low crop yields, brought on by the droughts, would have led to hunger. The Maya, like all large civilisations, were heavily dependent on crops both for their economic strength and to feed their vast workforce. To grow enough food to feed their millions, the Maya dug huge systems of canals, sometimes hundreds of miles long, which allowed them to farm the lands which would otherwise have been dry and infertile. During the dry decades there would not have been enough water to keep the systems running. As food stocks shrank, competition for resources would probably have become even more intense. Droughts would have increased warfare and socio-political instability, evidence of which has been found in 9th century Central America. Civil wars between cities can easily lead to the break-up of a civilisation.

After the collapse, from about 1050 AD, the surviving Maya left the inland regions of their once proud civilisation. They made their way towards the Caribbean coast, or to other sources of water, such as the lakes which are occasionally found in Central America. It was clear that being close to sources of water for farming was essential to their survival.

Questions 27-30

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

- 27 The Europeans who landed in Central America
 A had already fought several wars with the Maya.
 B found Maya cities covered by vegetation.
 C could not conquer the Maya cities.
 D had waited for the Maya to grow weak.
- 28 During the Maya recovery of the 10th century,
 A there was very little rain.
 B farmers went to the cities.
 C people were no longer sacrificed.
 D great cities were still built.
- 29 The drought that struck the Maya in the 11th century
 A was the most severe in two millennia.
 B was not as severe as the one in the 9th century.
 C was worse in the south.
 D did not affect the north too badly.
- 30 After their civilisation had fallen apart, the remaining Maya
 A remained in smaller cities.
 B rebuilt cities by rivers.
 C moved to areas with water.
 D left Central America.

The questions should help you understand where in the text to look. For example, question 27 is about Europeans, mentioned at the beginning. The dates in questions 28 and 29 will help you find the correct information. Question 30 is about survivors, mentioned at the end.

Questions 31-35

Complete the summary below.

Choose ONE WORD ONLY from the passage for each answer.

Read through the whole summary before you look for answers. When you have completed it, read it again so you are sure the answers makes sense.

The Maya civilization of Central America spread all the way from central Mexico to Guatemala and Belize, from the first millennium BC, and reached its **31** in about 600 AD. They were a people highly skilled in mathematics, art, architecture and **32**, which is reflected in the construction of their buildings. They also had the only kind of **33** discovered in the region.

The Maya civilization went into decline after 850 AD and people left the cities in the southern territory. The Maya civilization broke down in the south because Central America went through a period of severe **34** In the north, the Maya suffered less and later flourished due to higher levels of **35** A later drought in the eleventh century was even worse and also caused the Maya civilisation in the north to collapse.

Questions 36-40

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

- 36 The Spanish headed to Central America
- 37 British and American archaeologists worked together
- 38 The Maya sacrificed humans
- 39 The Maya built a network of canals
- 40 The Maya migrated to the coast

- A to reduce the population of the cities.
- B to establish the ages of Maya cities.
- C to learn from the Maya builders.
- D to have access to natural water supplies.
- E to take over the land.
- F to ask the gods for a good harvest.
- G to make farmers work harder.
- H to enable agriculture throughout vast areas.

Sentence halves will fit grammatically, but must also be correct according to the meaning given in the text.

Writing Preparation 1

Writing Task 1

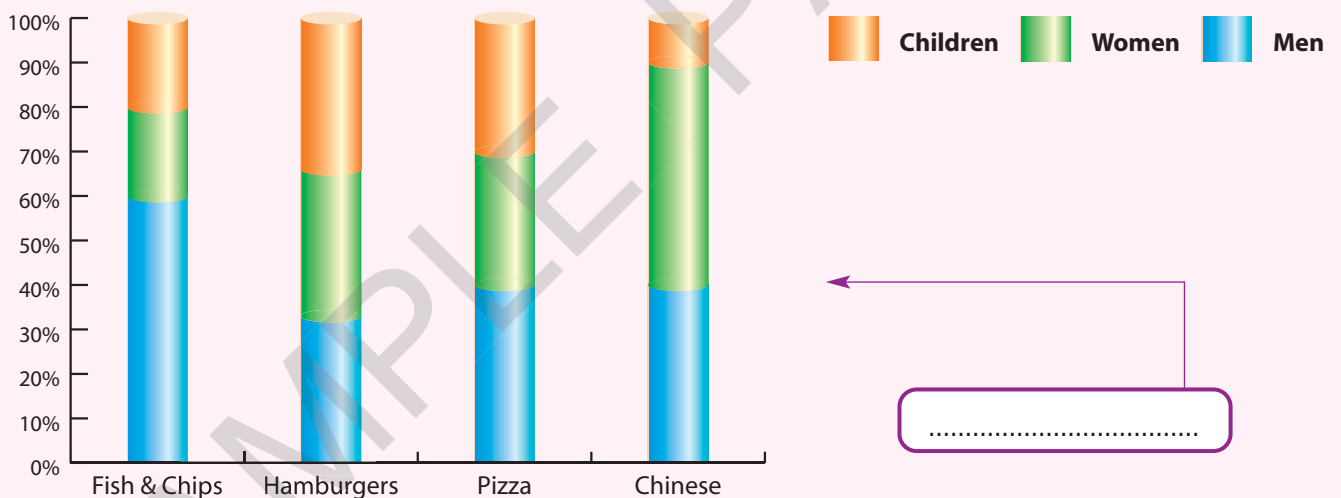
“ **Writing Task 1** requires you to summarise and describe various types of visual information. This may consist of one or more *tables*, *pie charts*, *bar charts*, *line graphs*, *maps* or *diagrams*. You have 20 minutes for this task and will need to write at least **150 words**. ”

1 Identifying visuals & understanding main details

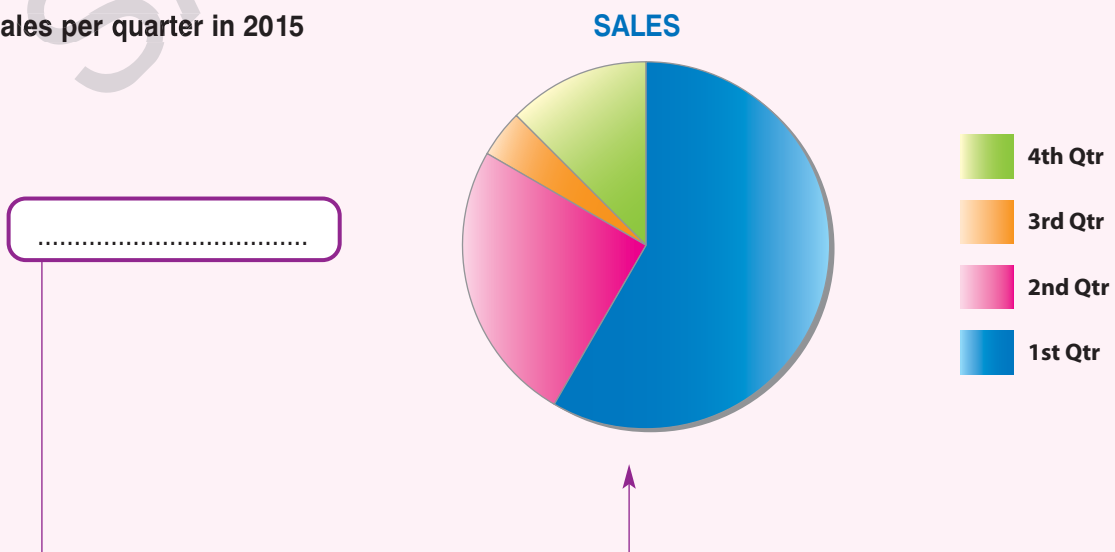
1 Label the visuals (A-D), using the words in the box.

table • pie chart • bar chart • line graph

A Preference for type of home-delivery food



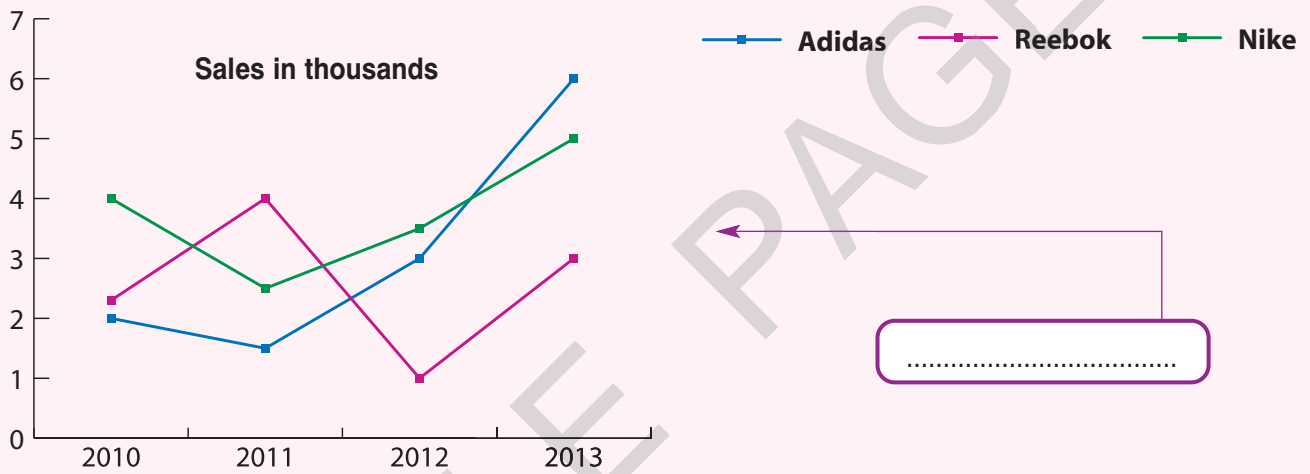
B Sales per quarter in 2015



C Customers per country

Country	Product 1	Product 2	Product 3
USA	30,000	56,000	125,000
China	9,000	57,000	235,000
Russia	13,000	46,000	38,000
UK	3,000	32,000	18,000
France	2,500	17,000	36,000

D Sale of brand trainers in Perth



“ **Writing Task 1** tests your ability to identify the main features of the visual information. It is also important to describe and compare trends and significant patterns. ”

2 Use the information from the bar chart (1A) to complete the sentences.

- The type of food preferred by most men is
- Women’s most popular food is
- The food which is eaten by men, women and children in equal amounts is

3 Use the pie chart (1B) to choose the correct word to complete each sentence.

- The largest number of sales took place in the first quarter, which account for **roughly** / **over** half of the total sales.
- 2nd quarter sales were almost **one third** / **one quarter** of the total sales for 2015.
- The smallest amount of sales were in the **third** / **fourth** quarter.

You may have to estimate some of the numbers in a chart or graph.

4 Use the table (1C) to answer the questions.

- 1 Which is the top selling country for each product?
- 2 In which countries did sales grow constantly from products 1 to 3?
- 3 In which countries did sales decrease after product 2?
- 4 What were the biggest increases and decreases in sales?
.....
.....

5 Use the line graph (1D) to answer the questions.

a Complete the table by filling in:

(i) the highest number of sales for each brand (ii) the lowest number of sales for each brand (iii) in what years they occurred.

	Highest Number	Year	Lowest Number	Year
Nike			2,700	
Reebok		2011		
Adidas	6,000			

b Choose the correct answer.

- 1 Nike sales between 2010 and 2011 **increased** / **decreased**. After 2011 they **rose** / **stayed the same**.
- 2 There was an **increase** / **decrease** in sales of Reebok trainers after 2011 and then the first half of 2012 saw a **fall** / **rise**, and sales went **up** / **down** again in the second half.
- 3 Adidas sales fell **slightly** / **dramatically** in 2010, but there was a(n) **upward** / **downward** trend in sales in 2011 and then a **slight** / **significant** increase in 2012.

2 Planning your answer

In order to be able to complete Task 1 when there is only one visual, you should follow this plan.

PLAN FOR TASK 1

(1 visual)

Introduction (Paragraph 1)

Write an introductory sentence by paraphrasing the question.

Overview (Paragraph 2)

Write a summary of the main points shown in the visual(s). Your summary should be 2-3 sentences in length and cover 2 to 4 of the main features.

Do NOT write any numbers in your overview other than dates where necessary. Do NOT include any of the data here – this is just a general summary of what you first notice when you look at the visual(s).

Details (Paragraphs 3 & 4)

This is where you should include all the important facts and figures. Write specific details about the main features you mentioned in your **Overview**. You should cover 1 or 2 of the key points in Paragraph 3 and the other 1 or 2 key points in Paragraph 4. Do NOT write any new information, give an opinion or draw any conclusions from the data.

3 Writing an introductory sentence

a Synonyms can be used to paraphrase the question in the task but you must ensure that they have the same meaning or the overall meaning of the sentence will change.

Choose the correct synonym for each of the following words.

- | | | |
|--|---|---|
| 1 teenagers
a young people
b adolescents | 4 women
a youths
b females | 7 children
a teenagers
b under-18s |
| 2 a quarter
a 3 months
b 4 months | 5 numbers
a figures
b portions | 8 information
a data
b opinion |
| 3 type
a kind
b make | 6 home-delivery food
a ready meals
b takeaway | 9 preference
a favourite
b well-known |

b Now use words from exercise a to write an introductory sentence for the following writing tasks.

The bar chart below shows preference for type of home-delivery food.

Introductory Sentence:

.....

.....

The chart below shows product sales per quarter in 2015.

Introductory Sentence:

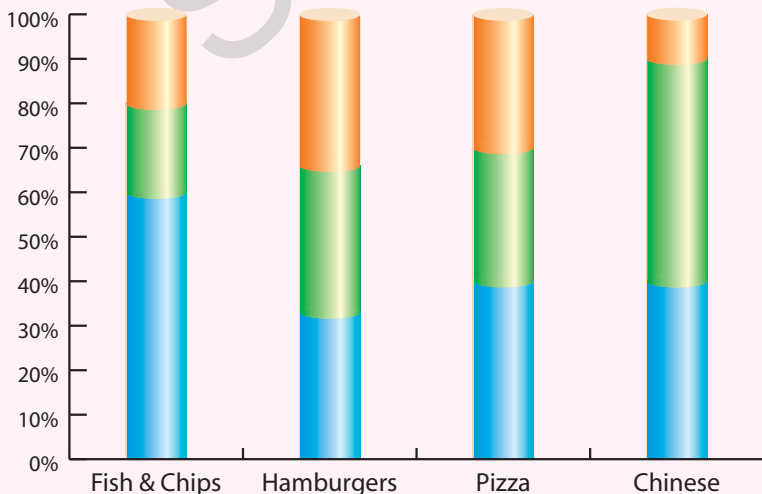
.....

.....

4 Writing an overview

The most important part of your Task 1 answer is the overview. Look at the four visuals and choose the 2 to 4 key features for each one. Then use the features to write an overview for the task. Bear in mind that line or bar graphs that contain data that is spread over a period of time will require you to look for general trends, whereas a pie chart or graph that is not spread over time will require you to make comparisons about the data it contains.

a The bar chart below shows preference for type of home-delivery food.



■ Children
 ■ Women
 ■ Men

Key features:

.....

.....

Overview:

.....

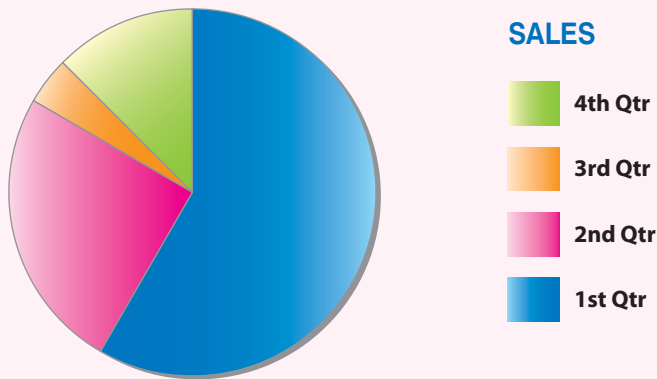
.....

.....

.....

.....

b The chart below shows product sales per quarter in 2015.



Key features:

.....

.....

Overview:

.....

.....

.....

.....

.....

c The table shows the amount of customers in five countries for three products.

Country	Product 1	Product 2	Product 3
USA	30,000	56,000	125,000
China	9,000	57,000	235,000
Russia	13,000	46,000	38,000
UK	3,000	32,000	18,000
France	2,500	17,000	36,000

Key features:

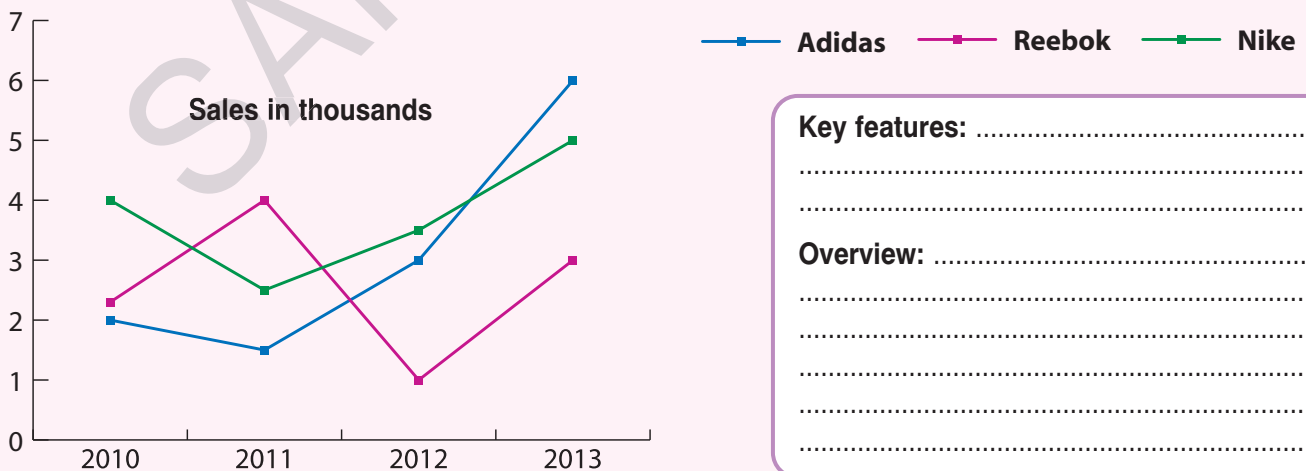
.....

Overview:

.....

.....

d The graphs shows the sales of three brands of trainers in Perth over a three-year period.



Key features:

.....

.....

Overview:

.....

.....

.....

.....

.....

5 Writing the details

Now you need to write the details to support the information in your overview. In order to do this successfully you will need to use the appropriate language to describe and interpret the data accurately.

SYNONYMS

1 Put the nouns into the correct column and fill in the verb.

fall • rise • growth • drop • reduction • improvement • decline • climb

Increase

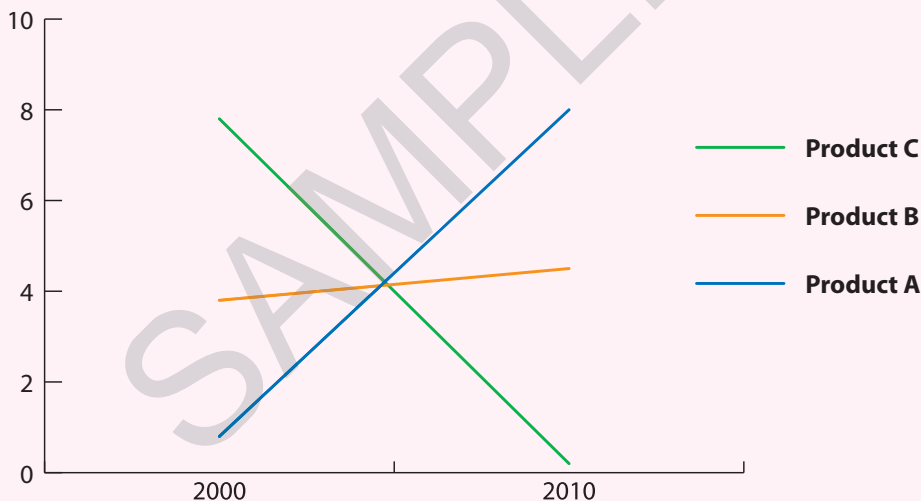
Noun	Verb

Decrease

Noun	Verb

2 Look at the adjectives that can be used to describe the information in the graph. Then fill in the correct adverbs to complete the table. Product A has been done for you.

steady • sharp • gradual • dramatic • slight • significant • moderate • considerable



It is important to use adjectives and adverbs to describe the degree of change.

Product A increases *sharply* , *dramatically* , *significantly* , *considerably* .
 Product B increases , , ,
 Product C falls , , ,

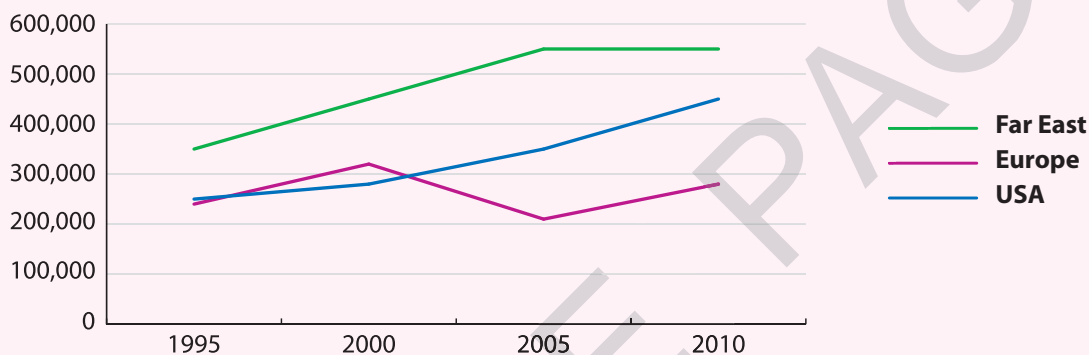
3 Match the words with their meanings.

- | | | |
|--------------------|-------|---|
| 1 soar | ..... | a reach the highest point |
| 2 fluctuate | ..... | b suddenly decrease a lot |
| 3 plunge | ..... | c increase quickly to a high level |
| 4 recover | ..... | d return to a normal condition after a period of trouble / difficulty |
| 5 peak | ..... | e change continuously |

6 Understanding the model answer

a Look at the Writing Part 1 Task.

The graph gives information on the number of foreign visitors to Australia between 1995 and 2010.



b Choose the correct word each time.

MODEL ANSWER

Introduction

[.....]

Overview

[.....] The number of visitors from Europe was initially similar **1 to / with** that of American visitors, but **2 fluctuated / plunged** between 2000 and 2005.

Details

Specifically, over 350,000 visitors came from the Far East in 1995, which grew considerably to 450,000 in 2000 and 550,000 in 2005. This figure remained the same until 2010. [.....] Tourism from these areas increased **3 dramatically / steadily** up to 2000, when there were slightly more European **4 than / from** American visitors. However, there was a **5 sharp / slight** decline in the number of European tourists, which fell to just over 200,000 by 2005. In 2010 European visitor numbers **6 peaked / recovered** to approach 300,000. In contrast, the number of American visitors in this period rose to around 350,000 in 2005 and **7 peaked / recovered** at 450,000 in 2010.

c Now put the sentences, A-D, in the correct place to complete the MODEL ANSWER. There is one extra sentence which you do not need to use.

- A The number of visitors from both the USA and Europe in 1995 was approximately 250,000.
- B In general, the graph indicates an overall increase in visitors from the Far East, who represent the highest proportion, as well as a rise in the number of American tourists.
- C The graph shows how many tourists from the USA, Europe and the Far East visited Australia between the years 1995 and 2010.
- D The highest number of visitors is from the Far East, due to it being closer to Australia than America or Europe.

Writing Task 2

“ In **Writing Task 2** you have to write an essay. It may involve *giving two sides of an argument*, *giving an opinion* or *analysing a problem and providing solutions*. It is important to plan your ideas before you start writing. You will need to write at least **250 words** in approximately 40 minutes. ”

1 Presenting a balanced argument

Which of the following should you do when giving both sides of an argument? Write T (for true) or F (for false) next to each statement.

- 1 Paraphrase the words from the question in the introduction.
- 2 Mention all the advantages you can think of.
- 3 Clearly favour one side of the argument.
- 4 Present two or three advantages.
- 5 Present all the advantages and disadvantages in one paragraph.
- 6 Mention the main disadvantages.
- 7 Give reasons to support your opinion.
- 8 Introduce a new idea in the conclusion.
- 9 Give your opinion in the conclusion.
- 10 Use informal language.

TRUE

FALSE

2 Planning your essay & organising your ideas

1 Look at this exam task.

An increasing number of school-leavers are going on to higher education. Many families prefer their children to study at a university in their own hometown or city. Others point out that there are important benefits for a young person who moves to another part of the country in order to study.

Discuss both points of view and give your opinion.



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

Write at least 250 words.

[See exercise 2 & 3 – Plan and Model essay]

- 2 Look at this plan for the essay. The main advantages and disadvantages have been written down, but they will need to be justified in the essay. Fill in the information that supports and justifies each point.

- rent accommodation, buy furniture
- already know the area
- learn how to cope on your own
- friends and family nearby at all times
- still have to live by family rules
- cooking for yourself, cleaning
- free to make your own decisions

Introduction	Introduce the topic by paraphrasing the words in the question. State that there are two sides to the argument.
Paragraph 1	STUDYING LOCALLY Advantages Convenience → Support → Disadvantages Lack of freedom →
Paragraph 2	STUDYING IN ANOTHER TOWN Disadvantages Expensive → Extra tasks → Advantages Independence → Maturity →
Conclusion	Sum up by reiterating the main points and giving your own opinion.

- 3 Choose the correct word each time to complete the MODEL ESSAY.

MODEL ESSAY

One of the major issues that concerns students who are applying to enter university is whether it is **1 preferable / preferred** to go to a university in the area they live in or in another town. There are many pros and cons to both of these choices which need to be **2 made / taken** into consideration before making a decision.

The main advantage of a university student remaining in their hometown is the convenience. They will be familiar **3 to / with** the local area and its facilities, so adjusting to university life will be less daunting. Furthermore, the student will be able to rely on the support of their friends and family. The fact that they will be close to their loved-ones makes it easier to deal with any problems they might face. **4 Despite / In spite** these benefits, there are several drawbacks. A university student is entering adulthood and may feel that they lack freedom since they will probably still have to follow family rules. As a result, they will not be able to live their life as they want to.

There are clearly some negative points to consider should a student move to a new city to **5 attend / go** university. Firstly, there is the cost. There is accommodation to pay for and perhaps even furniture, which can prove extremely expensive. Secondly, there are the extra chores, for example having to cook and clean. However, the positive points of a student living on their own are extremely **6 valued / valuable**. The independence a young person gains enables them to **7 make / do** their own decisions. Moreover, a student will become more mature as they learn how to cope **8 on / by** their own.

In conclusion, students who remain at home may find university life easier, but the benefits of living by themselves would help prepare them for their adult lives. In my opinion, each individual must look at their own situation to make the right choice.

Paragraph 1
Introduction

Paragraphs 2 & 3
Main Body

Paragraph 4
Conclusion

3 Understanding the model essay

1 Look at the MODEL ESSAY again. In which paragraph does the writer

- a sum up the essay and state a personal opinion?
- b present the advantages and disadvantages of a student living at home?
- c introduce the topic and state that there are two main arguments?
- d present the advantages and disadvantages of a student living away from home?

2 Find words / phrases in the MODEL ESSAY that are used to refer to advantages or disadvantages.

Advantages
 Disadvantages

3 Look at this writing task and the two introductions. Decide which introduction is better and explain why.

Some people believe that the main purpose of higher education is to enable an individual to find a better job. Others argue that there are wider benefits to attending university. Discuss both views and give your opinion.

Introduction 1

An even greater number of students are going into higher education than ever before. The main reason for this is that those who attend university will probably find a better job. However, university is a time for enjoyment and there are wider benefits, such as making new acquaintances.

Introduction 2

The most important reason for entering university is to complete a degree course that will allow the graduate to follow a career in their chosen field. Despite that, we should not overlook the considerable advantages that university has to offer individuals.

When writing your **essay**, a good introduction should:

- paraphrase the topic
- mention that there are two sides to the argument.

4 Linking words / Functional language

Put the words / phrases into the correct categories according to their function.

for starters • finally • overall • additionally • however • besides • as • first of all • for that reason
but • to start with • firstly • since • to sum up • also • despite • moreover • though • all in all • because

Beginning	Adding Additional Information	Giving Reasons	Contrasting Ideas	Concluding
<i>for starters</i>	<i>additionally</i>	<i>as</i>	<i>however</i>	<i>finally</i>

VOCABULARY DEVELOPMENT – EDUCATION

1 Fill in the correct word to complete the sentence.

prospects • career • culture • market language • qualifications

- The job is highly competitive.
- I believe that going to university is essential for my future
- What will you need to become an architect?
- A degree is a sure way to improve your job
- One of the most valuable skills is to be able to speak a foreign
- It would be exciting to have the opportunity to experience a different

2 Match the sentence halves.

- His father **makes**
- Many students would like to **attend**
- I would love to **experience**
- It might be difficult to **take**
- It would be extremely beneficial to **study**
- On average, a university graduate **earns**

- A a different culture.**
B a living as a lecturer.
C more money than someone without a degree.
D a course abroad.
E notes in a foreign language.
F abroad at some point in your education.

3 Choose the correct word to complete the sentence.

- You will soon **get used to** / **in** living in a new environment.
- Your chances of getting a good job **depend on** / **in** your qualifications.
- When you **apply for** / **at** a job, you will need to have an impressive CV.
- I took the Spanish course **in** / **on** **preparation for** my year at Madrid University.
- Are you able to work well **with** / **under** **pressure**?
- The number of students choosing to study abroad is **in** / **on** **the increase**.

WORD FORMATION

Fill in the correct word to complete the sentence.

1 **qualify – qualification(s) – (un)qualified**

- a Once you are fully you may find job prospects are better in that country and decide to stay.
- b A person with very few may not be able to find work easily.

2 **depend – dependable – (in)dependent – (in)dependence**

- a She was always a(n) person, and she decided to study in America.
- b Due to his on his parents, he did not take up the offer to study in Britain.

3 **(mis)manage – manager – management – managerial**

- a Many graduates are accepted on training courses.
- b The company makes a lot more money than the workers.

4 **employ – employer – employee – (un)employed – (un)employment**

- a High levels of are a major worry for young people nowadays.
- b His impressive qualifications mean that many would like to hire him.

5 **prepare – preparation – (un)prepared – preparatory**

- a Fortunately, she was well for life abroad and so she enjoyed her time in London.
- b Was there enough for the world of work in your university course?

COMMON ERRORS

Choose the correct word(s) to complete the sentence.

- 1 Professor Henderson is **giving / doing** a lecture on ecology tomorrow.
- 2 He is not sure what career to **do / follow**.
- 3 The class is **taking / writing** a test tomorrow.
- 4 She has the academic ability to **pass / get** into a good university.
- 5 It is hard to get a good **work / job** in my country.
- 6 The **number / amount** of students going to university is increasing.
- 7 In this profession, you will **get / take** a good salary.
- 8 The students **take / give** examinations at the end of every academic year.
- 9 The **economic / economical** crisis has made our lives extremely difficult.
- 10 **In our days / Nowadays**, many students go abroad to study.
- 11 You will not do well in your exams if you **read / study** at the last minute.
- 12 The **number / amount** of time students spend learning a foreign language has increased in recent years.



Practice Test 1 – Writing

WRITING TASK 1

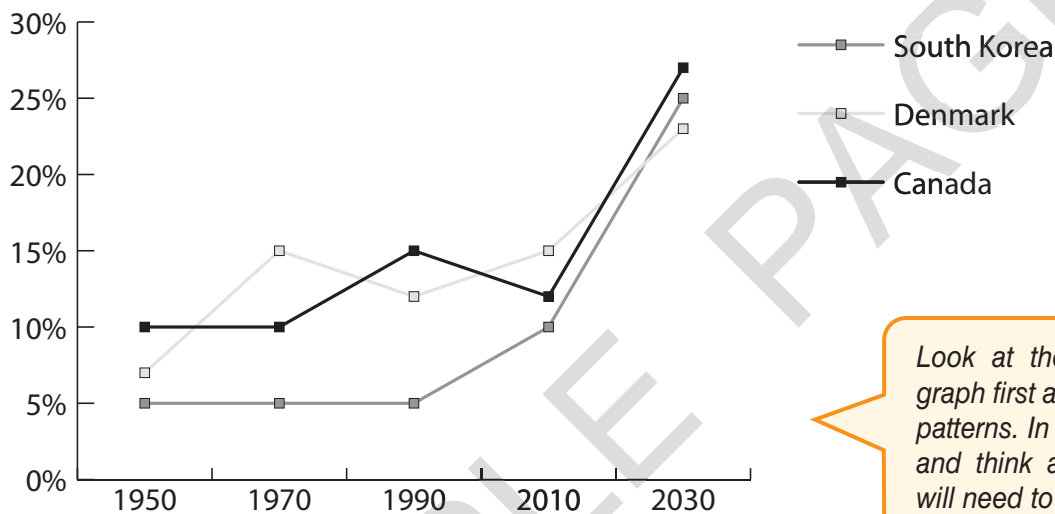
You should spend about 20 minutes on this task.

The graph below gives information on the percentage of people over 65 in three different countries over a period of time.

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

Write at least 150 words.

Percentage of the population aged 65 or older.



Look at the title and axes of the graph first and then look for the main patterns. In this case, note the dates and think about which tenses you will need to use.

[Axis (pl. axes) = either of the two lines of a graph against which the position of points are measured.]

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

A large number of students choose to attend university abroad. It is argued that there are several benefits to studying in a foreign country, although others prefer the convenience of going to university in their own country. Discuss both points of view and give your opinion.

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

Write at least 250 words.

Plan your answer by listing the main advantages and disadvantages of studying in your own country and abroad. Do not state your opinion until the conclusion.

[See Sample Answers – Writing, p.279]

Speaking Preparation 1

Part 1

“

Part 1 of the **Speaking Test** requires you to answer questions on familiar topics such as **family, friends, likes** and **dislikes** and lasts for approximately 4 to 5 minutes. The examiner will ask a number of questions which you must answer.

Long answers are not required in this part of the test. However, your answers should be well structured and grammatically correct. The questions are easy and your answers should be full sentences. When answering yes or no questions, if you give reasons for your answers, it will make them an ideal length.

”

1 Talking about everyday topics

a Look at the questions 1-6 and match them with the topics A-E.

- 1 What's the weather like in your country?
- 2 What was your favourite subject at school?
- 3 What kind of music do you like?
- 4 Which country would you really like to visit? Why?
- 5 Do you think computers have changed the world? Why?
- 6 What do you like most about your best friend?

- A Education
- B Technology
- C Weather
- D Friendship
- E Music
- F Travel

b The following sentences are in response to questions 1-6. Choose the response that you think best answers each question.

- 1 **a** It's very hot the most of the time and sometimes cold.
b Well, during the summer it can get very hot, which can get you down, but luckily it doesn't get too cold during the winter months.
- 2 **a** My favourite subject at school was art, although I was never really that good at it. I just found it very relaxing.
b Well, I liked maths and geography but I didn't like music at all – I thought it was boring.
- 3 **a** I like rap and rock and sometimes I listen to reggae music.
b I mainly listen to pop music, you know, the songs that are in the charts. I'm also a big fan of classical music, but my friends make fun of me about that.
- 4 **a** I would very much like to go to England at some point in the future. I think it would be a great opportunity for me to learn about the culture and to practise my English, of course.
b I live to a very hot country so I would like to visit a country that has a cold climate.
- 5 **a** Definitely! They have made our lives much easier as many things are now done on or by computers. And they have completely changed the way we communicate with each other.
b Yes, they have. Mobile phones and other gadgets have changed it also.
- 6 **a** Well, my best friend is tall which is good; she's also very attractive and has lots of friends.
b Hmm. I like the fact that she is always there for me. If I need her, she will stop whatever she is doing and come to help me no matter where I am.

c What is wrong with the other answers in Exercise 2?

- 1
- 2
- 3
- 4
- 5
- 6

Part 2

“

In **Part 2** of the **Speaking Test**, you will need to talk about a specific topic for between 1 and 2 minutes. You will be given a Task Card with your question on and the points you should talk about. You might be asked to refer to one or two specific examples and talk about how you felt. You will have one minute to prepare for your talk and **will be given paper on which you can make notes** to help you organise your ideas. You will always be asked to ‘describe’. For example, ‘Describe a person you admire.’ After you have spoken, the examiner may ask one or two follow-up questions.

”

2 Preparing for & giving a talk

1a Look at this speaking task.

Describe a place that you have visited that made a lasting impression on you.

You should say: ➔ where the place was ➔ why you went there ➔ what you did while you were there and explain how the place made you feel.

[NOTE: In the examination, the information for the Speaking Part 2 task is handed to you on a separate piece of paper by the examiner.]

b Fill in the correct word to complete the notes.

helped • overawed • relax • worked • refugees • locals • friends • parents’

NOTES

where – island of Lesbos in Greece

why – holiday with university 1, to 2, swim, sunbathe

what I did – 3 harder than ever, 4 the 5 with 6, boats capsized – haunted by 7 faces, screaming for help

felt 8 – compassion and generosity of people – will stay with me forever

Don't read directly from your notes when talking – just glance at them briefly when you need to.

c Now fill in the correct prepositions to complete this response to the task.

MODEL ANSWER

by • for • in • of • on • out • up

Well, one place that has definitely left a lasting impression **1** me is the island of Lesbos in Greece.

I went there last summer for a holiday with some of my friends from university. We felt that we deserved a bit of sun and a chance to relax after having studied so hard.

Strangely enough, even though I went there **2** a well-earned rest, I actually worked harder than I have ever done before. Instead of spending my days **3** the beach sunbathing and swimming **4** the sea, I ended **5** helping the locals deal with the endless arrival of refugees, many of whom were struggling to get to the beach after their boats had capsized.

Anyway, this holiday turned **6** to be one of the most memorable **7** my life, but for all the wrong reasons. I am still haunted **8** the faces of parents who couldn't find their children, and the sound of people screaming **9** help. What the people of Lesbos did to help these people, opening their homes to them and sharing what little they themselves had, was absolutely amazing. I was completely overawed **10** the compassion and generosity of the people of Lesbos. The impression they made on me will stay with me forever.



This MODEL ANSWER would receive a high band score for the following reasons:

- ✓ Getting straight to the point and saying what left a lasting impression on them in the very first sentence.
- ✓ Using a variety of tenses – simple past and continuous, simple present and present perfect – with great accuracy.
- ✓ Using expressions such as *strangely enough*, *actually* and *anyway* that are suitable for a conversational style and help to avoid being too formal.
- ✓ Providing a sentence to wrap up the response.

2 If you find that you have run out of ideas too early in your talk, you can use certain words and phrases to help you refer back to an earlier point you made, or to add some additional information that will help extend your talk.

Fill in the word or words that correctly complete the phrase.

add • as • described • else • forgot • mentioned • said

1 Earlier on, I / /
.....

2 Oh! I to mention ...

3 I don't think I've / /
.....

4 Now, what can I say?

5 I said earlier, ...

6 Finally, I'd just like to something about ...

3 Now look at this follow-up question to the task in Exercise 1a.

➔ **Are you usually impressed by the places you visit?**

Oh, most definitely not! For example, I once went on holiday to Magaluf, in Spain. Unfortunately, it was nothing like I expected and I cut my holiday short and returned home.

Follow-up questions only require a brief answer similar to the responses you would give in Part 1. Don't worry if you are not asked any follow-up questions – there may not be enough time remaining.

Part 3

“

In **Part 3** of the **Speaking Test**, you will discuss issues related to the topic in **Part 2**. The topics and questions are more general and abstract and gradually become more difficult. Your answers should be of a good length with *opinions, reasons, comparisons* and *examples*.

”

3 Talking about abstract topics

a Look at this Part 3 question and the MODEL ANSWER.

MODEL ANSWER

Do you think visiting different countries is beneficial?

Well, I suppose it depends on your destination and your reasons for going there. I mean, travelling to a foreign country on business will have different advantages to going there on holiday. For instance, if you go for business purposes and things go well, it could have enormous benefits in the future for your career prospects. On the other hand, if it goes badly, it could have a negative effect on your working life. Whereas going there on holiday will be advantageous to your health as you will have a chance to unwind and go home feeling refreshed and ready for anything. In my opinion, all travel is beneficial as it broadens our minds.



b Which of the following techniques does the speaker use in their answer?

- | | |
|--|---|
| <input type="checkbox"/> Giving a balanced answer. | <input type="checkbox"/> Supporting opinions with more than one reason. |
| <input type="checkbox"/> Summarising the main argument when an answer becomes quite long: So, in short ... | <input type="checkbox"/> Paraphrasing key elements of the question: advantages; advantageous; travelling. |
| <input type="checkbox"/> Using verbs of speculation such as 'suppose'. | <input type="checkbox"/> Indicating an opinion at the end, even when uncertain at the beginning. |
| <input type="checkbox"/> Using you in the general sense to mean 'any person'. | <input type="checkbox"/> Using strong expressions of (dis)agreement. |
| <input type="checkbox"/> Using conditional sentences to explore different possibilities. | |

c There are some techniques you can use to make your answers longer and more detailed.

- 1 Answer the question directly.
- 2 Explain 'why'.
- 3 Give one or two examples.
- 4 Mention an alternative (opposite).

Does the model answer use these techniques?

.....

Underline any instances of them in the text.



FUNCTIONAL LANGUAGE

Choose the correct word to complete the sentence.

1 Giving an Opinion

- 1 **According to / In** my opinion, package holidays severely limit your options while you are on holiday.
- 2 It seems **to / for** me that most people travel for pleasure.
- 3 The way I **see / look** it, everybody should be given an opportunity to travel abroad.
- 4 As far **that / as** I'm concerned, the best thing about the place is the wonderful view.
- 5 **In / With** my view, the biggest advantage is learning about different cultures.
- 6 I firmly **think / believe** that the advantages are greater than the disadvantages.

2 Giving Examples

- 1 One example **of / for** this is the huge number of people who visit the area.
- 2 For **instance / instant**, your hotel may not be as advertised and you could end up feeling very disappointed.
- 3 There are many reasons for this, **such as / as** not having enough money to travel abroad.
- 4 **A / The** good example of this is that people always look much healthier with a tan.
- 5 **As / For** example, you might benefit from the warm climate if you are in poor health.

GRAMMAR: CONDITIONAL SENTENCES

Fill in the correct verb in the appropriate tense to complete the sentence.

- 1 If I hadn't made that journey, I probably never **(met)** my future husband.
- 2 If tourists don't respect local customs and traditions, it **(anger)** the local people.
- 3 If I were rich, I **(go)** on a round-the-world cruise.
- 4 If I **(have)** a car, I could have visited more places while I was there.
- 5 If you ever **(visit)** Greece, you must try the local cuisine.
- 6 If I hadn't forgotten my passport, I **(not miss)** my flight.

VOCABULARY DEVELOPMENT – TRANSPORT / TRAVEL / PLACES

COLLOCATIONS

1 Fill in the correct words to complete the MODEL ANSWERS.

A

delays • fares • hour • jams • service • station • stop • traffic

Question: Which method of transport do you use most often?

The means of transport that I use the most is probably the train as I take it each morning to get to university. There is a **1 regular** and the **2 train** is within walking distance of my flat. I also think that **3 train** are quite reasonable, so it is a cheap way for me to get around. I used to go on the bus as there is a **4 convenient** right outside the campus. However, due to the **5 heavy** during **6 rush**, there are always lots of **7 traffic** This meant I often faced **8 long**, which frequently made me late for my classes.

MODEL ANSWER



B

long • narrow • mountain • natural • short • relaxing • sandy • quaint

Topic: Describe a special place you like to go to.

Well, the first place that springs to mind is the village where I grew up. I suppose it's obvious really why it is special to me – it's where I spent my childhood. I try to go back there as often as I can, usually for a **1** **weekend**. Most of my family still live there. It's a **2** **village** with **3** **streets** and a beautiful **4** **beach** and in the distance you can see the tall **5** **peaks**. It is what I would describe as an area of **6** **beauty**. I cherish the time I spend there and enjoy the **7** **atmosphere**. Mind you, if I had to spend all my time there, I would end up bored out of my mind. It is ideal for **8** **breaks**, though.

MODEL ANSWER




C

season • brochures • holiday • tour • operator • resort • sites • stop • agency • price

Topic: Describe a sudden decision that you have made.

MODEL ANSWER



I remember one time when I booked a holiday on the spur of the moment. I just felt like I needed to get away from it all, you know, a complete change. Anyway, I went to the nearest **1 travel** and picked up a handful of **2 travel** After looking through them, I decided to book a **3 package** through a well-known **4 tour** to a popular **5 holiday** It included a **6 guided** of some **7 ancient** and even an **8 overnight** in a haunted castle! Luckily for me, it wasn't **9 peak** , so it was quite a **10 reasonable** I can honestly say that it was one of the best decisions I have ever made.

D

card • control • currency • desk • entertainment • flight • lounge • luggage • rate • seat

Topic: Describe a journey you have made recently.

MODEL ANSWER



I'm going to tell you about the time I travelled to Australia. I was travelling by air, of course, as it is the quickest and easiest way. I was going to visit an old school friend who had moved there the previous year when she got married. I arrived at the airport and went straight to the **1 check-in** where I was given a **2 boarding** From there, I went through **3 passport** to wait in the **4 departure** until my flight was called. I had asked for a **5 window** as I really wanted to see what the view was like from way up in the clouds. By this stage, I only had my **6 hand** ; it would have been really difficult to lug my suitcase around all day. I knew you could exchange **7 foreign** at the airport but when I saw the low **8 exchange** , I decided to wait until I reached my destination. As it was a **9 long-haul** , the **10 in-flight** was excellent. This journey was quite memorable for me as it was the first time I had ever travelled by plane.

2 Match the words to form collocations.

- 1 **cycle**
- 2 **illegal**
- 3 **traffic**
- 4 **underground**
- 5 **aisle**
- 6 **zebra**

- A lights D lane
- B seat E parking
- C crossing F station

3 Fill in the correct words to complete the sentence.

now and again • hustle and bustle
sights and sounds • peace and quiet

- 1 The street markets were always crowded with people and I loved all the In fact, I spent a considerable amount of time wandering around them.
- 2 What I enjoy most about spending time by the lake is the I always feel so calm when I am there.
- 3 I only go there , usually when I am in need of a rest.
- 4 I looked around in amazement, taking in the of Paris.

WORD CONFUSION

Choose the correct word to complete the sentence.

- 1 Unfortunately, there were a few problems with the boat and I found the **travel** / **journey** quite stressful.
- 2 The area's **natural** / **physical** beauty actually takes your breath away.
- 3 The water is so **clear** / **clean** that you can actually see the fish swimming around your legs.
- 4 Train **prices** / **fares** here are quite reasonable on the whole.
- 5 Obviously, if you fly there, it will take **less** / **little** time to reach your destination.
- 6 The hotel was conveniently **situated** / **placed** in the centre of the resort, which meant everything we needed was close at hand.
- 7 I stayed at a lovely **camping** / **campsite** in Wales.
- 8 I learnt an important life lesson that day – the quickest **route** / **road** is not always the best.
- 9 I recently **spent** / **passed** a week in the UK and was totally overwhelmed by the politeness of the people.
- 10 **Although** / **However** it was often cloudy, it never actually rained. If it had, it probably would have ruined our holiday.



PREPOSITIONS

Choose the correct word(s) to complete the sentence.

- 1 Well, to my mind, travelling **by the / by** train has many benefits.
- 2 I arrived **to / at** the airport with plenty of time to spare, so I went for a walk around the duty-free shops.
- 3 First of all, the buses nearly always run **in / on** time. I never had to wait very long at all.
- 4 It is a place that can only be accessed **by / on** foot.
- 5 I discovered a secluded beach a bit further **along / on** the coast which is where I spent most of my time.
- 6 My home town is situated **in / by** the sea.
- 7 By socialising with the locals, I learnt a lot **about / for** the area's culture and traditions.
- 8 The most annoying thing is getting stuck **with / in** traffic when you are already running late.
- 9 I don't remember what time we arrived **at / in** London.
- 10 I go **for / on** holiday there every year. In fact, if I don't go, I get quite depressed.
- 11 The self-catering apartment we stayed in was located **to / in** the heart of the resort.
- 12 The city centre was always crowded **with / from** tourists.



VERBS

Fill in the correct verb in the appropriate form to complete the sentence.

accompany • board • book • check • depart • disembark • explore • hitchhike • reserve • take

- 1 In the past people would across the country as it was a great way to different places fairly cheaply. Unfortunately, it is no longer safe to do this.
- 2 Suddenly, just moments before the aeroplane was going to off, we were all told to
- 3 Well, I'd been thinking of a flight to New York for quite some time and had eventually persuaded my friend to me.
- 4 The ferry was due to at one o'clock and as we had arrived late they would not allow us to
- 5 When I in at the hotel, I also a table in the restaurant for dinner that evening.

PHRASES / EXPRESSIONS

1 Fill in the correct verb in the appropriate form to complete the MODEL ANSWER.

broaden • experience • get • spend • unwind • visit

Question: What are some of the benefits of holidays?

MODEL ANSWER

For me, holidays are all about 1 **away from it all** for a short while. It gives us **a chance to** 2 and totally switch off from day-to-day things. It's also an opportunity to 3 **family or friends abroad** and to 4 **some quality time with** them. In addition, holidays not only allow us to 5 **new things** but they also 6 **our horizons**.

2 Fill in the correct preposition to complete the sentence. There are two prepositions you do not need to use.

of • for • in • on • off • from

- 1 Personally, I much prefer to travel **out** **season** because it is much cheaper.
- 2 I am always on the lookout for places **the beaten track**.
- 3 Believe me when I say that it was the **holiday** **a lifetime**.
- 4 Driving through the city centre is a nightmare and you frequently get **stuck** **traffic**.
- 5 No matter where I go, I always like to visit any local **places** **interest**.
- 6 I've always wanted to **go** **safari**, but unfortunately it costs far too much.
- 7 It was an ideal opportunity to view the villagers' traditional **way** **life**.
- 8 If you intend to travel during the **height** **the season**, it is advisable to book your hotel in advance.
- 9 I firmly believe that **a change** **scenery** does us the world of good.
- 10 I thought I might find it difficult to **cope** **a foreign country**, but I was fine.

SYNONYMS

Match the words that have similar meanings.

- | | | |
|-------------|-------|--------------------|
| 1 perfect | ..... | A pleasant |
| 2 nice | ..... | B slow and relaxed |
| 3 stressful | ..... | C ideal |
| 4 leisurely | ..... | D demanding |

ANTONYMS

Fill in the correct prefix to form the antonym.

dis • in • ir • un

- | | |
|-------------------|------------------|
| 1 ___ comfortable | 5 ___ convenient |
| 2 ___ embark | 6 ___ expensive |
| 3 ___ popular | 7 ___ regular |
| 4 ___ reliable | 8 ___ suitable |

DESCRIPTIVE ADJECTIVES

a Choose the TWO words that correctly complete the sentence.

- | | |
|---|--|
| <p>1 The view from the top of the London Eye was brehtaking / thriving / spectacular – the whole of London was laid out before us.</p> <p>2 One of the things that made the holiday extra special was how hectic / welcoming / hospitable the locals were.</p> <p>3 It was an area of fashionable / unspoilt / unrivalled beauty. I've never seen anything like it before.</p> | <p>4 I wasn't really taken with Brussels; I found it overcrowded / overpriced / overcharged. I would never go there again.</p> <p>5 I booked myself into the most luxurious / remote / expensive hotel right in the centre of the city.</p> <p>6 I found the whole trip extremely stressful / unfriendly / unpleasant. In fact, I have complained to the tour operator.</p> |
|---|--|

b Now write a sentence of your own for each of the incorrect words.

- 1
- 2
- 3
- 4
- 5
- 6

COMMON GRAMMATICAL ERRORS

Choose the correct word(s) to complete the sentence.

- 1 It's a **thirty-minutes** / **thirty-minute** boat ride out to the island, which is the only way to access it.
- 2 Even though I went at the height of the season, there were **less** / **fewer** people there than I expected.
- 3 I **needed** / **was needing** a holiday and decided on the spur of the moment to visit my aunt in Australia.
- 4 **Most of** / **Most** tourists rarely visit such out-of-the-way places.
- 5 One particular place which I enjoy **to visit** / **visiting** is my grandfather's farm.
- 6 Unfortunately, as I was only there for a few days, I had very **few** / **little** time to visit all the attractions.

Practice Test 1 – Speaking

[NOTE: More questions have been provided than would be asked in the actual examination in order to provide extra practice.]

PART 1

Travel

What method of transport do you prefer to use? (Why?) SA1

How much time do you usually spend travelling each day? SA2

Do you ever have any problems with transport where you live? (Why?) SA3

What do you like to do while you are travelling? SA4

Remember to give full answers in the first section. This will help you to start speaking and overcome nervousness.

Holidays

Do you like to go on holiday? SA5

Do you always go to the same place when you go away? SA6

Where would you like to go for your next holiday? SA7

Places

What place do you most like to visit? SA8

How often do you go there? SA9

Is it easy to get there? (Why?) SA10

Is it a place that other people like to visit too? (Why?) SA11

PART 2 * SA12

TASK CARD

Describe a beautiful place to visit in your country.

You should say:

where it is

how to get there

what there is to do when you are there

and explain why you recommend this place.

Use your time to plan the main ideas in your answer, but do not try and write too much. If you run out of time, go back to an idea and say more about it.

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

You have one minute to think about what you are going to say.

You can make some notes if you wish.

[*Use the space on the following page to write your notes.]

PART 3

Discussion topics:

Travel

- Why do some people prefer to travel abroad rather than in their own country? SA13
- Do you think it is good for children to experience life in a foreign country? SA14
- Do you think it is safer to travel now than it was in the past? SA15

Transport

- What are the advantages and disadvantages of travelling by plane? SA16
- In your opinion, what is the safest way to travel? SA17
- How do you see the future of transport? SA18

TASK CARD

Describe a beautiful place to visit in your country.

You should say:

where it is

how to get there

what there is to do when you are there

and explain why you recommend this place.

NOTES

SAMPLE PAGES

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