



# APADANA

## IELTS Jmbrella

click here to [Download](#) more books!

# UNIT 1 WRITING

## Exercise 1

Look at the pictures. They are from a diagram that shows the process of producing tea for selling in a supermarket. Label the pictures (1–7) to put the stages of the process in order.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

## Exercise 2

The diagram shows the process of producing tea for selling in a supermarket.  
Complete the information about each stage of the process. Use the words in the box.



260 degrees	3 years	by hand	in boxes	indoors	supermarket	tea
-------------	---------	---------	----------	---------	-------------	-----

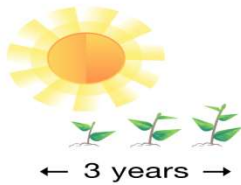
1. Grown for \_\_\_\_\_
2. Picked \_\_\_\_\_
3. Left to rest (outdoors or \_\_\_\_\_)
4. Dried at \_\_\_\_\_ for two hours
5. Teabags packed \_\_\_\_\_
6. Delivered to \_\_\_\_\_
7. Customer buys \_\_\_\_\_

## Exercise 3

When you write a report of a process in IELTS Writing Task 1, you should only use important information from the diagram. Do not give your own opinion or use information that is not important.

Look at a student's notes on the IELTS Writing Task 1. Choose whether the information is important or not important.

**1 Growing stage**

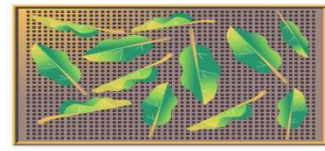


**2 Picking stage**



picked by hand

**3 Resting stage**



left to rest (indoors or outdoors)

**4 Drying stage**



drying machine / 260°C  
for 2 hours

**5 Packing stage**



teabags

in boxes

**6 Delivery stage**



Delivery to supermarket

**7 Shopping stage**

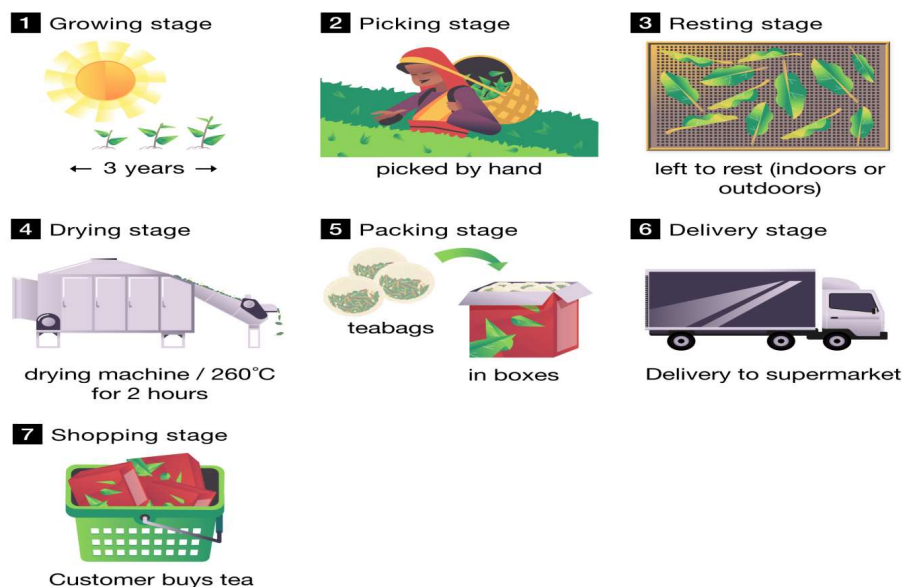


Customer buys tea

1. Sun shining a lot. Important / Not important
2. Tea grows for three years. Important / Not important
3. Person picking tea is female. Important / Not important
4. Tea picked by hand. Important / Not important
5. Tea left to rest outdoors or indoors. Important / Not important
6. Round machine has open lid. Important / Not important
7. Tea in drying machine for two hours. Important / Not important
8. Tea is dried at 260°C. Important / Not important
9. Put in box at packaging stage. Important / Not important
10. Delivered to supermarket. Important / Not important
11. Tea is finally bought by customers. Important / Not important

## Exercise 4

Read the report on the diagram and answer the questions.



The diagram explains how tea is produced before it is sold in supermarkets. Supermarkets in my country sell a lot of tea. It shows several stages of production from the growing and picking stages to when lorries deliver the tea to supermarkets and when customers buy it while they are shopping. There are seven main stages between the tea being planted and being bought.

First of all, the tea is grown for three years when it is picked by hand. After that, the tea is left to rest either outdoors or indoors. After this comes the packaging stage. The dried tea is made into teabags and the teabags are put into boxes. The boxes are then packed into lorries. The lorries are very big. The lorries deliver the tea to the supermarkets. Tea is a healthy drink.

1. Has the student used all of the important information?
  - ☐ Yes
  - ☐ No
2. Has the student given his or her own opinion or used any information that is not important?
  - ☐ Yes
  - ☐ No
3. Is the report long enough?
  - ☐ Yes
  - ☐ No

## Exercise 5

Look at the diagram again. Then put the paragraphs in the correct order to complete the report.

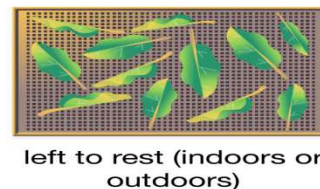
### 1 Growing stage



### 2 Picking stage



### 3 Resting stage



### 4 Drying stage



### 5 Packing stage



### 6 Delivery stage



### 7 Shopping stage



The diagram explains how tea is produced before it is sold in supermarkets.

First of all, the tea is grown for three years when it is picked by hand. After that, the tea is left to rest either outdoors or indoors. Next, it is put in a drying machine where it is dried for two hours. The temperature during this stage of the process should be just over 260°C.

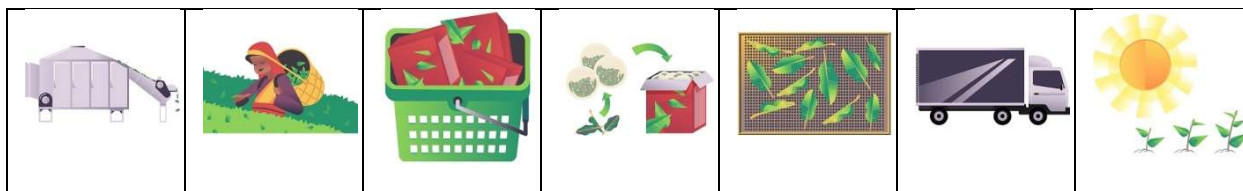
It shows several stages of production from the growing and picking stages to when lorries deliver the tea to supermarkets and when customers buy it while they are shopping. There are seven main stages between the tea being planted and being bought.

It shows several stages of production from the growing and picking stages to when lorries deliver the tea to supermarkets and when customers buy it while they are shopping. There are seven main stages between the tea being planted and being bought.

1.	
2.	
3.	
4.	

## Exercise 6

Match the correct pictures with the sentences describing the process of producing tea.



1. First of all, the tea is grown for three years.	
2. Then it is picked by hand.	
3. After that, the tea is left to rest either outdoors or indoors.	
4. Next, it is put in a drying machine where it is dried for two hours. The temperature during this stage of the process should be just over 260°C.	
5. After this comes the packaging stage. The dried tea is made into teabags and the teabags are put into boxes.	
6. The boxes are then packed into lorries. The lorries deliver the tea to the supermarkets.	
7. Finally, customers buy the tea when they are shopping.	

## Exercise 7

Read the information below. Then complete the sentences in the present simple passive.

To make a present simple passive sentence, you take the object of the verb in the *active* sentence (e.g. *the tea*) + *am/is/are* + past participle (e.g. *grown*).

### Example:

*Workers grow the tea for three years.*

This sentence is *active*.

*The tea is grown for three years.*

This sentence is *passive*.

1. Workers pick the tea by hand.

The tea \_\_\_\_\_ by hand.

2. Workers keep the good oranges.

The good oranges \_\_\_\_\_.

3. Workers ship the coffee in fridges.

The coffee \_\_\_\_\_ in fridges.

4. Workers pack the apples into lorries.

The apples \_\_\_\_\_ into lorries.

5. The lorries deliver the rice to the supermarket.

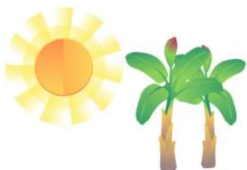



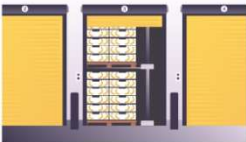


The rice \_\_\_\_\_ to the supermarket.

6. Customers buy the chocolate in the supermarket.

The chocolate \_\_\_\_\_ n the supermarket.

### Exercise 8

Look at the diagram. Then label each stage of the process. Use the labels in the box.

Buying Stage	Checking Stage	Delivery Stage	Growing Stage
Picking Stage	Resting Stage	Shipping Stage	
			
			
			



## Exercise 9

### WRITING TASK 1

You should spend about 20 minutes on this task.

*The diagram shows the process of growing bananas for selling in supermarkets.*

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

Write at least 150 words.

#### 1 Growing stage



← 9 months to 1 year →  
25-30°C and lots of rain

#### 2 Picking stage



Bananas still green

#### 3 Checking stage



Good fruit kept / bad fruit  
thrown away

#### 4 Shipping stage



13.3°C in fridges

#### 5 Resting stage



Special rooms where  
bananas become yellow

#### 6 Delivery stage



Delivered to  
supermarkets

#### 7 Buying stage



Customer buys bananas

# UNIT 1 LISTENING

## Unit 1: Exercise 1

In this unit, you will learn about IELTS Listening Section 3 and practise the skills you need to answer three-option multiple choice questions.

The conversation in this unit is about the natural world. Complete the definitions. Use the words in the box.

In IELTS Listening Section 3, you will hear a conversation between at least two people. The conversation will always involve people in education or training.

Behavior	coast	dangerous	marine	rare	sociable	wild
----------	-------	-----------	--------	------	----------	------

1. Animals that live in forests, the jungle and mountains, and do not live at home as pets are \_\_\_\_\_ animals. (adj.)
2. We say that an animal is \_\_\_\_\_ when there are only a few still alive in the world. (adj.)
3. A \_\_\_\_\_ animal lives only in the sea, for example, a dolphin or a shark. (adj.)
4. A \_\_\_\_\_ person or animal likes being with others, rather than being alone. (adj.)
5. Lions, tigers or sharks can harm you, so these animals are \_\_\_\_\_ , not safe. (adj.)
6. The \_\_\_\_\_ is the area of land next to the sea. (noun)
7. When scientists study the \_\_\_\_\_ of animals, they find out what they eat, when they sleep and how they communicate. (noun)

## Unit 1: Exercise 2

Complete the sentences with vocabulary related to the natural world. Use the words in the box.

Behavior	coast	dangerous	marine	rare	sociable	wild
----------	-------	-----------	--------	------	----------	------

1. I really want to go on safari so I can see some \_\_\_\_\_ animals.
2. My dog is incredibly \_\_\_\_\_ – she has to say ‘hello’ to every dog we meet on our walk!
3. In summer, dolphins arrive here and swim all along the west \_\_\_\_\_.
4. Because of the rubbish polluting our seas, \_\_\_\_\_ animals are dying in large numbers.
5. In the past, there were lots of bears in our country but now sadly, they are very \_\_\_\_\_.
6. The \_\_\_\_\_ of my last cat was quite strange. She only wanted to sleep on my computer.
7. Some of the most \_\_\_\_\_ snakes in the world live in Australia.

## Unit 1: Exercise 3

Listen to a conversation about a project someone is working on.

Choose the correct answers.

In the IELTS Listening test, you will only hear each recording **once**. For three-option multiple choice questions, you may see:

- a question with three possible answers, or
- the beginning of a sentence with three possible endings.

To answer this type of question, you may need to choose:

- the correct reason for something
- an opinion a speaker expresses
- a specific number, quantity or measurement
- a specific place or location
- a name
- the correct description of someone or something
- whether the speakers agree or disagree about something.

**Tom:** Hi, Anne. How are you doing? Are you enjoying life at college?

**Anne:** Yes, it's great. And I really like my tutor for Ecology.

**Tom:** Steven Bakerman? I was in his class, too.

**Anne:** The thing is, I need to start doing some research for my project on the natural world, and I'm not sure what to write about.

**Tom:** Well, you can't write about pets like the cat that you have at home! You'll have to write about animals that live in the wild. Which wild animals are you interested in?

**Anne:** Well, I like pandas, but everyone will write about those, you know, because they're rare. There aren't many of them left in the wild. Most of the ones still alive are in zoos.

**Tom:** You could write about another endangered animal – like the red panda in India.

**Anne:** The what? I don't think so. I prefer marine life – you know, animals that live in the sea.

**Tom:** Oh, like sharks? Yes, they're fascinating. We have a lot of those in Australia.

**Anne:** And you can keep them!

**Tom:** But most of them are not as dangerous as people think.

**Anne:** Maybe, but I think our coast in New Zealand is safer. You can go into the water any time you like and not worry about it. What we do have are dolphins, Maui dolphins, and I think I'd prefer to write about those. We still have a lot to learn about their behaviour, you know? Where they prefer to swim, how the adult dolphins look after the young ones – that kind of thing.

**Tom:** I guess that everyone likes dolphins because they're so sociable – I mean, they always seem to enjoy being with other dolphins. And humans, too.

**Anne:** Well, that's something I need to research. It might not be true for *all* dolphins. Anyway, I suppose I should find photos from the Internet to put into my presentation.

**Tom:** Good idea. But I wouldn't use too many. You want the other students to be listening to what you're saying, not staring at a screen.

**Anne:** OK, good point. Could we meet again later so that I can ask you some more questions?

**Tom:** Of course! Just let me know when you're free ...



play.MP3

1. How many speakers are there?
  - Two
  - Three
  - Four
2. What is the relationship between the two people?
  - They are a student and her teacher.
  - They are both teachers.
  - They are both students.
3. Which animals does the woman decide to do her project on?
  - Pandas
  - Sharks
  - dolphins
4. What does the woman have to do for her project?
  - write a report on an animal
  - give a presentation about New Zealand
  - take some photographs of wild animals

#### Unit 1: Exercise 4

Read the information. Then read the IELTS Listening three-option multiple choice questions.

Match the questions with the types of information you would expect to need in the answer.

By reading the questions before you listen, you can get an idea of what information to listen for. For example:

**Why** has Anne asked Tom to help her? (*Why* tells you to listen for a reason, possibly starting with the word because.)

In this exercise, the key words which give you this information are shown in **bold**.

adjective of character and behavior

number and measurement of distance

number and measurement of length

number showing quantity

place or location

1. How **long** is an adult male Maui dolphin?

\_\_\_\_\_

2. **Where** are Maui dolphins found in New Zealand?

\_\_\_\_\_

3. The **population** of Maui dolphins is now likely to be...

\_\_\_\_\_

4. What do Anne and Tom agree is **typical behaviour** for Maui dolphins?

\_\_\_\_\_

5. **How far** along the coastline do Maui dolphins swim?

\_\_\_\_\_

### Unit 1: Exercise 5

In IELTS Listening multiple choice activities, it is often important to recognise different forms of the same word, which are used in *paraphrasing*.

Match the adjectives on the left with the nouns on the right.

When we paraphrase something, we use different words to express the same or a similar meaning. Sometimes a paraphrase will include a different form of the same word. For example, you hear a noun (e.g. *danger*) but the question or answer needs an adjective (e.g. *dangerous*):

You read: When is a tiger **most dangerous**?

You hear: 'If you see a tiger trying to catch fish in a river, you may be **in great danger**.'

Other times, we use an adjective that relates to a noun but is a completely different word, for example *large* (adjective) and *size* (noun).

Height	width	length	distance	weight	speed
--------	-------	--------	----------	--------	-------

Far	
Wide	
Long	
Heavy	
High	
fast	

### Unit 1: Exercise 6

Complete the questions. Use the words in the box.

Fast	heavy	high	length	speed	width
------	-------	------	--------	-------	-------

1. How \_\_\_\_\_ can a dolphin swim?
2. How \_\_\_\_\_ do you think that dolphin is?
3. What \_\_\_\_\_ can a dolphin travel at?
4. What is the \_\_\_\_\_ of time that young dolphins stay with their mother?
5. How \_\_\_\_\_ can an adult dolphin jump?
6. What is the \_\_\_\_\_ of the pool that the dolphin lives in?

### Unit 1: Exercise 7

Look at the five questions from different IELTS Listening tests with the extracts from the conversations that answer them.

Listen to the recording. Choose the correct answers.

It is also possible to paraphrase the meaning of parts of a conversation.

You read: Which animals are **the most difficult to photograph**?

A bears ×

B lions ×

**C tigers** ✓

You hear: '**Taking pictures** of wild animals is never easy – bears are really dangerous, for instance, and so are lions of course! But **the hardest? I'd say tigers**. They aren't very sociable so they can be hard to find!'

In the example above, *the most difficult* matches *the hardest* and the verb *photograph* matches *Taking pictures*. The correct option is therefore **C tigers**.

Notice that the speaker mentions all three options – *bears*, *lions* and *tigers*. This is common in multiple choice questions so listen carefully and do not choose an option just because you hear the word in the conversation.

**Announcer:** One. How does the man describe female elephants?

**Speaker 1:** Many people think elephants are dangerous, but they're really not. Or at least they're very rarely a danger to people. The most important thing to know about elephants is that they are group animals. The family is very important to them and especially to the cows – the females, that is. While male elephants often spend time alone, the cows live in groups of up to 25.

**Announcer:** Two. People should not keep wolves as pets because ...

**Speaker 2:** Wolves and dogs come from the same family of animals, but they are very different. Wolves do not belong in people's homes and they do not make good guard dogs for rich people. Wolves need to be in the forests and to hunt and kill their own food.

**Announcer:** Three. How fast does a great white shark usually swim?

**Speaker 3:** It's true that sharks don't usually move very quickly – they usually swim at just two and a half kilometres per hour. But that's because they're not hunting. When they're looking for food, they can swim at amazing speeds. For instance, the top speed of a great white shark is about 56 kilometres per hour, and a Mako shark can swim as fast as 74 kilometres per hour.

**Announcer:** Four. In what unexpected place do sea lions sometimes sleep?

**Speaker 4:** Well, sea lions live at the coast and so of course they usually sleep where you might expect them to – on the beach. But surprisingly, they have also been found asleep in the sea. They keep their noses above water and lie back for a rest!

**Announcer:** Five. How long is a giraffe's neck?

**Speaker 5:** Not many people know this, but the length of a giraffe's neck is the same as the length of their leg.

**Speaker 6:** Actually, I'd heard that before – they're both about one point eight metres long. Is that right?

**Speaker 7:** Yes, it is. So that means they can eat leaves from trees that are between about three point five and four point five metres in height.



play.MP3

1. How does the man describe female elephants?

- ☐ Rare
- ☐ Dangerous
- ☐ sociable



2. People should not keep wolves as pets because they are

- wild animals.
- dangerous.
- very expensive to feed.

3. How fast does a great white shark usually swim?

- 56 kph
- 2.5 kph
- 74 kph

4. In what unexpected place do sea lions sometimes sleep?

- on the beach
- along the coast
- in the sea

5. How long is a giraffe's neck?

- 3.5 m
- 1.45 m
- 1.8 m

### Unit 1: Exercise 8

Listen to two students talking about an ecology project on Maui dolphins.

Decide which two of the five topics they talked about. Choose the correct answers.

Remember that in the real IELTS Listening test you will **only** hear the conversation **once**.

**Announcer:** You will hear an ecology student called Anne talking to someone called Tom, who is helping her with her project on dolphins.

**Anne:** Hi, Tom. Thanks so much for agreeing to help me with my dolphin project. I hope you don't mind that I asked you.

**Tom:** No problem, Anne. I remember when I was in my first year at university – it was always good to get as much help as possible.

**Anne:** Yes, I can't believe how quickly my first year is going. There's so much work to finish off. Does it get any easier in the second year?



play.MP3

**Tom:** Not in my experience, no!

**Anne:** Anyway, I wanted to do a project on the Maui dolphin because it's so rare. And my tutor told me that you'd done the same thing last year – I mean, you'd studied the Maui dolphin off the coast of New Zealand, and written about it and given a presentation on it too, like I have to now. That's why I thought you'd be the best person to talk to.

**Tom:** Well, I wouldn't say that I know everything about the Maui dolphin – but I can probably tell you a few things about it.

**Anne:** Well, that's great. Thanks so much. Um, the first thing I wanted to check – because I keep seeing different information about it – is the length of the Maui dolphin. I think young dolphins – they're about a metre when they're a year old, aren't they?

**Tom:** Yes, about that. But an adult dolphin is bigger – the males grow up to 1.5 metres in length, eventually. Still pretty small for a dolphin.

**Anne:** And the females are larger than the males, I think? They can reach 1.7 metres, I read.

**Tom:** That's correct.

**Anne:** OK, I'll just write that down.

**Tom:** Are you going to say something in your project about where you can find Maui dolphins? Have you ever seen one?

**Anne:** You mean along the west coast of the North Island? I'm afraid I haven't had a chance to go there yet. I grew up in the South Island and I only came to the North Island to go to university. And as you know, even though we have other types of dolphin all along the coast of the South Island, we don't ever see Maui dolphins there.

**Tom:** Well, I think you'd be quite lucky to see one. Even if you did take a trip out there on a boat.

**Anne:** Yes, that's the problem, isn't it? That their population is so small.

**Tom:** About ten years ago, there were approximately 100 Maui dolphins still alive.

**Anne:** But now scientists believe that number has really dropped. They counted just under 50 this year. It's terrible.

**Tom:** Yes, the situation is worse than they expected. We can't be sure that the Maui dolphin won't disappear completely until numbers increase to 500 – and that doesn't seem likely at the moment.

**Anne:** Unfortunately not. Now, I should say something about their typical behaviour, I suppose.

**Tom:** Well, they're certainly very sociable animals. In the past, when their population size was much, much bigger, there were about 30 dolphins in a group – and they'd play and swim together. That's unlike other kinds of dolphin that only travel in pairs or with a few others.

**Anne:** Yes, that's true. And something that's perhaps different about them, too, is that, in general, they tend to avoid boats. They're frightened of them.

**Tom:** And so they should be. One of the biggest problems for Maui dolphins is that when people use a particular type of fishing net – when they throw the net off the side of the boat and just leave it in the ocean – then the Maui dolphins sometimes swim into the net and they can't get out again.

**Anne:** I don't think most people who go fishing would want to hurt a dolphin.

**Tom:** No, but sometimes their behaviour is dangerous. They should remember that we have to share the water with dolphins and whales and other animals.

**Anne:** Yes, we do. Oh, I've got one more thing I need to check with you. How far along the coastline do Maui dolphins swim?

**Tom:** Good question. Well, they're actually quite fast for a small dolphin. They only go up to about 50 kilos in weight. Their top speed is about 40 kilometres per hour. But scientists think they only swim a distance of about 30 kilometres – up and down the same part of the coast – just staying in a fairly small area.

**Anne:** I see. Well, you'd think that it would be easy for the government to do more to protect them but ...

1. the appearance of the dolphins

- Yes, they discuss this.
- No, they don't discuss this.

2. the size of the dolphins
  - Yes, they discuss this.
  - No, they don't discuss this.
3. how dolphins hunt for their food
  - Yes, they discuss this.
  - No, they don't discuss this.
4. how many dolphins are still alive
  - Yes, they discuss this.
  - No, they don't discuss this.
5. how the government is trying to help the dolphins
  - Yes, they discuss this.
  - No, they don't discuss this.

### Unit 1: Exercise 9

Listen to the recording. Choose the correct answers.

**Announcer:** You will hear an ecology student called Anne talking to someone called Tom, who is helping her with her project on dolphins.

**Anne:** Hi, Tom. Thanks so much for agreeing to help me with my dolphin project. I hope you don't mind that I asked you.

**Tom:** No problem, Anne. I remember when I was in my first year at university – it was always good to get as much help as possible.

**Anne:** Yes, I can't believe how quickly my first year is going. There's so much work to finish off. Does it get any easier in the second year?

**Tom:** Not in my experience, no!

**Anne:** Anyway, I wanted to do a project on the Maui dolphin because it's so rare. And my tutor told me that you'd done the same thing last year – I mean, you'd studied the Maui dolphin off the coast of New Zealand, and written about it and given a presentation on it too, like I have to now. That's why I thought you'd be the best person to talk to.



play.MP3

**Tom:** Well, I wouldn't say that I know everything about the Maui dolphin – but I can probably tell you a few things about it.

**Anne:** Well, that's great. Thanks so much. Um, the first thing I wanted to check – because I keep seeing different information about it – is the length of the Maui dolphin. I think young dolphins – they're about a metre when they're a year old, aren't they?

**Tom:** Yes, about that. But an adult dolphin is bigger – the males grow up to 1.5 metres in length, eventually. Still pretty small for a dolphin.

**Anne:** And the females are larger than the males, I think? They can reach 1.7 metres, I read.

**Tom:** That's correct.

**Anne:** OK, I'll just write that down.

**Tom:** Are you going to say something in your project about where you can find Maui dolphins? Have you ever seen one?

**Anne:** You mean along the west coast of the North Island? I'm afraid I haven't had a chance to go there yet. I grew up in the South Island and I only came to the North Island to go to university. And as you know, even though we have other types of dolphin all along the coast of the South Island, we don't ever see Maui dolphins there.

**Tom:** Well, I think you'd be quite lucky to see one. Even if you did take a trip out there on a boat.

**Anne:** Yes, that's the problem, isn't it? That their population is so small.

**Tom:** About ten years ago, there were approximately 100 Maui dolphins still alive.

**Anne:** But now scientists believe that number has really dropped. They counted just under 50 this year. It's terrible.

**Tom:** Yes, the situation is worse than they expected. We can't be sure that the Maui dolphin won't disappear completely until numbers increase to 500 – and that doesn't seem likely at the moment.

**Anne:** Unfortunately not. Now, I should say something about their typical behaviour, I suppose.

**Tom:** Well, they're certainly very sociable animals. In the past, when their population size was much, much bigger, there were about 30 dolphins in a group – and they'd play and swim together. That's unlike other kinds of dolphin that only travel in pairs or with a few others.

**Anne:** Yes, that's true. And something that's perhaps different about them, too, is that, in general, they tend to avoid boats. They're frightened of them.

**Tom:** And so they should be. One of the biggest problems for Maui dolphins is that when people use a particular type of fishing net – when they throw the net off the side of the boat and just leave it in the ocean – then the Maui dolphins sometimes swim into the net and they can't get out again.

**Anne:** I don't think most people who go fishing would want to hurt a dolphin.

**Tom:** No, but sometimes their behaviour is dangerous. They should remember that we have to share the water with dolphins and whales and other animals.

**Anne:** Yes, we do. Oh, I've got one more thing I need to check with you. How far along the coastline do Maui dolphins swim?

**Tom:** Good question. Well, they're actually quite fast for a small dolphin. They only go up to about 50 kilos in weight. Their top speed is about 40 kilometres per hour. But scientists think they only swim a distance of about 30 kilometres – up and down the same part of the coast – just staying in a fairly small area.

**Anne:** I see. Well, you'd think that it would be easy for the government to do more to protect them but ...

1. Anne has asked Tom to help her with her dolphin project because

- he is in the same class as Anne.
- he is an expert on dolphins.
- he once did a similar project to Anne.

2. How long is an adult male Maui dolphin?

- 1.5 metres
- 1 metre
- 1.7 metres

3. Where are Maui dolphins found in New Zealand?
  - around most of the coast of the North Island
  - around the west coast of the North Island
  - around the whole coast of the South Island
4. The population of Maui dolphins is now likely to be
  - around 100
  - well over 500
  - less than 50
5. What do Anne and Tom agree is typical behaviour for Maui dolphins?
  - They prefer to live with many other Maui dolphins.
  - They often choose to follow boats to catch fish more easily.
  - They are friendly towards people who swim near them.
6. How far along the coastline do Maui dolphins swim?
  - 40 kilometres
  - 50 kilometres
  - 30 kilometres

**Unit 1: Exercise 10** Think about what you've learnt from doing this unit. Choose the correct answers.

1. Use the time before the recording starts to read the questions carefully and
  - think about the type of information you might hear.
  - use your own knowledge to answer some of the questions.
2. When you listen to the recording, you may hear the speakers mention
  - some details or information from *all* of the A, B, C options.
  - only the details and information from the correct option.
3. You can find the answer to a three-option multiple choice question by
  - matching an option to exactly the same sentence in the recording.
  - listening for paraphrases of the A, B, C options.
4. It's best to choose a number or measurement from a set of options
  - only after the speakers have mentioned and discussed *all* of them.
  - which the speakers mention first or more than once in their discussion.

## UNIT 1 VOCABULARY / GRAMMAR

### Unit 1: Exercise 1

Choose the correct answers to complete the sentences. There is often more than one possible answer.

1. Your uncle is your ...

- ☐ aunt's husband.
- ☐ mother or father's brother.
- ☐ sister's husband.

2. Your cousin is your ...

- ☐ brother's father.
- ☐ father's nephew or niece.
- ☐ uncle or aunt's child.

3. Your niece is your ...

- ☐ brother or sister's daughter.
- ☐ mother or father's cousin.
- ☐ son or daughter's cousin.

4. Your brother-in-law is your ...

- ☐ brother's wife.
- ☐ husband or wife's brother.
- ☐ sister's husband.

5. Your aunt is your ...

- ☐ cousin's wife.
- ☐ mother or father's sister.
- ☐ uncle's wife.

6. Your daughter-in-law is your ...

- ☐ brother's wife.
- ☐ daughter's husband.
- ☐ son's wife.



## Unit 1: Exercise 2

Complete the text. Use the words in the box.

Anniversary	celebrate	congratulated	engaged	have	invited
married	occasions	together	wish		

I come from a very large family, but we all live in different places, so we don't get \_\_\_\_\_ very often. We usually meet for special \_\_\_\_\_ like weddings. Last year, we all met for my grandparents' 50th wedding \_\_\_\_\_.

It was my birthday a few weeks ago, but I didn't \_\_\_\_\_ a big party. I prefer to \_\_\_\_\_ my birthday with my family and a few close friends. My cousin, who lives in Australia, phoned to \_\_\_\_\_ me a happy birthday. She got \_\_\_\_\_ last month and is going to get \_\_\_\_\_ next year. I \_\_\_\_\_ her on the great news. She's \_\_\_\_\_ me to her wedding next year. I'm so excited because I've never been to Australia before.

## Unit 1: Exercise 3

Choose two correct words to complete the sentences.

1. Age: She's ...

- ☐ middle-aged.
- ☐ slim.
- ☐ young.

2. Type of person: He's a/an ...

- ☐ baby.
- ☐ child.
- ☐ scar.

3. Size/Height: He's ...

- ☐ long.
- ☐ short.
- ☐ tall.

4. Weight: He's ...

- ☐ plain.
- ☐ slim.
- ☐ thin.

5. Looks: She's ...

- ☐ good-looking.
- ☐ plain.
- ☐ wavy.

6. Hair: He's got ... hair.

- ☐ Bald
- ☐ Dark
- ☐ fair

7. Features: He's got a/an ...

- ☐ adult.
- ☐ beard.
- ☐ moustache.

8. Features: She wears ...

- ☐ big earrings.
- ☐ glasses.
- ☐ long hair.

Unit 1: Exercise 4 Complete the sentences. Use the words in the box.

Boss	classmate	colleague	enemy	neighbor	partner	relative
stranger						

1. A/An \_\_\_\_\_ is a member of your family, such as a cousin, a parent or one of your children.
2. A/An \_\_\_\_\_ is a person who hates another person and tries to hurt them or stop them from doing something.
3. Your \_\_\_\_\_ is someone who lives very close to you, sometimes in the next house or flat.
4. If you don't know somebody, they are a/an \_\_\_\_\_.
5. Your \_\_\_\_\_ is the person who tells you what to do at work.
6. A/An \_\_\_\_\_ is someone who is in the same class as you at school or university.
7. A/An \_\_\_\_\_ is one of a group of people who work together.
8. Your \_\_\_\_\_ is a person you work closely with, for example in pairwork.

## Unit 1: Exercise 5

Complete the sentences. Use the phrases in the box.

always does a lot of work      doesn't like meeting new people  
 doesn't want to work or do anything that needs effort  
 is happy to give other people money, help or their time  
 is happy to help other people      is happy to meet new people  
 thinks only of themselves, and doesn't care about other people  
 will do what they say they will do

1. A hard-working person	-----
2. A lazy person	-----
3. A shy person	-----
4. A friendly person	-----
5. A reliable person	-----
6. A selfish person	-----
7. A helpful person	-----
8. A generous person	-----

## Unit 1: Exercise 6

Read the information. Then change the underlined words to the negative form. Use contractions (e.g. *don't*, *aren't*) where possible. You will get 1 point per mistake (1 point for making each change correctly).

To make a sentence negative, we use *do + not + the infinitive without to*.

Positive sentence:

*I **see** my cousin very often because she **lives** in the same town.*

Negative sentence:

*I **don't see** my cousin very often because she **doesn't live** in the same town.*

1. I can remember people's names because I've got a good memory.
2. My uncle looks old because he's got grey hair.
3. My grandmother gives us lots of presents because she's a rich person.
4. We have a lot of family get-togethers\*, so I know my cousins very well.
5. You can buy toys for your nieces and nephews because they're little children.

Unit 1: Exercise 7

Complete the questions in the conversations.

1. **A :** How \_\_\_\_\_ do you see your cousins?

**B:** Not very often. I only see them about once a year.

2. **A :** \_\_\_\_\_ wear a lot of make-up?

**B:** My boss? Yes, she wears a lot of make-up.

3. **A :** \_\_\_\_\_ your nephews and nieces?

**B:** My nephew is eight years old and my nieces are five and two years old.

4. **A :** \_\_\_\_\_ your colleagues lazy or hard-working?

**B:** They're quite lazy.

5. **A:** How \_\_\_\_\_ got?

**B:** I've got six cousins.

6. **A:** What \_\_\_\_\_ your brother's hair?

**B:** It's dark brown.

7. **A:** \_\_\_\_\_ your cousin's wedding?

**B:** No, I can't. I was only three years old at the time, so I can't remember it at all.

8. **A:** \_\_\_\_\_ usually celebrate your birthday?

**B:** I usually have a party with my relatives and close friends.

## Unit 1: Exercise 8

Choose the sentence that is closest in meaning to the first sentence. Use the words and phrases in bold to help you.

1. **Whenever** it's my aunt's birthday, she organises a family get-together.
  - My aunt **always** organises a family get-together for her birthday.
  - My aunt **occasionally** organises a family get-together for her birthday.
  - My aunt **rarely** organises a family get-together for her birthday.
2. When it's my aunt's birthday, she **usually** organises a family get-together.
  - My aunt **almost never** organises a family get-together for her birthday.
  - My aunt **always** organises a family get-together for her birthday.
  - My aunt organises a family get-together **most years** for her birthday.
3. My aunt **often** organises family get-togethers.
  - My aunt **always** organises family get-togethers.
  - My aunt **occasionally** organises family get-togethers.
  - My aunt organises **a lot of** family get-togethers.
4. My aunt organises family get-togethers **from time to time**.
  - My aunt **almost never** organises family get-togethers.
  - My aunt **always** organises family get-togethers.
  - My aunt **occasionally** organises family get-togethers.
5. My aunt organises a family get-together **three times a year**.
  - My aunt organises a family get-together **every four months**.
  - My aunt organises a family get-together **every month**.
  - My aunt organises a family get-together **every three months**.
6. My aunt organises a family get-together **every other month**.
  - My aunt organises a family get-together **every four months**.
  - My aunt organises a family get-together **six times a year**.
  - My aunt organises a family get-together **twice a year**.
7. My aunt **doesn't often** organise family get-togethers.
  - My aunt organises **a lot of** family get-togethers.
  - My aunt organises family get-togethers **from time to time**.
  - My aunt **rarely** organises family get-togethers.

### Unit 1: Exercise 9

Read the active sentences. Then complete the present simple passive sentences underneath. Leave out the underlined words from the passive sentences. The first one has been done for you.

1. We treat elderly people with respect in my country.  
Elderly people are treated with respect in my country.
2. We define teenagers as young people aged between 13 and 19 years old.  
\_\_\_\_\_ as young people aged between 13 and 19 years old.
3. The police describe the thief as tall with a scar on his face.  
\_\_\_\_\_ as tall with a scar on his face.
4. The police advise members of the public not to speak to the thief.  
\_\_\_\_\_ not to speak to the thief.
5. How do people usually celebrate birthdays in your country?  
How \_\_\_\_\_ in your country?
6. We don't expect you to give us an exact number of guests.  
\_\_\_\_\_ to give us an exact number of guests.
7. They don't allow us to wear make-up at school.  
\_\_\_\_\_ at school.
8. What kind of presents do people normally give at weddings in your country?  
What kind of presents \_\_\_\_\_ at weddings in your country?

### Unit 1: Exercise 10

Complete the sentences with the correct present simple form of the verbs in brackets. Some answers need to be in the present simple passive.

1. In my country, a wedding usually \_\_\_\_\_ (take) months, or even years, to prepare.
2. The best places for a wedding reception \_\_\_\_\_ (book) years in advance.
3. So you \_\_\_\_\_ (need) to make a booking as soon as possible.
4. This \_\_\_\_\_ (mean) that you need to quickly decide how many people you want to invite.
5. A wedding often \_\_\_\_\_ (cost) a lot of money, so you need to find out how many people you can afford to invite.
6. The guests \_\_\_\_\_ (invite) as soon as possible to give them time to make the necessary arrangements.
7. The whole event \_\_\_\_\_ (plan) very carefully, as there are a lot of things to organise in time for the wedding.
8. Finally, the wedding day \_\_\_\_\_ (arrive).
9. Usually, everything goes well, everyone has a nice time and the stress of the last months \_\_\_\_\_ (forget).

## UNIT 2 READING

### Unit 2: Exercise 1

In this unit, you will answer IELTS Reading sentence completion questions and read a text about mammoths.

What do you already know about mammoths? Choose the correct answers.

Before you read any IELTS Reading text, you should quickly think about the things you *already know* about the topic. You won't be able to guess any answers like this, but this will help you understand the *general idea* of the text.

1. Mammoths had ...
  - ☐ no fur and long tusks
  - ☐ orange-brown fur and long tusks
  - ☐ orange-brown fur and short tusks
2. The last mammoths were alive about ...
  - ☐ 4,000 years ago
  - ☐ 7,000 years ago
  - ☐ 10,000 years ago
3. People have found many bodies of mammoths ...
  - ☐ at the bottom of lakes in Europe
  - ☐ in the desert in Australia
  - ☐ in the ice in Siberia

### Unit 2: Exercise 2

The title of the text about mammoths is called 'Bringing the mammoth back to life'.

What do you think the text might be about? Choose the best option.

- ☐ a scientific study of the way mammoths used to behave
- ☐ methods for transporting mammoth skeletons to museums in different countries
- ☐ the idea that mammoths might be created again in the future

## Unit 2: Exercise 3

Read the information. Then read the first paragraph of the text. Try to focus only on the main words.

Choose the correct answer.

In any IELTS Reading task, it is a good idea to read the text quickly to understand the *main idea* of each paragraph. Try to read only the main *nouns*, *verbs* and *adjectives* (shown in **bold** in the paragraph below).

### Bringing the mammoth back to life

**Mammoths** once **lived** in **large numbers** across **Asia**, **Africa**, **North America** and **Europe**. However, over time, their **numbers fell** until the **mammoth** became **extinct**. **Scientists think** this **happened** for **two reasons**. Firstly, the **mammoths' natural habitat decreased** in size because of **climate change**. Secondly, many **mammoths were killed** by **people who hunted** them. The **last population** of **mammoths lived** on **Wrangel Island**, off **north-east Siberia** in the **Chukchi Sea**. These **were woolly mammoths** that **could survive** in **very cold conditions**, but they also **died out** around **4,000 years** ago.

---

What is the main idea of this paragraph?

- ☐ to explain where mammoths lived before they became extinct
- ☐ to explain when mammoths became extinct
- ☐ to explain why mammoths became extinct

## Unit 2: Exercise 4

In the text about mammoths, there is a range of vocabulary about the natural world and the conservation of animals.

Match the words with the definitions.

a population	a skeleton	an ecosystem	to become extinct	to decrease
to hunt	to preserve			



1. This happens when a type of bird, animal or plant doesn't exist any more:	
2. to become smaller in size or number:	
3. to follow and kill an animal for food or for sport:	
4. to put something (e.g. food) in ice, salt, sugar or chemicals, so it can stay in good condition:	
5. all the people or animals that live in one place or area:	
6. all the living things in an area and the way they affect each other and the environment:	
7. the frame of bones supporting a human or animal body:	

## Unit 2: Exercise 5

Complete the sentences about the natural world. Use the words in the box.

Decrease	ecosystem	extinct	hunt	population	preserve	skeleton
----------	-----------	---------	------	------------	----------	----------

- Pollution harms all the plants, fish and animals in the \_\_\_\_\_.
- The tutor showed the \_\_\_\_\_ to the medical students and asked which small bones were missing.
- We expect the number of people living in the countryside will \_\_\_\_\_ as families move to the cities.
- There are so few polar bears left that it is possible they will soon become \_\_\_\_\_.
- The \_\_\_\_\_ of my city has risen to 8 million people.
- Lions often \_\_\_\_\_ other animals at night.
- Nowadays, most people use fridges to \_\_\_\_\_ their food.

## Unit 2: Exercise 6

Read the information. Then read the sentences and look at the gaps. What type of information do you need to complete the gaps? Use the words in the box for your predictions.

In the IELTS Reading sentence completion task, it can be useful to first predict the *type* of information you should be looking for in the text. To do this, look carefully at the words before and after the gap.

- If the gap is before a verb + -s (e.g. *hunts, falls*), then the word in the gap must be a singular noun (e.g. *This animal hunts at night*) or an uncountable noun (*Snow falls all year round.*).
- If the gap is before a verb without -s (e.g. *hunt, fall*), the word in the gap must be a plural noun (e.g. *The men hunt the lions at night.*) or a countable noun (e.g. *Leaves fall from the trees.*).
- If the gap is after *very* but before a noun, the word in the gap must be an adjective (e.g. *This is a very dangerous animal for the men to hunt.*).

a plural countable noun  
an adjective

a plural countable noun or an uncountable noun  
a singular noun

1. *The number of mammoths started to fall when their \_\_\_\_\_ got smaller.*

This word is probably \_\_\_\_\_, e.g. *forests* or *land*.

2. *Mammoths had smaller \_\_\_\_\_ than modern elephants.*

This word is probably \_\_\_\_\_, e.g. *feet* or *eyes*.

3. *Mammoths were very \_\_\_\_\_ animals.*

This word is probably \_\_\_\_\_, e.g. *large* or *intelligent*.

4. *The \_\_\_\_\_ of a baby mammoth was found recently in the Arctic.*

This word is probably \_\_\_\_\_, e.g. *body* or *skeleton*.

## Unit 2: Exercise 7

In the IELTS Reading test, you will need to be able to recognise words and phrases with a similar meaning (i.e. *synonyms* and *paraphrases*).

Match the words and phrases with the correct *synonyms* and *paraphrases*.

get smaller	make	a possibility	both	some	lower (than)	the contents of
-------------	------	---------------	------	------	--------------	-----------------

1. <i>build or create</i>	
2. <i>inside of or within</i>	
3. <i>a pair of</i>	
4. <i>not as high as</i>	
5. <i>a little or an amount of</i>	
6. <i>decrease or fall</i>	
7. <i>might or may</i>	

## Unit 2: Exercise 8 Complete the sentences below.

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

### Bringing the mammoth back to life

Mammoths once lived in large numbers across Asia, Africa, North America and Europe. However, over time, their numbers fell until the mammoth became extinct. Scientists think this happened for two reasons. Firstly, the mammoths' natural habitat decreased in size because of climate change. Secondly, many mammoths were killed by people who hunted them. The last population of mammoths lived on Wrangel Island, off north-east Siberia in the Chukchi Sea. These were woolly mammoths that could survive in very cold conditions, but they also died out around 4,000 years ago.

Prehistoric cave paintings show us that people ate the woolly mammoths they killed, but also used their bones and tusks. They used these to make simple animal and human figures, an early kind of art, and also to create some basic tools. We also know a lot about the woolly mammoth because the freezing conditions in Alaska and Siberia have preserved them. Researchers have studied their skeletons, their teeth and even the grass and plants that were still inside their stomachs. We know that their fur was an orange-brown colour, they had a thick layer of fat, and they had long, curved tusks. Their ears were short compared to an African or Asian elephant's we might see today, so they would not lose so much heat or get frostbite.

In recent years, some researchers have suggested that we could bring woolly mammoths back to life. Interestingly, not all scientists believe that bringing the mammoth back to life would be a good thing. They think it would be unfair to create a 'new' mammoth and then keep it in a small space. They think the right thing to do would be to give it a certain amount of freedom, perhaps in a wildlife park. But where would this be? And the mammoth would also be alone, and like elephants, mammoths were probably social in the way they behaved. This does seem to be a strong reason against bringing the mammoth back to life. Perhaps the 'new' mammoth might also develop an 'old' disease – and this might have an effect on the ecosystem that scientists cannot predict. Although the idea of bringing the mammoth back seems like an exciting one at first, there are many issues that we need to consider

1. The number of mammoths started to fall when their \_\_\_\_\_ got smaller.
2. Humans used mammoths for food, and to make art and \_\_\_\_\_.
3. Scientists have examined the contents of mammoths' \_\_\_\_\_.
4. Mammoths had smaller \_\_\_\_\_ than modern elephants.
5. Some scientists think that a 'new' mammoth should have some \_\_\_\_\_.
6. Both elephants and mammoths are \_\_\_\_\_ animals.
7. There is a possibility that a 'new' mammoth could get a \_\_\_\_\_.

## Unit 2: Exercise 9

Read the information. Then complete the table. Use the nouns in the box.

In an IELTS Reading sentence completion task, there are often a variety of words used to describe people and experts.

These kinds of words are very common and it is important to recognise them.

Society      scholars      the public      academics      researchers      individuals

People	Experts

## Unit 2: Exercise 10

Think about what you've learnt in this unit.

Complete the advice. Use the words in the box.

IELTS Reading text	kind of paraphrasing	main point	spelling correctly
synonyms of words	topic	type of information	

1. Look at the title of the article to help you predict the \_\_\_\_\_ of the whole article.
2. Quickly read the whole text first to get a general idea of the \_\_\_\_\_ of each paragraph.
3. Read the questions and use your general knowledge to predict the \_\_\_\_\_ you need to look for.
4. Look for key information in the questions and think what \_\_\_\_\_ you might see in the text.
5. Look out for \_\_\_\_\_ for people and different kinds of expert.
6. Only use words from the \_\_\_\_\_ in your answers.
7. When you write your answers, make sure you copy the \_\_\_\_\_, and don't forget to use the correct form if the word is plural.

## UNIT 2 WRITING

### Unit 2: Exercise 1

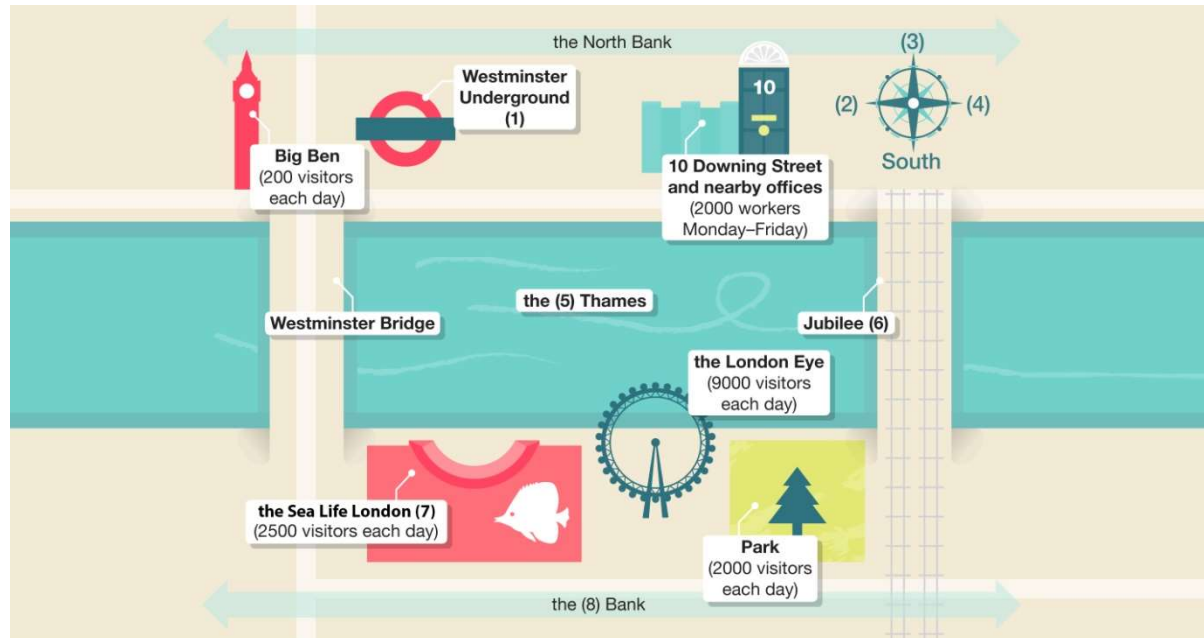
Look at the six famous locations in London. Match the pictures with the correct places.



1. Westminster Underground Station (an underground station)	
2. Big Ben (a famous clock tower)	
3. the Sea Life London Aquarium (a place where you can see fish)	
4. 10 Downing Street (the Prime Minister's Office)	
5. the London Eye (a big wheel which takes passengers)	
6. the River Thames (the river that flows through London)	

## Unit 2: Exercise 2

Look at the numbers (1–8) on the map. Then put the letters in the correct order to complete the place names and the directions.



o t t a S i n

1. Westminster Underground \_\_\_\_\_

s W e t

2. \_\_\_\_\_

t N o h r

3. \_\_\_\_\_

t a E s

4. \_\_\_\_\_

e r i v R

5. The \_\_\_\_\_ Thames

i g e r B d



6. Jubilee \_\_\_\_\_

i      a      m      r      q      u      A      u

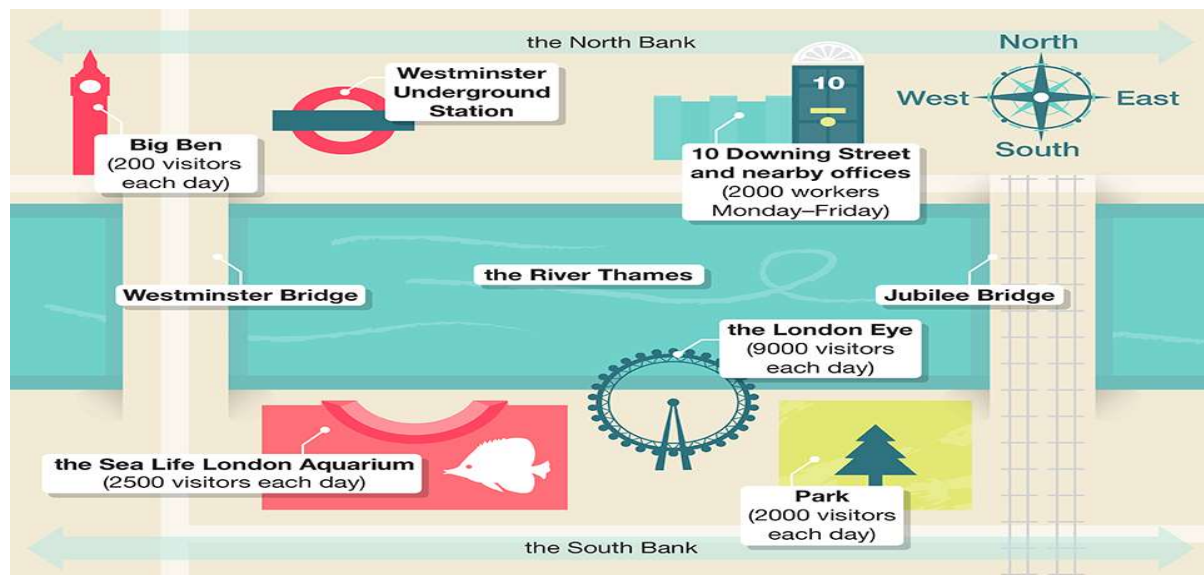
7. the sea Life London \_\_\_\_\_

o      h      u      t      S

8. the \_\_\_\_\_ Bank

### Unit 2: Exercise 3

Look at the map. Then choose the correct options to complete the sentences.



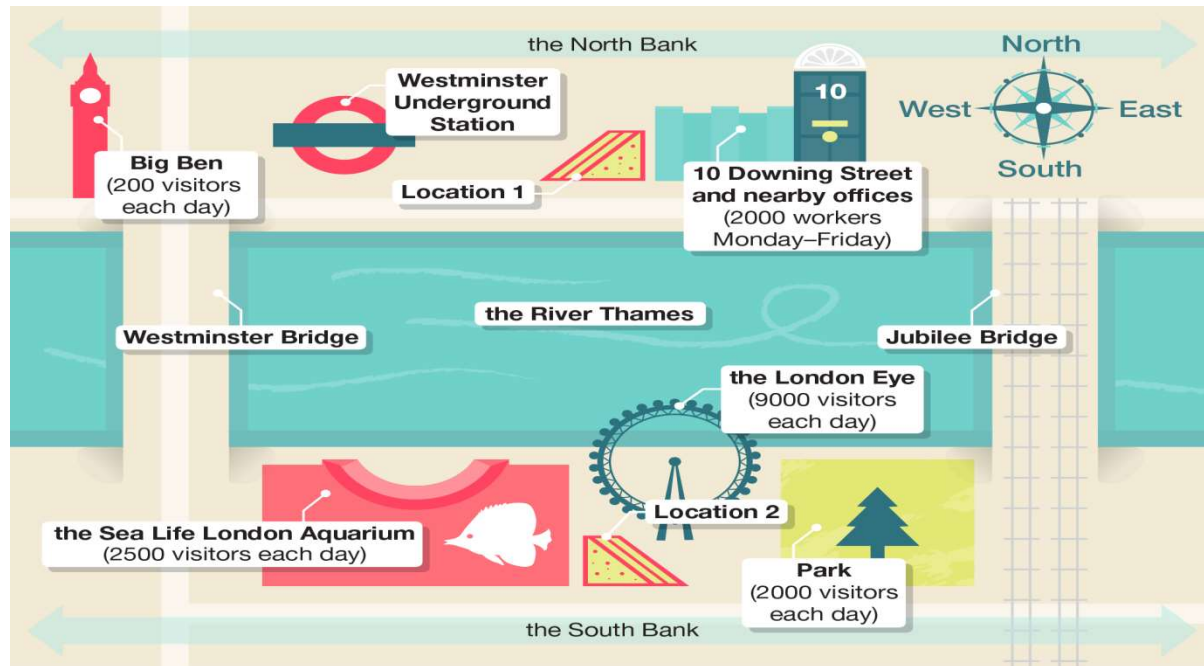
1. The London Eye is near the park./ west of the Sea Life London Aquarium./ opposite Big Ben.
2. Big Ben is on the South Bank./ opposite Westminster Underground Station./ next to Westminster Bridge.
3. The park is near 10 Downing Street and nearby offices./ north of Westminster Underground Station./ east of the Sea Life London Aquarium.
4. The Sea Life London Aquarium is next to Jubilee Bridge./ near Westminster Underground Station./ on the South Bank.
5. 10 Downing Street and nearby offices are west of Big Ben./ south of the London Eye./ on the North Bank.



## Unit 2: Exercise 4

Look at the map. A company wants to open a sandwich shop in this area. It is choosing between two possible positions: Location 1 and Location 2.

Complete the descriptions of the two locations. Use the words in the box.



Between	east	near	of	on	opposite	to
---------	------	------	----	----	----------	----

### 1. Location 1:

is next \_\_\_\_\_ 10 Downing Street and nearby offices.

is east \_\_\_\_\_ Big Ben.

Is \_\_\_\_\_ the London Eye.

Is \_\_\_\_\_ Westminster Underground Station.

Is \_\_\_\_\_ the North Bank.

## 2. Location 2:

Is \_\_\_\_\_ the Sea Life London Aquarium and the London Eye.

Is \_\_\_\_\_ of the Sea Life London Aquarium.

isn't \_\_\_\_\_ 10 Downing Street and nearby offices.

is west \_\_\_\_\_ the park.

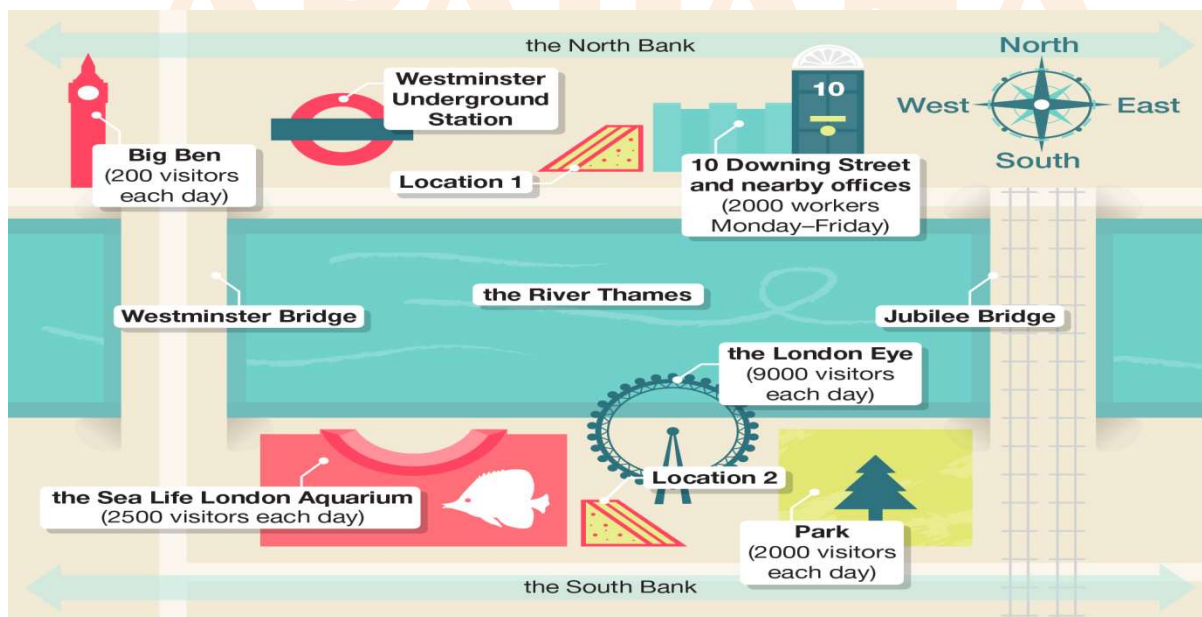
Is \_\_\_\_\_ the South Bank.

### Unit 2: Exercise 5

Look at the map. Read the first part of a report comparing the advantages of Location 1 with Location 2 for the sandwich shop.

There are five mistakes. Find and correct them.

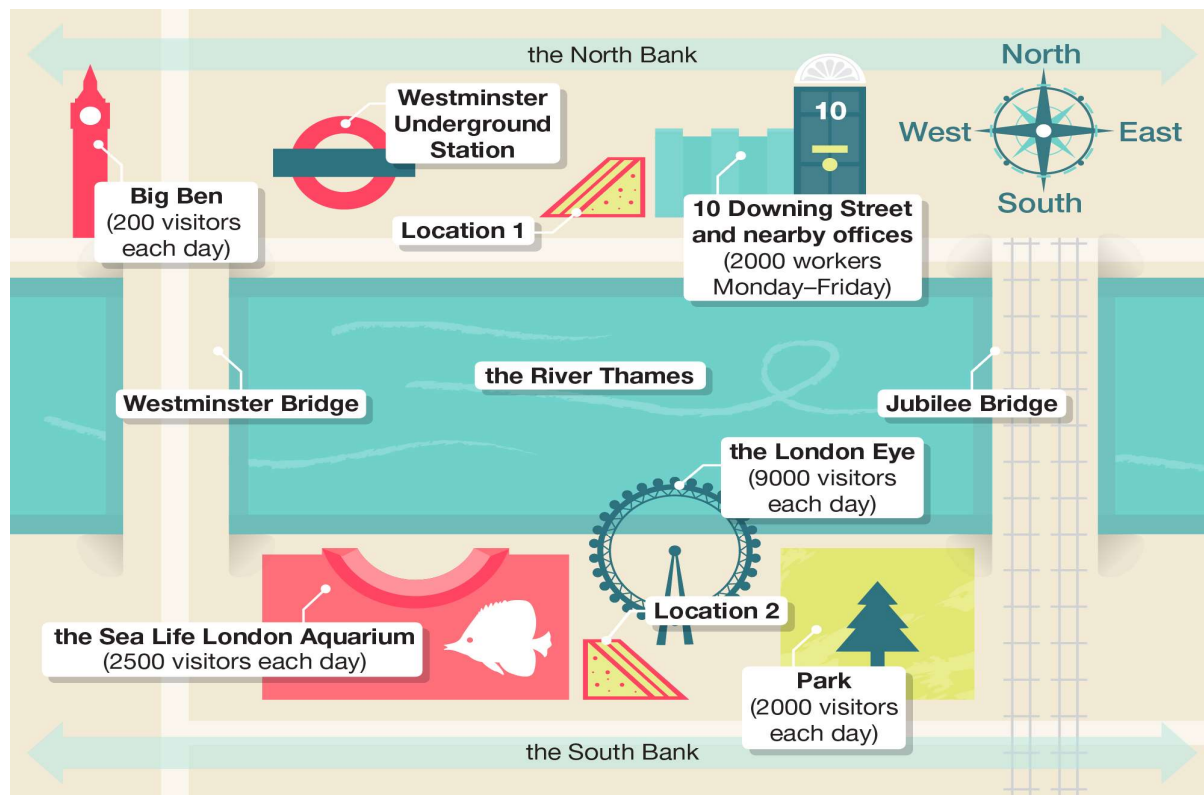
You will get a maximum of 2 points per mistake (1 point for finding the correct part to change, 1 point for making the change correctly).



Location 1 is to the North Bank, between Westminster Underground Station and Big Ben. This location is west of Big Ben, the same distance from Westminster Bridge and Jubilee Bridge. It is opposite the Sea Life London Aquarium, which is on the North Bank.

## Unit 2: Exercise 6

Look at the map and read the report comparing the advantages of Location 1 and Location 2 for the sandwich shop. Then match the descriptions in the box with the correct parts of the report.

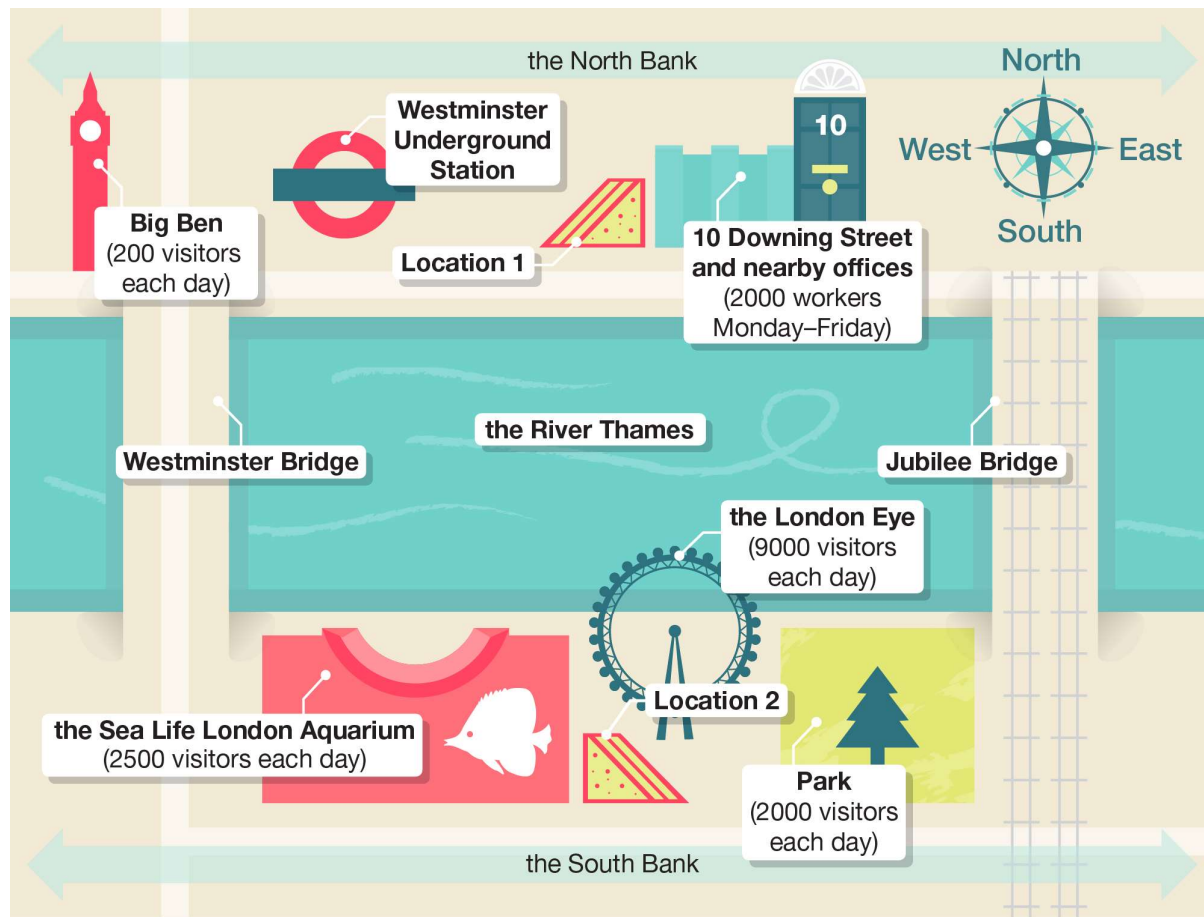


Advantages of Location 1	Advantages of Location 2	Where Location 2 is
Introduction sentence that describes the map	Where Location 1 is	

- \_\_\_\_\_ The map shows two possible locations for a new sandwich shop in central London.
- \_\_\_\_\_ This location is on the North Bank, between Westminster Underground Station and 10 Downing Street with nearby offices. This location is east of Big Ben, the same distance from Westminster Bridge and Jubilee Bridge, and opposite the London Eye, which is on the South Bank.
- \_\_\_\_\_ This place would be good for the 2,000 workers who work at 10 Downing Street and nearby offices to buy sandwiches at lunchtime .
- \_\_\_\_\_ This location is on the South Bank of the River Thames between the Sea Life London Aquarium and the London Eye. This place is near Westminster Bridge and west of a park.
- \_\_\_\_\_ The benefits of opening the sandwich shop here are that the locations on the South Bank have over 13,000 visitors each day. These visitors could buy a sandwich and walk along the river to the park to eat their lunch.

## Unit 2: Exercise 7

Look at the map. Then match the two halves to complete the sentences.



it is close to the park.                      it is near the 2,000 people who work in 10 Downing Street and nearby offices.  
 using the underground station might buy a sandwich.

stop to buy a sandwich in Location 2.                      visitors to the Sea Life London Aquarium and the London Eye.

1. An advantage of Location 1 is that \_\_\_\_\_
2. One benefit of Location 1 is that people \_\_\_\_\_
3. Location 2 would be good for \_\_\_\_\_
4. One advantage of Location 2 is that \_\_\_\_\_
5. The visitors to the Sea Life London Aquarium could \_\_\_\_\_

## UNIT 2 LISTENING

### Unit 2: Exercise 1

In this unit, you will practise the skills you need to answer short-answer questions in the IELTS Listening test.

The conversation in this unit is about food and drink. This is a common topic in IELTS, so it is a good idea to think about some vocabulary you might hear. Match the words in the box with the definitions.

Diet	eat in	eat out	habit	prepare	ready-made meal	takeaway
unhealthy						

8. the food and drink usually eaten or drunk by a person or group: \_\_\_\_\_
9. to have a meal at home rather than in a restaurant: \_\_\_\_\_
10. food that has already been prepared and can be eaten after it has been heated in an oven or microwave: \_\_\_\_\_
11. a meal cooked and bought at a shop or restaurant but eaten somewhere else, often at home: \_\_\_\_\_
12. a type of food or drink that isn't good for you: \_\_\_\_\_
13. to have a meal in a restaurant rather than at home: \_\_\_\_\_
14. to get something ready, for example to cut vegetables, before you cook: \_\_\_\_\_
15. something that you do often and regularly: \_\_\_\_\_

### Unit 2: Exercise 2

Read the information. Then listen to part of a conversation about how the diet and eating habits of people in the UK have changed over time.

Choose the correct decades for the food eating habits.

In the IELTS Listening test, you may hear speakers talking about how things have changed over a period of time. It is important to listen for past and present time signals, which will help you to understand what time period the speakers are referring to.

**Examples of past time signals:**

*at that time ..., in the past ..., by the 1990s ..., previously ...*

**Examples of present time signals:**

*these days ..., at the present time ..., nowadays ..., now ...*

**Woman:** ... right, right. And, of course, there are so many cookery programmes nowadays, aren't there? I mean there's 'The Great Cake Competition' on Channel 7 and then, I think, there's 'The Best Chef' on the Food and Drink Channel, and that's really popular as well, isn't it?

**Man:** Yes, that's right. And it's surprising, really, because there's been a big fall in the number of people cooking at home. You know, since the introduction of takeaways and ready-made meals and so on, these days people hardly ever do any cooking at home. They just watch it on TV.

**Woman:** Hmm, yes. It's an interesting development in the way we think about food in this country. Why do you think our eating habits changed?

**Man:** Well, I'm not sure, but I think it goes back to the 1960s. At that time, people usually stayed at home with their kids and they had the same types of meal every week. For example, on Sunday, they always had roast beef or chicken, and on Fridays, they had fish and chips.

**Woman:** Because previously it was traditional to eat fish on Friday?

**Man:** That's right. But then in the 1970s the price of fridges went down quite a lot. So that's when things like frozen fish and peas became very popular.

**Woman:** And did that mean there was a decrease in people buying and cooking fresh food?

**Man:** Yes, it did. And that created another new trend in the British diet – food from different countries. You know, Chinese, Indian, Italian and so on. I don't have any data for this, but I know that the popularity of food from other countries led to a big increase in the number of small restaurants.

**Woman:** Do you mean there was a rise in Indian and Chinese restaurants, for example?

**Man:** Yes, that's right. And the number of pizza places went up at about the same time, too. This meant that by the 1990s, lots of people were choosing to go out for dinner. There were more restaurants and so prices dropped.

**Woman:** And what about takeaways?

**Man:** Oh, well, yes, takeaways became very popular, too. In fact, do you know what the figure is for takeaways?

**Woman:** The figure? Do you mean how much money the takeaway business is worth?

**Man:** Yes – it's £30 billion a year at the present time.

**Woman:** 30 billion! Wow! That's an amazing amount of money! Well, that business has grown since the 1960s, hasn't it?



play.MP3

**Man:** It has indeed. And so now we sit at home with our favourite takeaway meal while we watch professional chefs cooking on TV!

**Woman:** Hmm. That might explain why heart disease is now a bigger problem than it used to be!

1. Watching cooking on TV and rarely cooking at home

- 1960s
- 1970s
- 1990s
- NOW

2. Staying at home and eating the same food every week

- 1960s
- 1970s
- 1990s
- NOW

3. Buying more frozen foods such as fish and vegetables

- 1960s
- 1970s
- 1990s
- NOW

4. Eating out in restaurants

- 1960s
- 1970s
- 1990s
- NOW

5. Sitting at home and eating takeaway food

- 1960s
- 1970s
- 1990s
- NOW



## Unit 2: Exercise 3

Read the information. Then choose the one word in each list that does not have the same meaning as the others.

Talking about trends, such as changes in diet and eating habits, is an important skill in IELTS. It is also important to recognise words or phrases that don't fit a particular group or set of words and phrases.

### **Example**

*takeaway*

*fast-food*

*ready-made meal*

*unhealthy*

In the list above, *takeaway*, *fast-food* and *ready-made meal* are all types of meals. Therefore, the word that doesn't fit the group is *unhealthy*.

1.
  - ☐ Fall
  - ☐ Go down
  - ☐ Decrease
  - ☐ rise
2.
  - ☐ Increase
  - ☐ Drop
  - ☐ Grow
  - ☐ Go up
3.
  - ☐ Sugar
  - ☐ Water
  - ☐ Fizzy drink
  - ☐ Fruit juice
4.
  - ☐ Nowadays
  - ☐ At the present time
  - ☐ These days
  - ☐ previously
5.
  - ☐ Development
  - ☐ Introduction
  - ☐ Change
  - ☐ trend



## Unit 2: Exercise 4

Choose the correct words to complete the sentences.

6. The number of customers decreased/ dropped/ increased from 45 people a day in 2011 to 105 in 2016.
7. Fizzy drinks are unhealthy because of the very large amount/data/ figure of sugar in every bottle.
8. Nowadays/ Previously/ These days you could only buy British food at this café, but now the food is more international.
9. There was a big change/ introduction/trend in the way people shopped for food in the 1980s.
10. Although the number of burgers we sold last year dropped/ went up/ will decrease, sales of sandwiches rose.
11. Eating sushi became popular in Britain in the 1990s and this figure/trend/rise continues today.

## Unit 2: Exercise 5

Listen to eight speakers spelling out names and numbers. Listen carefully and decide which names and numbers have been written down correctly.

Choose the correct answers.

IELTS short-answer questions test your ability to listen for facts. The facts you hear may be **words** or **numbers** such as:

- the name of a person, a place or a thing
- the title of a book or film
- an address
- a price
- a telephone number.

Often, you have to listen to someone spelling a word or reading a number so you can write it down.


1. HEBBURN	
<input type="radio"/> Correct <input type="radio"/> Incorrect	
2. EASTWOOD	
<input type="radio"/> Correct <input type="radio"/> Incorrect	
3. BRAMPTON	
<input type="radio"/> Correct <input type="radio"/> Incorrect	
4. WORROW	
<input type="radio"/> Correct <input type="radio"/> Incorrect	
5. MIDDLEDOM	
<input type="radio"/> Correct <input type="radio"/> Incorrect	
6. KIMBERLEY	
<input type="radio"/> Correct <input type="radio"/> Incorrect	
7. 0141 768112	
<input type="radio"/> Correct <input type="radio"/> Incorrect	
8. £948.75	
<input type="radio"/> Correct <input type="radio"/> Incorrect	



play.MP3

## Unit 2: Exercise 6

Listen to the recording. Choose the correct answers to complete the sentences.

<p>1. The problem is that many people ... have an unhealthy diet.</p> <ul style="list-style-type: none"><li><input type="radio"/> Nowadays</li><li><input type="radio"/> these days</li></ul> <p>2. The trend for buying Indian takeaways has risen by ... since 2016.</p> <ul style="list-style-type: none"><li><input type="radio"/> 16%</li><li><input type="radio"/> 6%</li></ul> <p>3. Doctors are worried about the increase in heart disease among ... and over.</p> <ul style="list-style-type: none"><li><input type="radio"/> men aged 35</li><li><input type="radio"/> men aged 45</li></ul> <p>4. Good-quality food can be found in many of the city's ...</p> <ul style="list-style-type: none"><li><input type="radio"/> fine hotel restaurants.</li><li><input type="radio"/> five hotel restaurants.</li></ul> <p>5. Sales of our ... pies have fallen over the last three months.</p> <ul style="list-style-type: none"><li><input type="radio"/> ready-made fish</li><li><input type="radio"/> ready-made fish</li></ul>	 play.MP3
--	---

## Unit 2: Exercise 7

Read the information. Then think about the type of information you will need to listen for to answer these questions.

Match the types of information with the short-answer questions.

Remember, before you listen, quickly read through the short-answer questions to predict what kind of information you need to write (e.g. *a name, a number, a price, etc.*).

Also, think about the grammar of the word. For example, if the word you need is a noun, do you need a singular noun (e.g. *a sugar cube*), a plural noun (*sugar cubes*) or an uncountable noun (e.g. *sugar*)?

a kind of drink      a person's name      a place      a street name      a type of food

a type of medical problem      a word and/or number(s)

1. What is the surname of the writer that Sarah likes? \_\_\_\_\_
2. What is the password for the university library website? \_\_\_\_\_
3. Which drink does Joe say people should stop drinking? \_\_\_\_\_
4. Where are many families getting their meals from? \_\_\_\_\_
5. What problem does Sarah say is increasing because of unhealthy eating?  
\_\_\_\_\_
6. Which kind of fast food is most popular with other university students?  
\_\_\_\_\_
7. In which street is the sushi café? \_\_\_\_\_

## Unit 2: Exercise 8

### Questions 1–7

Answer the questions.

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

**Announcer:** You will hear two Health Studies students called Sarah and Joe talking about their presentation on changing eating habits.

**Sarah:** Hi, Joe. How are you?

**Joe:** Not bad, thanks, Sarah. So, we have to decide what we're going to focus on in our presentation on changing eating habits.

**Sarah:** Right. Well, I looked at the list of writers that the tutor recommended – you know, people who have written whole books on the subject of changing eating habits – and I found two of them in the university library.



play.MP3

**Joe:** OK, which writers were they?

**Sarah:** Well, I had a look at the introduction to *Modern Diet* – that was by a researcher called Ann Robertson.

**Joe:** And what did you think?

**Sarah:** Well, I didn't get very far, I'm afraid. I just didn't find her style very interesting. But the book by Joanne Mackenzie – that was very informative, and I enjoyed that.

**Joe:** How do you spell her surname?

**Sarah:** Oh, it's M – A – C – K – E – N – Z – I – E.

**Joe:** Great. I'll go to the library and I'll see if I can find another copy of the book.

**Sarah:** OK, but what you could do instead – and it might be quicker – is look at the university library website. It'll tell you if there are other copies – and when they're going to become available. I mean, you don't want to be waiting ages and ages for a copy if another student has only just borrowed it.

**Joe:** Good idea – I'll do that. But I can't remember what the password is for the website.

**Sarah:** The password? Oh, I think I saved it on my cellphone. Let's have a look. OK, here it is. Do you want to write it down?

**Joe:** Sure. What is it?

**Sarah:** OK, it's a mix of letters and numbers. It's O – T – A – L – I – B – 2 – 0 – 1 – 6.

**Joe:** Great. Got it. So, I did some research myself at the weekend. I thought we should look at what people are drinking nowadays, not just what they're eating.

**Sarah:** Good idea. I suppose that a lot of fizzy drinks are really bad for you – but certainly last year there was a huge increase in the sales of that kind of product.

**Joe:** True, but most people know that they're unhealthy. But what a lot of people don't realise is that fruit juice is also really bad for you. It's full of

sugar. People often drink it with their breakfast, but in my opinion, it's not something that people should buy any more. Water is really the best thing for you. That's what people should be drinking more of – whether they're at home or out.

**Sarah:** I agree. Actually, you just reminded me ... it's interesting: between 2005 and 2015, there was a big increase in the number of people eating out – going to restaurants, I mean. But now, for many families, there's a new trend. More and more people are eating in. But it's not food that they prepare at home themselves. Nowadays, it's ready-made meals they buy from supermarkets.

**Joe:** Rather than from takeaways, you mean?

**Sarah:** Yes, right.

**Joe:** That kind of thing is too expensive for me!

**Sarah:** Me too. And I don't think they're very tasty, anyway.

**Joe:** OK, what are we going to say about the problems that eating unhealthy food causes?

**Sarah:** Well, the one that's getting worse and worse in this country is heart disease. There's a huge number of people that are affected by it nowadays.

**Joe:** And the figure's going up all the time.

**Sarah:** The thing is, a lot of unhealthy food is cheaper than healthy food, so it's no wonder that people buy it.

**Joe:** Including students like us.

**Sarah:** Yes, that's right.

**Joe:** I actually did a bit of research about that, too. I mean, on campus, you know, we have six different places that serve fast food.

**Sarah:** Yes, my favourite is the Chinese place. It's very convenient for me.

**Joe:** Me too, but I discovered that the one that is busiest – that most of the students go to – is the one selling pizza. It surprised me, because I thought it was probably going to be the sushi café.

**Sarah:** Sushi would probably be the healthier choice. Certainly it has less fat. Where is the sushi café anyway? I mean, which street is that on? I still get lost around campus.

**Joe:** Which street? Um, let me think. It's on Wellesley.

**Sarah:** How's that spelt?

**Joe:** W – E – double L – E – S – L – E – Y. You know, it goes past the John Wellesley Library – up near the park.

**Sarah:** Right, I know the one you mean.

**Joe:** OK, I suppose we'd better start thinking about what we're going to include in this presentation ...

1. What is the surname of the writer that Sarah likes? \_\_\_\_\_
2. What is the password for the university library website? \_\_\_\_\_
3. Which drink does Joe say people should stop drinking? \_\_\_\_\_
4. Where are many families getting their meals from? \_\_\_\_\_
5. What problem does Sarah say is increasing because of unhealthy eating? \_\_\_\_\_
6. Which kind of fast food is most popular with other university students? \_\_\_\_\_
7. In which street is the sushi café? \_\_\_\_\_

## Unit 2: Exercise 9

Think about what you've learnt from doing this unit.

Complete the summary. Use the words in the box.

Facts	hyphen	instructions	numbers	predict	pronunciation
-------	--------	--------------	---------	---------	---------------

1. For IELTS short-answer questions, you need to listen carefully for \_\_\_\_\_ such as the name of a person, a place, a date or a phone number.
2. Always read the \_\_\_\_\_ carefully to find out exactly how many \_\_\_\_\_ you have to write and if you need to write any \_\_\_\_\_ such as prices or amounts as well.
3. Remember that words with a \_\_\_\_\_, such as *ready-made*, count as one word only.
4. To prepare for the text, it is a good idea to revise the \_\_\_\_\_ of the alphabet in English. Practise listening to how the vowels *a*, *e*, *i*, *o* and *u* are pronounced, and any consonants that may sound similar to you (e.g. *t* and *d*).
5. Before you hear the recording, read the questions and try to \_\_\_\_\_ what kind of information you will need to write your answers.

## UNIT 2 SPEAKING

### Unit 2: Exercise 1

Read the task card. Then complete the student's notes. Use the words in the box.

Describe a place where you had a holiday that you enjoyed.

You should say:

where the place was

when you went there and how long you stayed

what you did while you were there

and explain why you enjoyed having a holiday at that place.

Bought	had	ran	stayed	was	went	were
--------	-----	-----	--------	-----	------	------

### Notes

- where the place was

We \_\_\_\_\_ a holiday in Pingyao, China = historical small town

- when you went there and how long you stayed

It \_\_\_\_\_ this year (June) / we \_\_\_\_\_ for 2 or 3 days

- what you did while you were there

We \_\_\_\_\_ shopping and \_\_\_\_\_ some local things

- explain why you enjoyed having a holiday at that place

The people who \_\_\_\_\_ the hotel \_\_\_\_\_ very friendly



## Unit 2: Exercise 2

Read the task card again. It asks you to describe a holiday that you *enjoyed*, so you should use the past simple tense in your answer.

Complete the table with the past simple forms of the verbs.

Describe a place where you had a holiday that you **enjoyed**.

You should say:

where the place was

when you went there and how long you stayed

what you did while you were there

and explain why you enjoyed having a holiday at that place.






Bought	did	enjoyed	had	ran	stayed	went	were
--------	-----	---------	-----	-----	--------	------	------

verb	past simple form
Enjoy	-----
Have	-----
Be	Was/ -----
Go	-----
Stay	-----
Do	-----
Buy	-----
Run	-----

## Unit 2: Exercise 3

Read the information. Then watch the videos and complete the students' answers. Use the words from the information box.

You can use words like *and*, *or*, *but*, *so* and *because* to give more information in your answers.

1. I'm happy they could choose this period of time to spend with me and my sister, _____ I have good memories of this trip.	 1.MP4
2. The place where I had a holiday that I enjoyed was in the Maldives, _____ it's now two years ago.	 2.MP4
3. It's a historical place. It's a very small town, _____ a lot of history has happened there.	 3.MP4
4. So first we were relaxing _____ the Maldives, ... is a place where you can really relax.	 4.MP4
5. We stayed there for two days _____ three days.	 5.MP4

## Unit 2: Exercise 4

Match the two halves to complete the sentences.

and another thing was the wildlife.      so I took a lot of photos on the holiday.  
so I saw the pyramids.      or Arabic, which meant that we had to speak English.  
but I hated the weather.      because the people were so friendly.  
so I had to cancel my credit card.      because they could not speak English.

1. When I was in New York I lost my wallet,	
2. I loved the food in Germany,	
3. We didn't speak Chinese	
4. Sometimes people in Warsaw spoke to me in Polish,	
5. I visited Egypt,	
6. One thing I liked about Alaska was the scenery,	
7. My father gave me a camera for my birthday,	
8. I didn't feel lonely in India	

## UNIT 2 VOCABULARY / GRAMMAR

### Unit 2: Exercise 1

Complete the sentences. Use the words in the box.

Crowded	fashionable	historic	leafy	modern	noisy	quiet	remote
---------	-------------	----------	-------	--------	-------	-------	--------

1. A \_\_\_\_\_ part of town is full of people.
2. A \_\_\_\_\_ village is a long way from any towns or cities.
3. A \_\_\_\_\_ part of town is pleasant and has a lot of trees.
4. A \_\_\_\_\_ part of town is popular.
5. A \_\_\_\_\_ part of town doesn't have many people or cars.
6. A \_\_\_\_\_ street is very loud, so it might be difficult to sleep if you live there.
7. A \_\_\_\_\_ part of town is very new.
8. A \_\_\_\_\_ area of town is old and has important buildings in it.

### Unit 2: Exercise 2

Complete the sentences. Use the words in the box.

a village	the city centre	the coast	the countryside	the outskirts of
the seaside	the south of	the suburbs		

1. I come from a tourist town by \_\_\_\_\_. Every summer the beach is full of visitors.
2. My house is in \_\_\_\_\_, so it's part of the city but away from the city centre. Many of the people who work in the city live here.
3. We live on \_\_\_\_\_ the city – it takes just five minutes to walk from our house to the countryside.
4. I'd love to live in \_\_\_\_\_, away from all the noise and traffic of the city.
5. Our house is in \_\_\_\_\_ in the mountains. There are only about 30 houses and two shops.
6. The city where I was born is on \_\_\_\_\_. There are always a lot of ships from around the world in the port.
7. I live in \_\_\_\_\_, which is great. It means that I can walk to restaurants, cinemas and museums. But it does get very noisy here sometimes.
8. My town is in \_\_\_\_\_ my country, not far from the mountains.

## Unit 2: Exercise 3

Choose the correct verbs to complete the text.

When I was a teenager, I didn't like living with my parents, so I left/moved/lived home when I was 20 years old.

At first, I rented/ bought/ borrowed a room in a flat – it wasn't my flat, so I had to pay money every month to live there. I didn't live there alone – I paid/lent/ shared the flat with three other people. It was horrible. The other people never cleaned the flat, and we had a lot of arguments. So I moved alone/out/in after a couple of weeks and caught/ stayed/gave with some friends for about a week. Then I moved in/on/across with my brother and his family. They help/owned/owed a big house in the suburbs. I lived with them for about six months, but then they left/moved/chose house and went to live in a different city. So I had to find a new place to live. In the end, I moved about/back/ between in with my parents. It's much nicer now than when I first lived here. But now I'm saving money to buy/become/earn a flat – hopefully I'll have enough money in a few years.

## Unit 2: Exercise 4

Put the words in the correct categories.

leisure centre	library	tower block	shopping centre	retail park	cinema
museum	historic castle	theatre	department store	residential area	
housing estate					

places to live	places to buy things

places to relax and have fun	places to learn about your city's past

## Unit 2: Exercise 5

Choose the correct option to complete the sentences.

1. A cottage is a modern house in a city/a small house, usually in the countryside .
2. A neighbourhood is a part of a town or city where people live/work .
3. A stream is a very small river/wide river.
4. A pond is an extremely small forest/lake .
5. A path is a narrow road for cars to drive along/people to walk along .
6. A town is bigger than a city/bigger than a village, but not as big as a city.
7. A hill is higher/lower than a mountain and easier to climb.
8. A wood is a group of trees/large lake .

## Unit 2: Exercise 6

Read the information. Then complete the sentences with the past simple of the verbs in brackets.

Be careful with the spelling of the past simple form of regular verbs.

- Verb ends in 'e' (e.g. *hope* → *hoped*)
- Verb ends in vowel + 'y' (e.g. *play* → *played*)
- Verb ends in consonant + 'y' (e.g. *try* → *tried*)
- One-syllable verb ends in one vowel + one consonant (e.g. *rob* → *robbed*)
- Longer verb ends in one vowel + one consonant, stressed final syllable (e.g. *regret* → *regretted*)
- Longer verb ends in one vowel + one consonant, unstressed final syllable (e.g. *happen* → *happened*)

6. It was a beautiful evening, so we \_\_\_\_\_ (walk) along the beach.
7. I was born in Spain, but my parents \_\_\_\_\_ (move) to Switzerland when I was a baby.
8. Last week, we \_\_\_\_\_ (visit) the History Museum. It was really interesting.
9. We \_\_\_\_\_ (plan) to spend our holiday in the countryside, but we spent almost all the time on the beach.
10. There isn't a university in my town, so I \_\_\_\_\_ (study) in a big city.
11. I \_\_\_\_\_ enjoy) my trip to London, but there were a lot of tourists everywhere.
12. When we lived in the city centre, we went to the theatre every week, but we \_\_\_\_\_ (stop) going after we moved to the suburbs.
13. I \_\_\_\_\_ (try) to contact you, but we were in a very remote house and our phones didn't work.
14. We \_\_\_\_\_ (stay) in a lovely guest house by the seaside – it was smaller than a hotel, but it had everything we needed.

## Unit 2: Exercise 7

Correct the sentences. Change the irregular verbs from the present simple to the past simple. The number of changes you need to make is in brackets.

You will get a maximum of 2 points per mistake (1 point for finding the correct part to change, 1 point for making the change correctly).

1. My parents buy their house 20 years ago. (1)
2. It is quite expensive, but the bank lends them half the money so they can afford to buy it. (3)
3. It is a small house, but it feels OK when my brother and I are children. (3)
4. But as we grow older, the house becomes too small. (2)
5. After about ten years, my parents build a new room at the back of the house. (1)
6. But then my brother leaves home and the house is too big again! (2)
7. House prices then rise very quickly. (1)
8. So when my parents sell their house last year, they make a lot of money. (2)

## Unit 2: Exercise 8

Complete the sentences with the past simple negative form of the verbs in brackets. Use contractions (e.g. *wasn't*) where possible. The first one has been done for you.

1. We couldn't (can) find their house for hours. It was in the middle of nowhere.
2. I \_\_\_\_\_ (like) living in the city centre – it was too crowded.
3. Our old flat \_\_\_\_\_ (have) a balcony, but our new flat's got one.
4. There \_\_\_\_\_ (be) many other children in the part of town where I grew up.
5. I \_\_\_\_\_ (see) my grandparents often when I was young because they lived a long way away.
6. We \_\_\_\_\_ (need) a car when we lived in the city, but now we're in the suburbs, we have two!
7. It \_\_\_\_\_ (be) a very fashionable neighbourhood, but I liked living there.

## Unit 2: Exercise 9

Put the words in the correct order to complete the questions.

Were a child? Did you you Where young live when

1. \_\_\_\_\_  
\_\_\_\_\_

What your was like? House

2. \_\_\_\_\_

Living enjoy you Did there?

3. \_\_\_\_\_

You didn't it? What about like

4. \_\_\_\_\_

Could from your you walk house? to school

5. \_\_\_\_\_  
\_\_\_\_\_

To up? Place grow it Was a good

6. \_\_\_\_\_  
\_\_\_\_\_

Home? You How you old left were when

7. \_\_\_\_\_  
\_\_\_\_\_

You Why did leave home?

8. \_\_\_\_\_



## Unit 2: Exercise 10

Match the answers with the questions.

I left home because I went to study at university.      I lived in a small mountain village.

I was 18.      No, I couldn't. It was too far away.

There weren't many other children, so sometimes I felt quite lonely.

Yes, I did. It was a lovely place to live.      Yes, it was. It was very safe.

1. Where did you live when you were a child?

2. Did you enjoy living there?

3. What didn't you like about it?

4. Could you walk to school from your house?

5. Was it a good place to grow up?

6. How old were you when you left home?

7. Why did you leave home?



# **Pre-IELTS 1**

# **PRACTICE TESTS**

## **1-2**



## TEST 1

### LISTENING

#### SECTION 1

#### QUESTIONS 1-10

#### Questions 1-4

Complete the schedule below.

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

#### Example

Globetrotters Language School

#### Class Schedule

##### Chinese

Level: Advanced

Days: 1 \_\_\_\_\_ evenings

##### Japanese

Level: 2 \_\_\_\_\_

Days: Tuesday and Thursday mornings

Level: 3 \_\_\_\_\_

Days: Monday, Wednesday, and Friday mornings

##### French

Level: Intermediate

Days: Friday 4 \_\_\_\_\_

#### Questions 5-8

Complete the information below.

Write **NO MORE THAN ONE NUMBER** for each answer.

#### Tuition Information

One week 5 \$ \_\_\_\_\_

Four weeks 6 \$ \_\_\_\_\_

Six weeks 7 \$ \_\_\_\_\_

Twelve weeks 8 \$ \_\_\_\_\_

**Questions 9-10**

*Complete the sentences below.*

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

9. Students can register for a class by visiting \_\_\_\_\_

10. \_\_\_\_\_ is in charge of student registration.

## SECTION 2

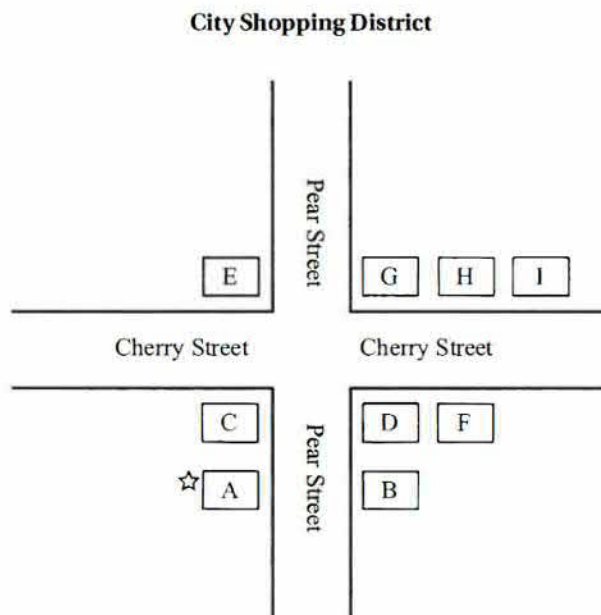
## QUESTIONS 11-20

### Questions 11-15

Label the map below.

Write the correct letter, **A-I**, next to questions 11-15.

- 11. Harbor View Bookstore
  - 12. Pear Café
  - 13. Souvenir Store
  - 14. Art Gallery
  - 15. Harbor Park



### Questions 16-20

Complete the sentences below.

Write **NO MORE THAN ONE WORD OR A NUMBER** for each answer.

### Harbor Park

- 16. The park was built in \_\_\_\_\_.
- 17. A \_\_\_\_\_ stands in the center of the park.
- 18. Take the path through the \_\_\_\_\_.
- 19. In the middle of the garden is a \_\_\_\_\_.
- 20. A \_\_\_\_\_ takes you down to the harbor and a view of the boats.

**SECTION 3****QUESTIONS 21-30****Questions 21-24**

Complete the information about the archives.

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

**Welcome to City Archives**

The following people may use the archives:

- University students with a valid **21** \_\_\_\_\_
- City residents with payment of **22** \_\_\_\_\_
- All others: Special permission from the director is required.

**Hours:**

Days: **23** \_\_\_\_\_ through \_\_\_\_\_

Hours: 9:30 A.M. until **24** \_\_\_\_\_ P.M.

**Questions 25-30**

What can be found on each floor of the archives' building?

Write the correct letter, **A-G** next to **Questions 25-30**.

**Floor of the building**

- 25** basement \_\_\_\_\_
- 26** ground floor \_\_\_\_\_
- 27** second floor \_\_\_\_\_
- 28** third floor \_\_\_\_\_
- 29** fourth floor \_\_\_\_\_
- 30** fifth floor \_\_\_\_\_

**CITY ARCHIVES**

- A** nineteenth-century documents
- B** maps
- C** personal papers
- D** photographs
- E** books about the city
- F** newspapers
- G** information about the woolen mill

## SECTION 4

## QUESTIONS 31-40

## QUESTIONS 31-33

Complete the notes below.

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

### Historical Uses of Wind Power

Ancient China	Windmills were used to <b>31</b> _____
Ancient Persia	Farmers used wind power to <b>32</b> _____
The Netherlands	People used windmills to <b>33</b> _____

## Questions 34-40

Complete the chart below.

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

Wind Power	
Advantages	Disadvantages
Unlike oil and coal, wind power does not cause <b>34</b> _____	The cost of the initial investment is high.
There are limited supplies of oil and coal, but wind is a <b>35</b> _____	The <b>37</b> _____ of the wind is not constant.
It <b>36</b> _____ to generate electricity with the wind.	Wind turbines are usually located far from <b>38</b> _____
Wind turbines do not take up much land.	Wind turbines may spoil <b>39</b> _____
	Wind turbines are as <b>40</b> _____ as a high-speed car.



**READING****SECTION 1****QUESTIONS 1-14**

*You are advised to spend 20 minutes on Questions 1-14.*

*Read the text below and answer Questions 1-7.*

**Barchester Office Towers****Visitor Information**

Welcome to Barchester Office Towers. All areas beyond the ground-floor lobby are off-limit to visitors without a pass. Please approach the security desk near the back of the lobby to obtain your pass. You must present a photo ID. The security officer on duty will direct you to the office you are visiting. In addition, a building directory and map are located near the security desk.

To reach the rooftop parking area, take the elevator to the fourth floor and then follow the signs. Also located in that floor is the City View Bistro, serving three meals daily.

Barchester Office Towers offers a number of business services for the convenience of tenants and visitors. The copy center is located on the second floor. Photocopy and fax services are available here, and you can also purchase basic office and computer supplies. A small branch post office is located down the hall from the copy center. Mail pick up is twice a day, at 7:30 A.M. and 5:00 P.M. On the floor above, you will find a branch of the National Bank, where all banking services are offered.

The Barchester Café is located next to the National Bank. Here you can enjoy coffee, tea, and home-baked snacks. Most of the major daily papers, as well as business journals and magazines, are on sale at the café.

**Questions 1-7**

*On which floor of the office complex can you do each of the following activities?*

- A on the ground floor*
- B on the second floor*
- C on the third floor*
- D on the fourth floor*

- 1. Have lunch*
- 2. cash a check*
- 3. buy stamps*
- 4. get permission to enter the building*
- 5. buy a newspaper*
- 6. buy pens for office*
- 7. find the location of any office in the building*

## **Questions 8-14**

*Read the text below and answer questions 8-14.*

### **Spring Willow Farm Museum and Education Center**

Spring Willow Farm is a fully operating farm designed to educate the public about farm operation, farm history, and issues facing farmers today.

#### **Schedule**

We are open to the public every day of the year, excluding holidays. The grounds are open year-round from 8:00 A.M. until 6:00 P.M. Visitors can access the buildings on most days between 10:00 A.M. and 5:00 P.M., with a reduced schedule during the winter months. Please call the farm or visit our website for a current schedule of events, classes, and opening times.

#### **Visiting the farm**

Visitors are free to tour the farm on their own. Maps are available at the information desk in the Main Building. Guided tours are included in the cost of admission. Tours leave from the Main Building front entrance at 10:30 A.M. and 2:00 P.M. daily.

The ground floor of the Main Building contains exhibits explaining daily farm life in different periods of history, with displays showing farm implements, kitchen and other household utensils, photographs and more. Also in the Main Building is the Farm Gift Shop. Available for sale are a variety of books on farming and farm life as well as productions of old photographs and historical farm implements.

In the cow barn, visitors can watch milking demonstrations every afternoon. The horse and goat barns are also open to visitors. Please note: Our animals are used to attention from people and enjoy being petted, but use caution. Please don't tease the animals, and please don't feed them.

#### **Classes**

Spring Willow Farm offers classes on various aspects of farming and farm history two evenings a week throughout the year. If you are interested in learning about the history of farming in our region or about current food policy and agricultural issues, take a look at the class schedule on our website. In addition, classes on special subjects related to farming can be arranged for your club or group. Please contact the Education Office for further information.

Do the following statements agree with the information given in the text about the Spring Willow Farm Museum and Education Center? Write:

<b>True</b>	<i>if the statement agrees with the information</i>
<b>False</b>	<i>if the statement contradicts the information</i>
<b>Not Given</b>	<i>if there is no information on this</i>

8. *Spring Willow Farm is a training center for future farmers.*
9. *The farm buildings are closed to the public during the winters.*
10. *Visitors must pay to visit the farms.*
11. *The guided tours last two hours.*
12. *Visitors can purchase copies of old tools at the farm.*
13. *visitors are allowed to touch the farm animals.*
14. *farmers are offered a special discount on classes.*

**SECTION 2****QUESTIONS 15-27**

*You are advised to spend 20 minutes on Questions 15-27.*

**Questions 15-20**

*The following reading passage has six sections A-F. Choose the correct heading for sections A-F from the list of headings below. Write the correct number i-viii, on your answer sheet. There are more headings than sections, so you will not use them all.*

**15. Section A** \_\_\_\_\_

**16. Section B** \_\_\_\_\_

**17. Section C** \_\_\_\_\_

**18. Section D** \_\_\_\_\_

**19. Section E** \_\_\_\_\_

**20. Section F** \_\_\_\_\_

**LIST OF HEADINGS**

- |             |                              |
|-------------|------------------------------|
| <b>i</b>    | <b>Feeling confident</b>     |
| <b>ii</b>   | <b>Solving problems</b>      |
| <b>iii</b>  | <b>Room arrangements</b>     |
| <b>iv</b>   | <b>Equipment</b>             |
| <b>v</b>    | <b>Defining your purpose</b> |
| <b>vi</b>   | <b>Using visuals</b>         |
| <b>vii</b>  | <b>Your audience</b>         |
| <b>viii</b> | <b>Speaking well</b>         |



## How to Give an Effective Presentation

When planning an effective presentation, there are a number of things to keep in mind.

### A

First ask yourself, "Why am I giving this presentation?" The point of your presentation may be to outline a project plan, report on work that has been done, solve a problem, provide training, or generate support for an idea. Once you are clear on the reason for your presentation, it will be easier to organize your information.

### B

If you are not used to giving presentations, you may feel nervous. There are a few things you can do to counteract this. The most important thing is to rehearse your presentation several times until you feel comfortable with it. Before you begin speaking, take a few deep breaths. This will help you relax. stand up straight and look your audience in the eye. Most of all, don't try to be perfect. This is an impossible goal.

### C

Even though you may be using a microphone, you still need to pay attention to your voice. Talk slowly and clearly. Pause often to give your audience time to absorb the information. Do not garble your words or talk so quickly that no one can follow you.

### D

There is no better way to lose your audience than to stand at the front of the room and talk on and on but give them nothing to look at. Plan to use presentation software to show charts and graphs, photographs, maps, or other graphics that will make your ideas clearer. This is particularly important for numbers, but it is also useful for other types of information.

### E

Before you begin your presentation, remember to check the microphone, computer, and any other special tools you may be using. Make sure everything is in working order before you start talking so that there will be no interruptions due to breakdowns.

### F

Something that is often overlooked but that is very important for an effective presentation is the location setup. Make sure that the seating is placed so that it allows everyone to see your slides and hear your voice. The chairs should be comfortable, too.

**Questions 21-27**

Read the text below and answer **Questions 21-27**.

**The Marcy Corporation**  
**Information for New Employees**

All new employees at the Marcy Corporation are required to attend an orientation session during their first month of employment. The next orientation session will be held on March 21 in the company conference room. Employee benefits, payment policies, employee responsibilities, and other personnel matters will be discussed. Employees are requested to read the employee manual and submit the signed statement prior to attending the orientation.

The Marcy Corporation Employee Manual has been provided to inform our employees about the company's procedures and policies. We ask each employee to take the time to read the manual carefully. After a thorough review of the manual, the statement below should be signed and returned to the employee's supervisor by the date noted below. Every effort has been made to present the information in the manual in a clear and concise manner. If there are any questions regarding the content of the manual, they should be submitted in writing to Human Resources.

.....  
**Statement**

I, \_\_\_\_\_, have read a copy of the Marcy Corporation Employee Manual and am familiar with its contents. By signing below, I certify that I understand and accept the information contained in the Marcy Corporation Employee Manual and agree to abide by the Marcy Corporation's policies.

\_\_\_\_\_  
(Employee signature)

Please submit by: March 15

**Questions 21-27**

*Complete the sentences below.*

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

*Write your answers on your answer sheet.*

21. All \_\_\_\_\_ must participate in an orientation session.
22. The \_\_\_\_\_ will take place in the company conference room.
23. The manual should be read before \_\_\_\_\_.
24. The employee manual contains information about the company's \_\_\_\_\_.
25. The signed statement should be submitted to \_\_\_\_\_.
26. \_\_\_\_\_ will answer questions about the content of the manual.
27. The signed statement is due by \_\_\_\_\_.



**SECTION 3****QUESTIONS 28-40**

You should spend 20 minutes on Questions **28-40**, which are based on the reading passage below.

**Canoes Around the World**

Many cultures throughout the world have developed some form of canoe \_ a long, slender, open boat powered by handheld paddles. In each case, the technologies and materials used to construct the canoe reflect the resources available to that particular culture. There are three basic types of canoe: the frame-and-bark canoe, the dugout, and the plank canoe. Developed by cultures on every continent since prehistoric times, canoes continue to be used today both for survival and for recreation.

The birch-bark canoe, an example of the frame-and-bark type of construction, was developed in the region that is now the northeastern United States and eastern Canada. Native Americans constructed birch-bark canoes by building a frame from spruce wood and then using roots to stitch pieces of birch bark over the frame. In areas where birch was not available, bark from elm or spruce trees was used instead. After the bark was sewn to the frame, the canoes were then sealed with a mixture of spruce gum and bear grease. The substances worked very well to make the boat watertight. Birch-bark canoes were lightweight and thus easily transported around waterfalls or from lake to lake. Most were designed to hold no more than two or three people and were used for lake and river travel. When Europeans opened up the fur trade in North America in the seventeenth century, the French traders used larger versions (30 to 40 feet in length) to transport furs in large quantities across the Great Lakes for shipment back to Europe.

The dugout \_ a canoe created from a single tree trunk \_ has been used in many areas throughout the world. Simple versions of hollowed-out logs were used by native peoples throughout much of North America. Coastal groups such as the Haida and Tlingit in the Pacific northwest developed large dugout crafts, 60 feet or longer that could carry large numbers of people on the ocean for trade, warfare, fishing, whaling, and travel to ceremonial gatherings. First, the outer and inner bark around the entire circumference of a tall, straight tree, often a cedar or redwood, was removed. This process, called girdling, cuts off the flow of sap, thus killing the tree and making it easier to chop down. Then the tree was felled and cut to the appropriate length. The opening of the dugout was created by repeatedly burning the wood, then carving it out by tools. In early times, stone tools were used, but later metal tools came into use. Once the canoe was carved out, the bat builders filled it with water and brought the water to a boil using stones heated on a fire. This softened the wood and the weight of the water caused the walls of the canoe to bow outward, giving it more width than the original girth of the tree.

The ocean-going Chumash people of what is now southern California developed the *tomol*, or plank canoe. They created their canoes by cutting planks from redwood trees, carving and shaping them into a canoe without any frame. They lashed the planks together by drilling holes and tying them with cords. Pitch from pine trees and tar, also found locally, were used between the planks and over the entire hull for waterproofing.

The canoe played a major role in the spread of all the Pacific Island cultures. These cultures developed outrigger and double-hulled dugout canoes. Outriggers have one or more parallel floats attached to a dugout canoe with poles for increased stability in ocean waves. Double-hulled canoes have a platform between two parallel dugouts. These highly stable designs, combined with sails, enabled the Polynesians to go on epic ocean journeys and to inhabit far-flung islands. Several families (or as many as 200 people in the largest vessels), could sail in each of these double-hulled canoes with food, water and domesticated plants and animals across huge expanses of ocean, and in this way the Polynesian people spread throughout the Pacific, establishing new communities on previously uninhabited islands.



In areas of dense rainforest throughout the world, including the Amazon basin, and parts of Africa and Asia, river travel with dugouts was, and in many cases still is, the primary means of transportation. In West Africa, large war canoes capable of transporting many fighters were carved from single trees.

Descendants of the ancient canoes are still widely used today. Traditional cultures around the world still use dugout canoes for fishing and transportation. Today's modern recreational canoes, while now often constructed with aluminum, fiberglass, wood, and canvas, plastic and other synthetic materials, still retain the shape and basic design of the birch-bark canoes developed in the distant past. The catamaran sailboat, widely used in racing, is a direct descendant of the double-hulled sailing canoe used thousands of years ago by the Polynesian cultures.

**Questions 28-34**

Look at the following descriptions, Questions **28-34**, of the different types of canoes.

Match each description with the correct canoe, **A**, **B** or **C**.

Write the correct letter **A**, **B**, or **C** on your answer sheet.

TYPES OF CANOES	
A	Birch-bark
B	dugout
C	plank

**28.** held together with rope

**29.** made from a hollowed-out log

**30.** made waterproof with gum and grease

**31.** constructed with the use of both fire and water

**32.** easy to carry over land

**33.** sealed with pitch and tar

**34.** made to carry just a few people

### Questions 35-40

Complete the summary below.

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

Polynesians turned dugout canoes into outrigger canoes by attaching **35**..... to them. Double-hulled canoes were made by connecting two outrigger canoes with **36**..... . Because they could travel over **37**..... of ocean in these canoes, Polynesians were able to inhabit islands all across the Pacific Ocean. In West Africa, larger war canoes were used to carry **38**..... Today, **39**..... canoes are made of modern materials such as aluminum, fiberglass, and plastic. These modern canoes are similar in form to **40**..... canoes.

## TEST 2

### LISTENING

### SECTION 1

### QUESTIONS 1-10

#### Questions 1-5

Complete the chart below.

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

<b>Example:</b> Plainfield <u>Community center</u>		
Classes and Activities		
Days	Class/Activity	Age group
Wednesday, Saturday	1 _____	Children, teens
2 _____	Tennis	3 _____
Tuesday, Thursday	4 _____	Children, teens, adults
Friday	Book club	5 _____

#### Questions 6-10

Complete the notes below.

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

Membership fees 6 \$ \_\_\_\_\_ (individual)

7 \$ \_\_\_\_\_ (family)

Located at 107 8 \_\_\_\_\_

Parking is located 9 \_\_\_\_\_

The Center is closed on 10 \_\_\_\_\_

**SECTION 2**

**QUESTIONS 11-20**

**Questions 11-15**

Choose **FIVE** letters, **A-J**.

Which **FIVE** things should hikers take on the hiking trip?

- A** sleeping bag
- B** tent
- C** food
- D** dishes
- E** hiking boots
- F** backpack
- G** walking poles
- H** maps
- I** jacket
- J** first-aid kit

**Questions 16-20**

Complete the sentences below.

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

**Safety Rules for Hiking**

Always stay ahead of the **16** \_\_\_\_\_

Stop and wait at any **17** \_\_\_\_\_

Don't try to climb **18** \_\_\_\_\_

Don't **19** \_\_\_\_\_ wild animals.

Always carry **20** \_\_\_\_\_ with you.

**SECTION 3****QUESTIONS 21-30****Questions 21-24**

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

Which **FOUR** of the following are required of student teachers?

- A** weekly journal
- B** sample lesson plans
- C** meetings with other student teachers
- D** observing other teachers
- E** evaluation from supervising teacher
- F** portfolio
- G** final exam

**Question 25**

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

**25** Who has to sign the agreement form?

- A** the student teacher
- B** the supervising teacher
- C** the advisor

**Questions 16-30**

Complete the schedule below.

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

First week	<b>26</b> _____ due
Fourth week	<b>27</b> _____ meeting
Seventh week	<b>28</b> _____
Fourteenth week	<b>29</b> _____ due
Fifteenth week	<b>30</b> _____

## SECTION 4

## QUESTIONS 31-40

### Questions 31-35

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

**31.** Retailers place popular items

- A** in the back of the store.
- B** near the front entrance.
- C** at the end of the aisle.

**32.** Carpet patterns are used to

- A** help shoppers feel comfortable.
- B** appeal to shoppers' decorative sense.
- C** encourage shoppers to walk in certain directions.

**33.** Retailers can keep customers in the store longer by

- A** providing places to sit.
- B** keeping the doors closed.
- C** lowering the prices.

**34.** Music is used in stores to

- A** entertain customers.
- B** slow customers down.
- C** make customers shop faster.

**35.** The scent of vanilla has been used in

- A** ice cream shops.
- B** bakeries.
- C** clothing stores

**Questions 36-40**

Complete the chart about the effects of color.

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

Color	Effect
Purple	Encourages people to <b>36</b> _____
Orange	Makes restaurant customers <b>37</b> _____
Blue	Conveys a sense of <b>38</b> _____
Bright colors	Appeal to <b>39</b> _____
Soft colors	Appeal to <b>40</b> _____



**READING****SECTION 1****QUESTIONS 1-14**

You are advised to spend 20 minutes on **Questions 1-14**.

**Questions 1-14**

The following text has four sections **A-D**. Choose the correct heading for each section from the list of headings below. Write the correct number **i-vii** on your answer sheet. There are more headings than sections, so you will not use them all.

**1** Section A \_\_\_\_\_

**2** Section B \_\_\_\_\_

**3** Section C \_\_\_\_\_

**4** Section D \_\_\_\_\_

**LIST OF HEADINGS**

- i** Other uses for your machine
- ii** Baking bread
- iii** The science of bread dough
- iv** Customer assistance
- v** Ingredients for bread
- vi** Caring for your machine
- vii** Equipment for your machine
- viii** Recipes for your machine

**Presto Bread Machine**

Thank you for buying a Presto Bread Machine. You and your family will enjoy delicious homemade bread for years to come.

**A**

Your Presto Baking Machine is ready to use right out of the box. All you need to add is the ingredients. You may also wish to have on hand an extra measuring cup and several measuring spoons in different sizes. Your machine comes with a baking pan, a measuring cup, and a recipe booklet, which provides all the assistance you will need to bake a variety of delicious breads that the whole family will enjoy.

**B**

Choose a recipe from the enclosed recipe booklet. Each recipe lists the ingredients in the order they are to be added to the machine. Liquid ingredients should be added to the machine before dry ingredients. Place all the ingredients in the removable pan, Place the pan inside the machine, and close the lid. Push the *menu* button and the type of bread you are making \_white, whole wheat, or raisin. If you are making rolls, select *dough*. Push the *start* button. Your bread will be ready in three hours for white or raisin bread or four hours for whole wheat bread. Dough takes two hours.



**C**

Your Presto Baking Machine comes equipped with a Presto Bread pan that has been designed for optimal baking. The inside is coated with a special nonstick coating to keep the crust from adhering on the sides, ensuring a perfect loaf every time. To protect the nonstick coating, avoid the use of scouring pads and abrasive cleansers. Instead, wipe the pan gently with a cloth that has been wrung out in warm, soapy water. It is also important to pay attention to the inside of the machine as bits of dough may fall out of the pan and burn during baking. After each use, let the machine cool, then wipe the inside gently with a damp cloth.

**D**

Instructions for making different types of bread are clearly outlined in the recipe booklet. If you have questions about any of these recipes or require help with using your Presto Baking Machine, you may call our help line: 800-555-1212. You can also check the FAQ section on our website: [www.prestobread.com](http://www.prestobread.com). Also available on our website is a variety of international bread recipes. If you are dissatisfied with your Presto Baking Machine for any reason, please call us at the number above and we will replace it or send you a refund.

**Questions 5-7**

Answer the questions below. Choose **NO MORE THAN THREE WORDS** from the text for each answer. Write your answers on your answer sheet.

5. How long does it take to bake raisin bread? \_\_\_\_\_

6. How often should you clean the inside of the machine? \_\_\_\_\_

7. According to these instructions, where can you find bread recipes from around the world?

\_\_\_\_\_

### **Question 8 -14**

*Read the text below and answer Questions 8-14.*

## **Regional Share-Your-Ride**

### **Information for Commuters**

Regional Share-Your-Ride is a free service offered to all commuters in our area. We help you save costs on commuting by matching you up with other commuters who travel the same route. When you share your daily ride to work with other commuters, you save on transportation costs and help reduce traffic congestion and air pollution.

### **Carpool**

Share your ride to work with one or more other commuters. You can choose to carpool daily or just a few days a week, whatever suits your schedule best.

### **Vanpool**

Using your van to share your ride with four or more people will save you even more on commuting costs. Regional Share-Your-Ride is available to help you keep your van running smoothly and filled with riders. according to state law, vanpools are permitted to travel in special high-occupancy vehicle (HOV) lanes located on highways in urban areas throughout the region.

### **Matching**

Log on to our website at [www.rsyrrp.net](http://www.rsyrrp.net). Type in your location, destination, and work schedule. Our system will generate a list of other commuters whose route and schedule match yours. The website also has maps of the region to help you plan the most efficient route for your commute. These are available for free download.

### **Contact**

Contact the commuters on the list, and arrange a ride-sharing schedule and route with them. You can also discuss how you want to share the responsibility of driving. When you have arranged a carpool or vanpool group, return to our website and register your group with us.

### **Benefits**

Registered participants in Regional Share-Your-Ride can sign up to receive daily traffic and weather reports by e-mail. As a participant, you are also eligible for the Urgent Ride service, which provides you with free transportation to your house in case you or your carpool or vanpool driver has an emergency.

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

Write the correct letter, **A-M**, on your answer sheet.

- |   |   |
|---|---|
| A | money on travelling costs.                                  |
| B | participating in the program for one month.                 |
| C | a free ride home.   |
| D | a reduced-cost Regional Share-Your-Ride program membership. |
| E | wear and tear on their cars.                                |
| F | permission to use certain highway lanes.                    |
| G | rentals of cars and vans for commuting purposes.            |
| H | after forming a carpool or vanpool group.                   |
| I | if interested in learning more about carpools.              |
| J | information to commuters who want to share rides.           |
| K | daily information on road conditions.                       |
| L | a trip to the hospital.                                     |
| M | visiting the website.                                       |

8. *Regional Share-Your-Ride provides*

9. *By using a carpool or vanpool, commuters can save*

10. *Commuters who travel by van receive*

11. *Commuters can get free maps by*

12. *Commuters should register with the program*

13. *After signing up for the program, participants can receive by e-mail*

14. *In case of emergency, program participants can get*



## **SECTION 2**

## **QUESTIONS 15-27**

*You are advised to spend 20 minutes on Questions 15-27.*

### **Questions 15-20**

*Read the text below and answer Questions 15-20.*

### **Job Interview Success**

When you apply for a job, the impression you create during the interview is just as important as the skills and background you bring to the table. The following suggestions will help you prepare for a successful interview.

#### **Before You Leave Home**

Dress appropriately. This means the attire you choose should be the same as what you would wear for work once you are hired. Conservative colors and styles always convey a more trustworthy image.

Rehearse the interview at home. Think of questions that you will probably be asked, and prepare answers for them. This will help you be calm when you are at the actual interview.

Don't be late for your interview. The best way to avoid this problem is to decide ahead of time how you want to get there. If by bus or subway, check the schedules the day before. If by car, plan your route carefully and figure out how long it will take. Careful planning will ensure that you will make a good impression by arriving on time.

#### **During the Interview**

Speak clearly. Look the interviewer in the eye when speaking and use clear, confident tones. Do not speak too quickly or nervously. Rather, pronounce your words carefully and pause when searching for ideas. Speaking with a firm, clear voice is one of the best ways to give an impression of self-assurance.

Ask questions. Do not be afraid to do this. It will not make you appear unprepared or stupid. On the contrary, Asking the right questions shows that you are knowledgeable about the company and conveys the impression that you are interested and enthusiastic.

*Complete the sentences below.*

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

*Write your answers on the answer sheet.*

15. Wearing \_\_\_\_\_ clothes makes a better impression during the job interview.
16. Practice answering questions ahead of time so that you feel \_\_\_\_\_ during the interview.
17. If travelling to the interview by bus, make sure you know \_\_\_\_\_ ahead of time.
18. You will be \_\_\_\_\_ for the interview if you plan your trip beforehand.
19. Use your \_\_\_\_\_ to convey an attitude of confidence.
20. Show what you know by asking \_\_\_\_\_.

### **Questions 21-27**

*Read the text below and answer Questions 21-27.*

#### **Five Reasons Your Business Needs a Website**

All businesses, large or small, need a website. Here are several reasons a website can help a company of any size improve its business.

##### **A**

A website is the most important tool a business has for maintaining contact with customers. The website gives customers a way to know what services or products you sell and how to contact you. By offering an e-newsletter sign-up on your website, customers can stay informed about events related to your business and your products, and you save on printing costs. A link to your blog keeps customers up-to-date on what is happening with your business, and keeps them coming back.

##### **B**

A website allows you to expand your customer base beyond your immediate community, and even to other countries. Anyone in the world can have access to your services and products through your website, at no extra cost.

##### **C**

No matter what the size of your business, it is not hard to afford a website. It is easy to set up, and it does not have to break your budget. There are templates available if you want to create a website yourself. Or, you can hire a web designer for a more professional look. Depending on what you need, using the services of a professional does not necessarily cost huge amounts of money. The hosting fees you pay to keep your website up and running are minimal.

##### **D**

You can save on your expenses by keeping your website simple. Even just a few pages can be enough to provide your customers with the necessary information to keep them interested in what your business has to offer. A large website with lots of pages is not always necessary. The most essential facts to include in any website \_ your business name and location, your products, and your contact information \_ can be contained on just one page.

##### **E**

Your website can be a place for your customers to buy your products. You may still do most of your selling at your physical place of business, but the website is another opportunity to sell, and you can reach more customers this way, too.

The text contains five sections, **A-E**. In which section can information about the following be found? Write the correct letter **A-E**, on the answer sheet. You may use any letter more than once.

- 21     *finding international customers*
- 22     *the cost of maintaining a website*
- 23     *ways to communicate with customers*
- 24     *selling your products online*
- 25     *the size of your website*
- 26     *website design*
- 27     *the most important information to include*



### SECTION 3

### QUESTIONS 28-40

You are advised to spend 20 minutes on **Questions 28-40**, which are based on the reading passage below.

#### Phases of the moon

Travelling a distance of approximately 382,400 kilometers, the moon takes just over twenty-nine days to complete its orbit around the earth. During this lunar cycle, many different phases of the moon are visible from Earth, even though the moon itself never changes shape. The cyclic period of the moon is determined by the extent to which the sun illuminates the moon on the side that is facing the Earth. Just like Earth, the moon is sphere shaped, and thus always half illuminated by the sun. However, because the moon and the Earth are in synchronous rotation, we can see only the near side of the moon. The side we do not see is called the far side, or the *dark side*, a term that is often misunderstood. The dark side refers to the mysteriousness of this unseen side, not the amount of light it receives. Both the near and the far sides of the moon receive approximately the same amount of sunlight. Though we see a slightly different moon from Earth each day, its repetitive cycle is both predictable and functional.

There are eight phases of the moon, each with a unique name that signifies how much of the moon is visible from Earth. In the early phases, the moon is said to be *waxing*, or gradually getting larger. the first phase is called *new moon*. In this phase, the moon is lined up between the Earth and the sun. the illuminated side of the moon is facing the sun, not the Earth, so from Earth, there appears to be no moon at all. As the moon begins to move slowly eastward away from the sun, it becomes slightly more visible.

After new moon, the *waxing crescent* phase begins. During this phase, the moon appears to be less than half illuminated. *First quarter* occurs when one-half of the moon is visible. It is called first quarter, not because of its size, but because it represents the end of the first quarter of the moon's cycle. The next phase is called *waxing gibbous* and represents a moon that is larger than half a sphere, but not quite a whole. This phase is followed by *full moon*, which occurs when the moon's illuminated side is directly facing Earth.

As the moon begins to get smaller again, it is said to be *waning*. The phases in the second half of the cycle appear the same as the first, except that the opposite half of the near side of the moon is illuminated, thus the moon appears to be shrinking rather than growing. *Waning gibbous* is followed by *last quarter*, when one-half of the moon is visible, and finally *waning crescent*. In the Northern Hemisphere, when the moon is waxing, the light of the moon increases from right to left. The opposite occurs in the Southern Hemisphere.

Like the sun, the moon is an accurate tool for measuring time. A complete cycle of the moon is called a *lunation*. A full cycle of the moon typically lasts just under one calendar month, therefore, the phase of the moon that starts a month usually repeats just before the month is through. When two full moons occur in one calendar month the second one is called a *blue moon*. This phenomenon occurs about once every 2.7 years. within one cycle, the moon's "age" is calculated from the last day of the new moon. For example, the moon is approximately fifteen days old during the full moon phase.



The moon can also be used to calculate the time of the day. Just like the sun, the moon rises and sets each day and is visible on the Earth's horizon. At new moon, the moon and sun rise and set at almost the same time. As the moon begins to wax, or move farther in its orbit, it rises approximately one hour later each day. By full moon, the moon rises at about the same time the sun sets and sets when the sun rises. Therefore, the moon is out in the daytime as often as it is at night even though it is not always as easy to see in the daylight. The Islamic calendar is based on the phases of the moon. The beginning of each new month in the Islamic calendar begins when the waxing crescent first appears in the night sky.

The primary phases of the moon, which include new moon, first quarter, full moon, and last quarter are published in almanacs for each month. The phases can also be found on many calendars in the Western world. Despite the world's fascination with the moon, its phases are not entirely unique. The planets Venus and Mercury have similar phases; however, unlike the moon, these planets can never be on the opposite side of the Earth from the sun. To see the equivalent of the "full moon" phase of these planets, we would need to have the capacity to see through the sun.

### **Questions 28 and 29**

*Write the correct letter A, B or C, on your answer sheet.*

**28.** *It takes the moon approximately twenty-nine days to*

- A      orbit the sun.*
- B      travel 382,400 kilometers.*
- C      complete one phase.*

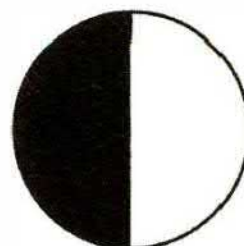
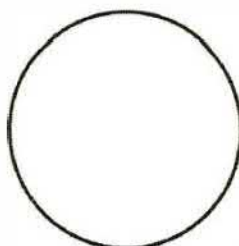
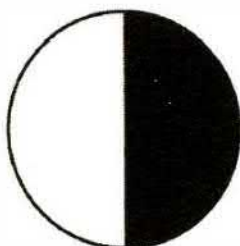
**29.** *The dark side of the moon*

- A      receives no light from the sun.*
- B      faces the earth during the day.*
- C      is never visible from the earth.*

### Questions 30-33

Label the diagram below. Choose **NO MORE THAN TWO WORDS** from the reading passage for each answer. Write your answers on lines **30-33** on your answer sheet.

#### The Primary Phases of the Moon



1<sup>st</sup> of the month



30 ..... 31 ..... 32 ..... 33 .....

### Questions 34-40

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

- YES**                      if the statement agrees with the views of the writer  
**NO**                        if the statement disagrees with the views of the writer  
**NOT GIVEN**        if there is no information on this in the passage

- 34     A lunation takes a bit more than one month to complete.  
35     The term blue moon refers to the color of the moon at certain times of year.  
36     It takes about fifteen days for the moon to move from new moon to full moon.  
37     At certain times of the month, the moon rises at the same time as the sun.  
38     There are twelve months on the Islamic calendar.  
39     Some planets have phases similar to the moon's phases.  
40     The moon of Venus and Mercury are visible from Earth.