

## Audioscripts

- OFFICIAL: That's right. So they don't have any problem getting their ingredients. They're right next door. And they also offer a special two-hour course in how to use a knife. They cover all the different skills – buying them, sharpening, chopping techniques. It gets booked up quickly though so you'd need to check it was available. Q10
- WOMAN: Right, well thank you very much. I'll go and ...

## SECTION 2

Good evening everyone. My name's Phil Sutton, and I'm chairman of the Highways Committee. We've called this meeting to inform members of the public about the new regulations for traffic and parking we're proposing for Granford. I'll start by summarising these changes before we open the meeting to questions.

So, why do we need to make these changes to traffic systems in Granford? Well, we're very aware that traffic is becoming an increasing problem. It's been especially noticeable with the increase in heavy traffic while they've been building the new hospital. But it's the overall rise in the volume of traffic of all kinds that's concerning us. To date there's not been any increase in traffic accidents, but that's not something we want to see happen, obviously. Q11

We recently carried out a survey of local residents, and their responses were interesting. People were very concerned about the lack of visibility on some roads due to cars parked along the sides of the roads. We'd expected complaints about the congestion near the school when parents are dropping off their children or picking them up, but this wasn't top of the list, and nor were noise and fumes from trucks and lorries, though they were mentioned by some people. Q12

We think these new traffic regulations would make a lot of difference. But we still have a long way to go. We've managed to keep our proposals within budget, just, so they can be covered by the Council. But, of course, it's no good introducing new regulations if we don't have a way of making sure that everyone obeys them, and that's an area we're still working on with the help of representatives from the police force. Q13

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OK, so this slide shows a map of the central area of Granford, with the High Street in the middle and School Road on the right. Now, we already have a set of traffic lights in the High Street at the junction with Station Road, but we're planning to have another set at the other end, at the School Road junction, to regulate the flow of traffic along the High Street. Q14

We've decided we definitely need a pedestrian crossing. We considered putting this on School Road, just outside the school, but in the end we decided that could lead to a lot of traffic congestion so we decided to locate it on the High Street, crossing the road in front of the supermarket. That's a very busy area, so it should help things there. Q15

We're proposing some changes to parking. At present, parking isn't allowed on the High Street outside the library, but we're going to change that, and allow parking there, but not at the other end of the High Street near School Road. Q16

There'll be a new 'No Parking' sign on School Road, just by the entrance to the school, forbidding parking for 25 metres. This should improve visibility for drivers and pedestrians, especially on the bend just to the north of the school. Q17

As far as disabled drivers are concerned, at present they have parking outside the supermarket, but lorries also use those spaces, so we've got two new disabled parking spaces on the side road up towards the bank. It's not ideal, but probably better than the present arrangement. Q18

We also plan to widen the pavement on School Road. We think we can manage to get an extra half-metre on the bend just before you get to the school, on the same side of the road. Q19

Finally, we've introduced new restrictions on loading and unloading for the supermarket, so lorries will only be allowed to stop there before 8 am. That's the supermarket on School Road – we kept to the existing arrangements with the High Street supermarket. Q20

OK. So that's about it. Now, would anyone ...

### SECTION 3

- EMMA: We've got to choose a topic for our experiment, haven't we, Jack? Were you thinking of something to do with seeds?
- JACK: That's right. I thought we could look at seed germination – how a seed begins to grow.
- EMMA: OK. Any particular reason? I know you're hoping to work in plant science eventually ...
- JACK: Yeah, but practically everything we do is going to feed into that. No, there's an optional module on seed structure and function in the third year that I might do, so I thought it might be useful for that. If I choose that option, I don't have to do a dissertation module. Q21
- EMMA: Good idea.
- JACK: Well, I thought for this experiment we could look at the relationship between seed size and the way the seeds are planted. So, we could plant different sized seeds in different ways, and see which grow best.
- EMMA: OK. We'd need to allow time for the seeds to come up. Q22
- JACK: That should be fine if we start now. A lot of the other possible experiments need quite a bit longer.
- EMMA: So that'd make it a good one to choose. And I don't suppose it'd need much equipment; we're not doing chemical analysis or anything. Though that's not really an issue, we've got plenty of equipment in the laboratory.
- JACK: Yeah. We need to have a word with the tutor if we're going to go ahead with it though. I'm sure our aim's OK. It's not very ambitious but the assignment's only ten percent of our final mark, isn't it? But we need to be sure we're the only ones doing it. Q23
- EMMA: Yeah, it's only five percent actually, but it'd be a bit boring if everyone was doing it.
- JACK: Did you read that book on seed germination on our reading list?
- EMMA: The one by Graves? I looked through it for my last experiment, though it wasn't all that relevant there. It would be for this experiment, though. I found it quite hard to follow – lots about the theory, which I hadn't expected. Q24
- JACK: Yes, I'd been hoping for something more practical. It does include references to the recent findings on genetically-modified seeds, though.
- EMMA: Yes, that was interesting.
- JACK: I read an article about seed germination by Lee Hall.

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- EMMA: About seeds that lie in the ground for ages and only germinate after a fire?  
JACK: That's the one. I knew a bit about it already, but not about this research. His analysis of figures comparing the times of the fires and the proportion of seeds that germinated was done in a lot of detail – very impressive. Q25
- EMMA: Was that the article with the illustrations of early stages of plant development?  
JACK: They were very clear.  
EMMA: I think those diagrams were in another article.
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- EMMA: Anyway, shall we have a look at the procedure for our experiment? We'll need to get going with it quite soon.  
JACK: Right. So the first thing we have to do is find our seeds. I think vegetable seeds would be best. And obviously they mustn't all be the same size. So, how many sorts do we need? About four different ones? Q26
- EMMA: I think that would be enough. There'll be quite a large number of seeds for each one.  
JACK: Then, for each seed we need to find out how much it weighs, and also measure its dimensions, and we need to keep a careful record of all that. Q27
- EMMA: That'll be quite time-consuming. And we also need to decide how deep we're going to plant the seeds – right on the surface, a few millimetres down, or several centimetres. Q28
- JACK: OK. So then we get planting. Do you think we can plant several seeds together in the same plant pot? Q29
- EMMA: No, I think we need a different one for each seed.  
JACK: Right. And we'll need to label them – we can use different coloured labels. Then we wait for the seeds to germinate – I reckon that'll be about three weeks, depending on what the weather's like. Then we see if our plants have come up, and write down how tall they've grown. Q30
- EMMA: Then all we have to do is look at our numbers, and see if there's any relation between them.  
JACK: That's right. So ...

## SECTION 4

Hi. Today we're going to be looking at animals in urban environments and I'm going to be telling you about some research on how they're affected by these environments.

Now, in evolutionary terms, urban environments represent huge upheavals, the sorts of massive changes that usually happen over millions of years. And we used to think that only a few species could adapt to this new environment. One species which is well known as being highly adaptable is the crow, and there've been various studies about how they manage to learn new skills. Q31  
Another successful species is the pigeon, because they're able to perch on ledges on the walls of city buildings, just like they once perched on cliffs by the sea. Q32

But in fact, we're now finding that these early immigrants were just the start of a more general movement of animals into cities, and of adaptation by these animals to city life. And one thing that researchers are finding especially interesting is the speed with which they're doing this – we're not talking about gradual evolution here – these animals are changing fast. Q33

Let me tell you about some of the studies that have been carried out in this area. So, in the University of Minnesota, a biologist called Emilie Snell-Rood and her colleagues looked at specimens of urbanised small mammals such as mice and gophers that had been collected in Minnesota, and that are now kept in museums there. And she looked at specimens that



had been collected over the last hundred years, which is a very short time in evolutionary terms. And she found that during that time, these small mammals had experienced a jump in brain size when compared to rural mammals. Now, we can't be sure this means they're more intelligent, but since the sizes of other parts of the body didn't change, it does suggest that something cognitive was going on. And Snell-Rood thinks that this change might reflect the cognitive demands of adjusting to city life – having to look in different places to find food, for example, and coping with a whole new set of dangers.

Q34

Q35

Then over in Germany at the Max Planck Institute, there's another biologist called Catarina Miranda who's done some experiments with blackbirds living in urban and rural areas. And she's been looking not at their anatomy but at their behaviour. So as you might expect, she's found that the urban blackbirds tend to be quite bold – they're prepared to face up to a lot of threats that would frighten away their country counterparts. But there's one type of situation that does seem to frighten the urban blackbirds, and that's anything new – anything they haven't experienced before. And if you think about it, that's quite sensible for a bird living in the city.

Q36

Q37

Jonathan Atwell, in Indiana University, is looking at how a range of animals respond to urban environments. He's found that when they're under stress, their endocrine systems react by reducing the amount of hormones such as corticosterone into their blood. It's a sensible-seeming adaptation. A rat that gets scared every time a subway train rolls past won't be very successful.

Q38

There's just one more study I'd like to mention which is by Sarah Partan and her team, and they've been looking at how squirrels communicate in an urban environment, and they've found that a routine part of their communication is carried out by waving their tails. You do also see this in the country, but it's much more prevalent in cities, possibly because it's effective in a noisy environment.

Q39

So what are the long-term implications of this? One possibility is that we may see completely new species developing in cities. But on the other hand, it's possible that not all of these adaptations will be permanent. Once the animal's got accustomed to its new environment, it may no longer need the features it's developed.

Q40

So, now we've had a look ...

**TEST 2**

**SECTION 1**

- JIM: Hello, South City Cycling Club.
- WOMAN: Oh, hi. Er ... I want to find out about joining the club.
- JIM: Right. I can help you there. I'm the club secretary and my name's Jim Hunter. *Example*
- WOMAN: Oh, hi Jim.
- JIM: So, are you interested in membership for yourself?
- WOMAN: That's right.
- JIM: OK. Well there are basically two types of adult membership. If you're pretty serious about cycling, there's the Full membership. That costs 260 dollars and that covers you not just for ordinary cycling but also for races both here in the city and also in other parts of Australia. Q1
- WOMAN: Right. Well, I'm not really up to that standard. I was more interested in just joining a group to do some cycling in my free time.
- JIM: Sure. That's why most people join. So, in that case you'd be better with the Recreational membership. That's 108 dollars if you're over 19, and 95 dollars if you're under.
- WOMAN: I'm 25.
- JIM: OK. It's paid quarterly, and you can upgrade it later to the Full membership if you want to, of course. Now both types of membership include the club fee of 20 dollars. They also provide insurance in case you have an accident, though we hope you won't need that, of course. Q2
- WOMAN: No. OK, well, I'll go with the Recreational membership, I think. And that allows me to join in the club activities, and so on?
- JIM: That's right. And once you're a member of the club, you're also permitted to wear our kit when you're out cycling. It's green and white.
- WOMAN: Yes, I've seen cyclists wearing it. So, can I buy that at the club?
- JIM: No, it's made to order by a company in Brisbane. You can find them online: they're called Jerriz. That's J-E-R-R-I-Z. You can use your membership number to put in an order on their website. Q3
- WOMAN: OK. Now, can you tell me a bit about the rides I can do?
- JIM: Sure. So we have training rides pretty well every morning, and they're a really good way of improving your cycling skills as well as your general level of fitness, but they're different levels. Level A is pretty fast – you're looking at about 30 or 35 kilometres an hour. If you can do about 25 kilometres an hour, you'd probably be level B, and then level C are the novices, who stay at about 15 kilometres per hour. Q4
- WOMAN: Right. Well I reckon I'd be level B. So, when are the sessions for that level?
- JIM: There are a couple each week. They're both early morning sessions. There's one on Tuesdays, and for that one you meet at 5.30 am, and the meeting point's the stadium – do you know where that is? Q5
- WOMAN: Yes, it's quite near my home, in fact. OK, and how about the other one?
- JIM: That's on Thursdays. It starts at the same time, but they meet at the main gate to the park. Q6
- WOMAN: Is that the one just past the shopping mall?
- JIM: That's it.



- WOMAN: So how long are the rides?  
 JIM: They're about an hour and a half. So, if you have a job it's easy to fit in before you go to work. And the members often go somewhere for coffee afterwards, so it's quite a social event. Q7
- WOMAN: OK. That sounds good. I've only just moved to the city so I don't actually know many people yet.  
 JIM: Well, it's a great way to meet people.  
 WOMAN: And does each ride have a leader?  
 JIM: Sometimes, but not always. But you don't really need one; the group members on the ride support one another, anyway. Q8
- WOMAN: How would we know where to go?  
 JIM: If you check the club website, you'll see that the route for each ride is clearly marked. So you can just print that out and take it along with you. It's similar from one week to another, but it's not always exactly the same. Q9
- WOMAN: And what do I need to bring?  
 JIM: Well, bring a bottle of water, and your phone. You shouldn't use it while you're cycling, but have it with you.  
 WOMAN: Right.  
 JIM: And in winter, it's well before sunrise when we set out, so you need to make sure your bike's got lights. Q10
- WOMAN: That's OK. Well, thanks Jim. I'd definitely like to join. So what's the best way of going about it?  
 JIM: You can ...

## SECTION 2

Thanks for coming everyone. OK, so this meeting is for new staff and staff who haven't been involved with our volunteering projects yet. So basically, the idea is that we allow staff to give up some of their work time to help on various charity projects to benefit the local community. We've been doing this for the last five years and it's been very successful.

Participating doesn't necessarily involve a huge time commitment. The company will pay for eight hours of your time. That can be used over one or two days all at once, or spread over several months throughout the year. There are some staff who enjoy volunteering so much they also give up their own free time for a couple of hours every week. It's completely up to you. Obviously, many people will have family commitments and aren't as available as other members of staff. Q11

Feedback from staff has been overwhelmingly positive. Because they felt they were doing something really useful, nearly everyone agreed that volunteering made them feel more motivated at work. They also liked building relationships with the people in the local community and felt valued by them. One or two people also said it was a good thing to have on their CVs. Q12

One particularly successful project last year was the Get Working Project. This was aimed at helping unemployed people in the area get back to work. Our staff were able to help them improve their telephone skills, such as writing down messages and speaking with confidence to potential customers, which they had found quite difficult. This is something many employers look for in job applicants – and something we all do without even thinking about, every day at work. Q13

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We've got an exciting new project starting this year. Up until now, we've mainly focused on projects to do with education and training. And we'll continue with our reading project in schools and our work with local charities. But we've also agreed to help out on a conservation project in Redfern Park. So if any of you fancy being outside and getting your hands dirty, this is the project for you. Q14

I also want to mention the annual Digital Inclusion Day, which is coming up next month. The aim of this is to help older people keep up with technology. And this year, instead of hosting the event in our own training facility, we're using the ICT suite at Hill College, as it can hold far more people. Q15

We've invited over 60 people from the Silver Age Community Centre to take part, so we'll need a lot of volunteers to help with this event.

If you're interested in taking part, please go to the volunteering section of our website and complete the relevant form. We won't be providing any training for this but you'll be paired with an experienced volunteer if you've never done it before. By the way, don't forget to tell your manager about any volunteering activities you decide to do. Q16

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The participants on the Digital Inclusion Day really benefited. The majority were in their seventies, though some were younger and a few were even in their nineties! Quite a few owned both a computer and a mobile phone, but these tended to be outdated models. Q17

They generally knew how to do simple things, like send texts, but weren't aware of recent developments in mobile phone technology. A few were keen to learn but most were quite dismissive at first – they couldn't see the point of updating their skills. But that soon changed. Q18

The feedback was very positive. The really encouraging thing was that participants all said they felt much more confident about using social media to keep in touch with their grandchildren, who prefer this form of communication to phoning or sending emails. A lot Q19

of them also said playing online games would help them make new friends and keep their brains active. They weren't that impressed with being able to order their groceries online, as they liked going out to the shops, but some said it would come in handy if they were ill or the weather was really bad. One thing they asked about was using tablets for things like reading newspapers – some people had been given tablets as presents but had never used them, so that's something we'll make sure we include this time ... Q20

## SECTION 3

TUTOR: Ah ... come in, Russ.

RUSS: Thank you.

TUTOR: Now you wanted to consult me about your class presentation on nanotechnology – you're due to give it in next week, aren't you?

RUSS: That's right. And I'm really struggling. I chose the topic because I didn't know much about it and wanted to learn more, but now I've read so much about it, in a way there's too much to say – I could talk for much longer than the twenty minutes I've been allocated. Should I assume the other students don't know much, and give them a kind of general introduction, or should I try and make them share my fascination with a particular aspect? Q21

TUTOR: You could do either, but you'll need to have it clear in your own mind.

RUSS: Then I think I'll give an overview.

TUTOR: OK. Now, one way of approaching this is to work through developments in chronological order.

RUSS: Uh-huh.



- TUTOR: On the other hand, you could talk about the numerous ways that nanotechnology is being applied.
- RUSS: You mean things like thin films on camera displays to make them water-repellent, and additives to make motorcycle helmets stronger and lighter.
- TUTOR: Exactly. Or another way would be to focus on its impact in one particular area, say Q22  
 medicine, or space exploration.
- RUSS: That would make it easier to focus. Perhaps I should do that.
- TUTOR: I think that would be a good idea.
- RUSS: Right. How important is it to include slides in the presentation?
- TUTOR: They aren't essential, by any means. And there's a danger of tailoring what you say to fit whatever slides you can find. While it can be good to include slides, you could end up spending too long looking for suitable ones. You might find it better to leave them out. Q23
- RUSS: I see. Another thing I was wondering about was how to start. I know presentations often begin with 'First I'm going to talk about this, and then I'll talk about that', but I thought about asking the audience what they know about nanotechnology.
- TUTOR: That would be fine if you had an hour or two for the presentation, but you might find that you can't do anything with the answers you get, and it simply eats into the short time that's available.
- RUSS: So, maybe I should mention a particular way that nanotechnology is used, to focus Q24  
people's attention.
- TUTOR: That sounds sensible.
- RUSS: What do you think I should do next? I really have to plan the presentation today and tomorrow.
- TUTOR: Well, initially I think you should ignore all the notes you've made, take a small piece of paper, and write a single short sentence that ties together the whole presentation: Q25  
 it can be something as simple as 'Nanotechnology is already improving our lives'. Then start planning the content around that. You can always modify that sentence later, if you need to.
- RUSS: OK.
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- TUTOR: OK, now let's think about actually giving the presentation. You've only given one before, if I remember correctly, about an experiment you'd been involved in.
- RUSS: That's right. It was pretty rubbish!
- TUTOR: Let's say it was better in some respects than in others. With regard to the structure, I Q26  
felt that you ended rather abruptly, without rounding it off. Be careful not to do that in next week's presentation.
- RUSS: OK.
- TUTOR: And you made very little eye contact with the audience, because you were looking Q27  
down at your notes most of the time. You need to be looking at the audience and only occasionally glancing at your notes.
- RUSS: Mmm.
- TUTOR: Your body language was a little odd. Every time you showed a slide, you turned your Q28  
back on the audience so you could look at it – you should have been looking at your laptop. And you kept scratching your head, so I found myself wondering when you were next going to do that, instead of listening to what you were saying!
- RUSS: Oh dear. What did you think of the language? I knew that not everyone was familiar with the subject, so I tried to make it as simple as I could.
- TUTOR: Yes, that came across. You used a few words that are specific to the field, but you Q29  
always explained what they meant, so the audience wouldn't have had any difficulty understanding.



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RUSS: Uh-huh.

TUTOR: I must say the handouts you prepared were well thought out. They were a good summary of your presentation, which people would be able to refer to later on. So well done on that. Q30

RUSS: Thank you.

TUTOR: Well, I hope that helps you with next week's presentation.

RUSS: Yes, it will. Thanks a lot.

TUTOR: I'll look forward to seeing a big improvement, then.

## SECTION 4

Today, we'll be continuing the series of lectures on memory by focusing on what is called episodic memory and what can happen if this is not working properly.

Episodic memory refers to the memory of an event or 'episode'. Episodic memories allow us to mentally travel back in time to an event from the past. Episodic memories include various details about these events, for example, when an event happened and other information such as the location. To help understand this concept, try to remember the last time you ate dinner at a restaurant. The ability to remember where you ate, who you were with and the items you ordered are all features of an episodic memory. Q31

Episodic memory is distinct from another type of memory called semantic memory. This is the type of factual memory that we have in common with everyone else – that is your general knowledge of the world. To build upon a previous example, remembering where you parked your car is an example of episodic memory, but your understanding of what a car is and how an engine works are examples of semantic memory. Unlike episodic memory, semantic memory isn't dependent on recalling personal experiences. Q32

Episodic memory can be thought of as a process with several different steps of memory processing: encoding, consolidation and retrieval.

The initial step is called encoding. This involves the process of receiving and registering information, which is necessary for creating memories of information or events that you experience. The degree to which you can successfully encode information depends on the level of attention you give to an event while it's actually happening. Being distracted can make effective encoding very difficult. Encoding of episodic memories is also influenced by how you process the event. For example, if you were introduced to someone called Charlie, you might make the connection that your uncle has the same name. Future recollection of Charlie's name is much easier if you have a strategy to help you encode it. Q34

Memory consolidation, the next step in forming an episodic memory, is the process by which memories of encoded information are strengthened, stabilised and stored to facilitate later retrieval. Consolidation is most effective when the information being stored can be linked to an existing network of information. Consolidation makes it possible for you to store memories for later retrieval indefinitely. Forming strong memories depends on the frequency with which you try to retrieve them. Memories can fade or become harder to retrieve if they aren't used very often. Q35

The last step in forming episodic memories is called retrieval, which is the conscious recollection of encoded information. Retrieving information from episodic memory depends upon semantic, olfactory, auditory and visual factors. These help episodic memory retrieval by acting as a prompt. For example, when recalling where you parked your car you may use the colour of a sign close to where you parked. You actually have to mentally travel back to the moment you parked. Q36

There are a wide range of neurological diseases and conditions that can affect episodic memory. These range from Alzheimer's to schizophrenia to autism. An impairment of episodic memory can have a profound effect on individuals' lives. For example, the symptoms of schizophrenia can be reasonably well controlled by medication; however, patients' episodic memory may still be impaired and so they are often unable to return to university or work. Recent studies have shown that computer-assisted games designed to keep the brain active can help improve their episodic memory. Q39

Episodic memories can help people connect with others, for instance by sharing intimate details about their past; something individuals with autism often have problems with. This may be caused by an absence of a sense of self. This is essential for the storage of episodic memory, and has been found to be impaired in children with autism. Research has shown that treatments that improve memory may also have a positive impact on children's social development. Q40

One study looked at a ...



**TEST 3**

**SECTION 1**

- LINDA: Hello, Linda speaking.
- MATT: Oh hi, Linda. This is Matt Brooks. Alex White gave me your number. He said you'd be able to give me some advice about moving to Banford.
- LINDA: Yes, Alex did mention you. How can I help?
- MATT: Well, first of all – which area to live in?
- LINDA: Well, I live in Dalton, which is a really nice suburb – not too expensive, and there's a nice park. *Example*
- MATT: Sounds good. Do you know how much it would be to rent a two bedroom flat there?
- LINDA: Yeah, you should be able to get something reasonable for 850 pounds per month. That's what people typically pay. You certainly wouldn't want to pay more than 900 pounds. That doesn't include bills or anything. *Q1*
- MATT: No. That sounds alright. I'll definitely have a look there. Are the transport links easy from where you live?
- LINDA: Well, I'm very lucky. I work in the city centre so I don't have to use public transport. I go by bike. *Q2*
- MATT: Oh, I wish I could do that. Is it safe to cycle around the city?
- LINDA: Yes, it's fine. And it keeps me fit. Anyway, driving to work in the city centre would be a nightmare because there's hardly any parking. And the traffic during the rush hour can be bad. *Q3*
- MATT: I'd be working from home but I'd have to go to London one or two days a week.
- LINDA: Oh, that's perfect. Getting to London is no problem. There's a fast train every 30 minutes which only takes 45 minutes. *Q4*
- MATT: That's good.
- LINDA: Yeah, the train service isn't bad during the week. And they run quite late at night. It's weekends that are a problem. They're always doing engineering work and you have to take a bus to Hadham and pick up the train there, which is really slow. But other than that, Banford's a great place to live. I've never been happier. *Q5*
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- LINDA: There are some nice restaurants in the city centre and a brand new cinema which has only been open a couple of months. There's a good arts centre too. *Q6*
- MATT: Sounds like Banford's got it all.
- LINDA: Yes! We're really lucky. There are lots of really good aspects to living here. The schools are good and the hospital here is one of the best in the country. Everyone I know who's been there's had a positive experience. Oh, I can give you the name of my dentist too in Bridge Street, if you're interested. I've been going to him for years and I've never had any problems. *Q7*
- MATT: Oh, OK. Thanks! *Q8*
- LINDA: I'll find his number and send it to you.
- MATT: Thanks, that would be really helpful.
- LINDA: Are you planning to visit Banford soon?
- MATT: Yes. My wife and I are both coming next week. We want to make some appointments with estate agents.
- LINDA: I could meet you if you like and show you around.
- MATT: Are you sure? We'd really appreciate that.
- LINDA: Either a Tuesday or Thursday is good for me, after 5.30. *Q9*
- MATT: Thursday's preferable – Tuesday I need to get home before 6 pm.



### SECTION 3

- TUTOR: OK, Jim. You wanted to see me about your textile design project.
- JIM: That's right. I've been looking at how a range of natural dyes can be used to colour fabrics like cotton and wool.
- TUTOR: Why did you choose that topic?
- JIM: Well, I got a lot of useful ideas from the museum, you know, at that exhibition of textiles. But I've always been interested in anything to do with colour. Years ago, I went to a carpet shop with my parents when we were on holiday in Turkey, and I remember all the amazing colours. Q21
- TUTOR: They might not all have been natural dyes.
- JIM: Maybe not, but for the project I decided to follow it up. And I found a great book about a botanic garden in California that specialises in plants used for dyes.
- TUTOR: OK. So, in your project, you had to include a practical investigation.
- JIM: Yeah. At first I couldn't decide on my variables. I was going to just look at one type of fibre for example, like cotton ...
- TUTOR: ... and see how different types of dyes affected it?
- JIM: Yes. Then I decided to include others as well, so I looked at cotton and wool and nylon. Q22
- TUTOR: With just one type of dye?
- JIM: Various types, including some that weren't natural, for comparison.
- TUTOR: OK.
- JIM: So, I did the experiments last week. I used some ready-made natural dyes, I found a website which supplied them, they came in just a few days, but I also made some of my own.
- TUTOR: That must have taken quite a bit of time.
- JIM: Yes, I'd thought it'd just be a matter of a teaspoon or so of dye, and actually that wasn't the case at all. Like I was using one vegetable, beetroot, for a red dye, and I had to chop up a whole pile of it. So it all took longer than I'd expected. Q23
- TUTOR: One possibility is to use food colourings.
- JIM: I did use one. That was a yellow dye, an artificial one.
- TUTOR: Tartrazine?
- JIM: Yeah. I used it on cotton first. It came out a great colour, but when I rinsed the material, the colour just washed away. I'd been going to try it out on nylon, but I abandoned that idea. Q24
- TUTOR: Were you worried about health issues?
- JIM: I'd thought if it's a legal food colouring, it must be safe.
- TUTOR: Well, it can occasionally cause allergic reactions, I believe.
- 
- TUTOR: So what natural dyes did you look at?
- JIM: Well, one was turmeric. The colour's great, it's a really strong yellow. It's generally used in dishes like curry.
- TUTOR: It's meant to be quite good for your health when eaten, but you might find it's not permanent when it's used as a dye – a few washes, and it's gone. Q25
- JIM: Right. I used beetroot as a dye for wool. When I chop up beetroot to eat I always end up with bright red hands, but the wool ended up just a sort of watery cream shade. Disappointing. Q26
- TUTOR: There's a natural dye called Tyrian purple. Have you heard of that?
- JIM: Yes. It comes from a shellfish, and it was worn in ancient times but only by important people as it was so rare, I didn't use it. Q27
- TUTOR: It fell out of use centuries ago, though one researcher managed to get hold of some recently. But that shade of purple can be produced by chemical dyes nowadays. Did you use any black dyes?



- JIM: Logwood. That was quite complicated. I had to prepare the fabric so the dye would take.
- TUTOR: I hope you were careful to wear gloves.
- JIM: Yes. I know the danger with that dye.
- TUTOR: Good. It can be extremely dangerous if it's ingested. Now, presumably you had a look at an insect-based dye? Like cochineal, for example? Q28
- JIM: Yes. I didn't actually make that, I didn't have time to start crushing up insects to get the red colour and anyway they're not available here, but I managed to get the dye quite easily from a website. But it cost a fortune. I can see why it's generally just used in cooking, and in small quantities. Q29
- TUTOR: Yes, it's very effective, but that's precisely why it's not used as a dye.
- JIM: I also read about using metal oxide. Apparently you can allow iron to rust while it's in contact with the fabric, and that colours it.
- TUTOR: Yes, that works well for dyeing cotton. But you have to be careful as the metal can actually affect the fabric and so you can't expect to get a lot of wear out of fabrics treated in this way. And the colours are quite subtle, not everyone likes them. Q30  
Anyway, it looks as if you've done a lot of work ...

## SECTION 4

Last week, we started looking at reptiles, including crocodiles and snakes. Today, I'd like us to have a look at another reptile – the lizard – and in particular, at some studies that have been done on a particular type of lizard whose Latin name is *tiliqua rugosa*. This is commonly known as the sleepy lizard, because it's quite slow in its movements and spends quite a lot of its time dozing under rocks or lying in the sun.

I'll start with a general description. Sleepy lizards live in Western and South Australia, where they're quite common. Unlike European lizards, which are mostly small, green and fast-moving, sleepy lizards are brown, but what's particularly distinctive about them is the colour of their tongue, which is dark blue, in contrast with the lining of their mouth which is bright pink. Q31  
And they're much bigger than most European lizards. They have quite a varied diet, including insects and even small animals, but they mostly eat plants of varying kinds. Q32

Even though they're quite large and powerful, with strong jaws that can crush beetles and snail shells, they still have quite a few predators. Large birds like cassowaries were one of the main ones in the past, but nowadays they're more likely to be caught and killed by snakes. Actually, Q33  
another threat to their survival isn't a predator at all, but is man-made – quite a large number of sleepy lizards are killed by cars when they're trying to cross highways.

One study carried out by Michael Freake at Flinders University investigated the methods of navigation of these lizards. Though they move slowly, they can travel quite long distances. And he found that even if they were taken some distance away from their home territory, they could usually find their way back home as long as they could see the sky – they didn't need any other landmarks on the ground. Q34

Observations of these lizards in the wild have also revealed that their mating habits are quite unusual. Unlike most animals, it seems that they're relatively monogamous, returning to the same partner year after year. And the male and female also stay together for a long time, both before and after the birth of their young. Q35

It's quite interesting to think about the possible reasons for this. It could be that it's to do with protecting their young – you'd expect them to have a much better chance of survival if they have both parents around. But in fact observers have noted that once the babies have

## Audioscripts

hatched out of their eggs, they have hardly any contact with their parents. So, there's not really any evidence to support that idea. Q36

Another suggestion's based on the observation that male lizards in monogamous relationships tend to be bigger and stronger than other males. So maybe the male lizards stay around so they can give the female lizards protection from other males. But again, we're not really sure. Q37

Finally, I'd like to mention another study that involved collecting data by tracking the lizards. I was actually involved in this myself. So we caught some lizards in the wild and we developed a tiny GPS system that would allow us to track them, and we fixed this onto their tails. Then we set the lizards free again, and we were able to track them for twelve days and gather data, not just about their location, but even about how many steps they took during this period. Q38 Q39

One surprising thing we discovered from this is that there were far fewer meetings between lizards than we expected – it seems that they were actually trying to avoid one another. So why would that be? Well, again we have no clear evidence, but one hypothesis is that male lizards can cause quite serious injuries to one another, so maybe this avoidance is a way of preventing this – of self-preservation, if you like. But we need to collect a lot more data before we can be sure of any of this. Q40



## TEST 4

### SECTION 1

MARTHA:	Hi Alex. It's Martha Clines here. James White gave me your number. I hope you don't mind me calling you.	
ALEX:	Of course not. How are you, Martha?	
MARTHA:	Good thanks. I'm ringing because I need a bit of advice.	
ALEX:	Oh yeah. What about?	
MARTHA:	The training you did at JPNW a few years ago. I'm applying for the same thing.	
ALEX:	Oh right. Yes, I did mine in <u>2014</u> . Best thing I ever did. I'm still working there.	Example
MARTHA:	Really? What are you doing?	
ALEX:	Well, now I work in the customer services department but <u>I did my initial training in Finance</u> . I stayed there for the first two years and then moved to where I am now.	Q1
MARTHA:	That's the same department I'm applying for. Did you enjoy it?	
ALEX:	I was pretty nervous to begin with. I didn't do well in my exams at school and I was really worried because <u>I failed Maths</u> . But it didn't actually matter because I did lots of courses on the job.	Q2
MARTHA:	Did you get a diploma at the end of your trainee period? I'm hoping to do the one in business skills.	
ALEX:	Yes. That sounds good. <u>I took the one on IT skills but I wish I'd done that one instead</u> .	Q3
MARTHA:	OK, that's good to know. What about the other trainees? How did you get on with them?	
ALEX:	There were about 20 of us who started at the same time and we were all around the same age – I was 18 and <u>there was only one person younger than me, who was 17</u> . The rest were between 18 and 20. I made some good friends.	Q4
MARTHA:	I've heard lots of good things about the training at JPNW. It seems like there are a lot of opportunities there.	
ALEX:	Yeah, definitely. Because of its size you can work in loads of different areas within the organisation.	
MARTHA:	What about pay? I know you get a lower minimum wage than regular employees.	
ALEX:	That's right – which isn't great. But <u>you get the same number of days' holiday as everyone else</u> . And the pay goes up massively if they offer you a job at the end of the training period.	Q5
MARTHA:	Yeah, but I'm not doing it for the money – it's the experience I think will be really useful. Everyone says by the end of the year you gain so much confidence.	
ALEX:	You're right. That's the most useful part about it. There's a lot of variety too. You're given lots of different things to do. I enjoyed it all – I didn't even mind the studying.	
MARTHA:	Do you have to spend any time in college?	
ALEX:	Yes, <u>one day each month</u> . So you get lots of support from both your tutor and your manager.	Q6
MARTHA:	That's good. And the company is easy to get to, isn't it?	
ALEX:	Yes, it's very close to the train station so the <u>location's a real advantage</u> .	Q7
<hr style="border-top: 1px dashed black;"/>		
ALEX:	Have you got a date for your interview yet?	
MARTHA:	Yes, it's on the 23rd of this month.	
ALEX:	So long as you're well prepared there's nothing to worry about. Everyone's very friendly.	



## Audioscripts

- MARTHA: I am not sure what I should wear. What do you think?
- ALEX: Nothing too casual – like jeans, for example. If you've got a nice jacket, wear that with a skirt or trousers. Q8
- MARTHA: OK. Thanks. Any other tips?
- ALEX: Erm, well I know it's really obvious but arrive in plenty of time. They hate people who are late. So make sure you know exactly where you have to get to. And one other useful piece of advice my manager told me before I had the interview for this job – is to smile. Even if you feel terrified. It makes people respond better to you. Q9 Q10
- MARTHA: I'll have to practise doing that in the mirror!
- ALEX: Yeah – well, good luck. Let me know if you need any more information.
- MARTHA: Thanks very much.

## SECTION 2

Hi everyone, welcome to the Snow Centre. My name's Annie. I hope you enjoyed the bus trip from the airport – we've certainly got plenty of snow today! Well, you've come to New Zealand's premier snow and ski centre, and we've a whole load of activities for you during your week here.

Most visitors come here for the cross-country skiing, where you're on fairly flat ground for most of the time, rather than going down steep mountainsides. There are marked trails, but you can also leave these and go off on your own and that's an experience not to be missed. You can go at your own speed – it's great aerobic exercise if you really push yourself, or if you prefer you can just glide gently along and enjoy the beautiful scenery. Q11

This afternoon, you'll be going on a dog-sled trip. You may have seen our dogs on TV recently racing in the winter sled festival. If you want, you can have your own team for the afternoon and learn how to drive them, following behind our leader on the trail. Or if you'd prefer, you can just sit back in the sled and enjoy the ride as a passenger. Q12

At the weekend, we have the team relay event, and you're all welcome to join in. We have a local school coming along, and a lot of the teachers are taking part too. Participation rather than winning is the main focus, and there's a medal for everyone who takes part. Participants are in teams of two to four, and each team must complete four laps of the course. Q13

For your final expedition, you'll head off to Mount Frenner wearing a pair of special snow shoes which allow you to walk on top of the snow. This is an area where miners once searched for gold, though there are very few traces of their work left now. When the snow melts in summer, the mountain slopes are carpeted in flowers and plants. It's a long ascent, though not too steep, and walkers generally take a couple of days to get to the summit and return. Q14

You'll spend the night in our hut half-way up the mountain. That's included in your package for the stay. It's got cooking facilities, firewood and water for drinking. For washing, we recommend you use melted snow, though, to conserve supplies. We can take your luggage up on our snowmobile for you for just ten dollars a person. The hut has cooking facilities so you can make a hot meal in the evening and morning, but you need to take your own food. Q15

The weather on Mount Frenner can be very stormy. In that case, stay in the hut – generally the storms don't last long. Don't stress about getting back here to the centre in time to catch the airport bus – they'll probably not be running anyway. We do have an emergency locator beacon in the hut but only use that if it's a real emergency, like if someone's ill or injured. Q16



Now, let me tell you something about the different ski trails you can follow during your stay here.

Highland Trail's directly accessible from where we are now. This trail's been designed to give first-timers an experience they'll enjoy regardless of their age or skill, but it's also ideal for experts to practise their technique. Q17

Then there's Pine Trail ... if you're nervous about skiing, leave this one to the experts! You follow a steep valley looking right down on the river below – scary! But if you've fully mastered the techniques needed for hills, it's great fun. Q18

Stony Trail's a good choice once you've got a general idea of the basics. There are one or two tricky sections, but nothing too challenging. There's a shelter half-way where you can sit and take a break and enjoy the afternoon sunshine. Q19

And finally, Loser's Trail. This starts off following a gentle river valley but the last part is quite exposed so the snow conditions can be challenging – if it's snowing or windy, check with us before you set out to make sure the trail's open that day. Q20

Right, so now if you'd like to follow me, we'll get started ...

### SECTION 3

JACK: I've still got loads to do for our report on nutritional food labels.

ALICE: Me too. What did you learn from doing the project about your own shopping habits?

JACK: Well, I've always had to check labels for traces of peanuts in everything I eat because of my allergy. But beyond that I've never really been concerned enough to check how healthy a product is. Q21

ALICE: This project has actually taught me to read the labels much more carefully. I tended to believe claims on packaging like 'low in fat'. But I now realise that the 'healthy' yoghurt I've bought for years is full of sugar and that it's actually quite high in calories. Q22

JACK: Ready meals are the worst ... comparing the labels on supermarket pizzas was a real eye-opener. Did you have any idea how many calories they contain? I was amazed.

ALICE: Yes, because unless you read the label really carefully, you wouldn't know that the nutritional values given are for half a pizza. Q23

JACK: When most people eat the whole pizza. Not exactly transparent is it?

ALICE: Not at all. But I expect it won't stop you from buying pizza?

JACK: Probably not, no! I thought comparing the different labelling systems used by food manufacturers was interesting. I think the kind of labelling system used makes a big difference.

ALICE: Which one did you prefer?

JACK: I liked the traditional daily value system best – the one which tells you what proportion of your required daily intake of each ingredient the product contains. I'm not sure it's the easiest for people to use but at least you get the full story. I like to know all the ingredients in a product – not just how much fat, salt and sugar they contain. Q24

ALICE: But it's good supermarkets have been making an effort to provide reliable information for customers.

JACK: Yes. There just needs to be more consistency between labelling systems used by different supermarkets, in terms of portion sizes, etc.

ALICE: Mmm. The labels on the different brands of chicken flavour crisps were quite revealing too, weren't they?

JACK: Yeah. I don't understand how they can get away with calling them chicken flavour when they only contain artificial additives. Q25



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ALICE: I know. I'd at least have expected them to contain a small percentage of real chicken.

JACK: Absolutely.

ALICE: I think having nutritional food labeling has been a good idea, don't you? I think it will change people's behaviour and stop mothers, in particular, buying the wrong things.

JACK: But didn't that study kind of prove the opposite? People didn't necessarily stop buying unhealthy products.

ALICE: They only said that might be the case. Those findings weren't that conclusive and it was quite a small-scale study. I think more research has to be done. Q26

JACK: Yes, I think you're probably right.

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JACK: What do you think of the traffic-light system?

ALICE: I think supermarkets like the idea of having a colour-coded system – red, orange or green – for levels of fat, sugar and salt in a product.

JACK: But it's not been adopted universally. And not on all products. Why do you suppose that is? Q27 & Q28

ALICE: Pressure from the food manufacturers. Hardly surprising that some of them are opposed to flagging up how unhealthy their products are.

JACK: I'd have thought it would have been compulsory. It seems ridiculous it isn't.

ALICE: I know. And what I couldn't get over is the fact that it was brought in without enough consultation – a lot of experts had deep reservations about it.

JACK: That is a bit weird. I suppose there's an argument for doing the research now when consumers are familiar with this system.

ALICE: Yeah, maybe.

JACK: The participants in the survey were quite positive about the traffic-light system.

ALICE: Mmm. But I don't think they targeted the right people. They should have focused on people with low literacy levels because these labels are designed to be accessible to them.

JACK: Yeah. But it's good to get feedback from all socio-economic groups. And there wasn't much variation in their responses. Q29 & Q30

ALICE: No. But if they hadn't interviewed participants face-to-face, they could have used a much bigger sample size. I wonder why they chose that method?

JACK: Dunno. How were they selected? Did they volunteer or were they approached?

ALICE: I think they volunteered. The thing that wasn't stated was how often they bought packaged food – all we know is how frequently they used the supermarket.

## SECTION 4

In my presentation, I'm going to talk about coffee, and its importance both in economic and social terms. We think it was first drunk in the Arab world, but there's hardly any documentary evidence of it before the 1500s, although of course that doesn't mean that people didn't know about it before then.

However, there is evidence that coffee was originally gathered from bushes growing wild in Ethiopia, in the northeast of Africa. In the early sixteenth century, it was being bought by traders, and gradually its use as a drink spread throughout the Middle East. It's also known that in 1522, in the Turkish city of Constantinople, which was the centre of the Ottoman Empire, the court physician approved its use as a medicine.

By the mid-1500s, coffee bushes were being cultivated in the Yemen and for the next hundred years this region produced most of the coffee drunk in Africa and the Arab world. What's particularly interesting about coffee is its effect on social life. It was rarely drunk at home, but instead people went to coffee houses to drink it. These people, usually men, would



meet to drink coffee and chat about issues of the day. But at the time, this chance to share ideas and opinions was seen as something that was potentially dangerous, and in 1623 the ruler of Constantinople demanded the destruction of all the coffee houses in the city, although after his death many new ones opened, and coffee consumption continued. In the seventeenth century, coffee drinking spread to Europe, and here too coffee shops became places where ordinary people, nearly always men, could meet to exchange ideas. Because of this, some people said that these places performed a similar function to universities. The opportunity they provided for people to meet together outside their own homes and to discuss the topics of the day had an enormous impact on social life, and many social movements and political developments had their origins in coffee house discussions.

Q31

Q32

Q33

In the late 1600s, the Yemeni monopoly on coffee production broke down and coffee production started to spread around the world, helped by European colonisation. Europeans set up coffee plantations in Indonesia and the Caribbean and production of coffee in the colonies skyrocketed. Different types of coffee were produced in different areas, and it's interesting that the names given to these different types, like Mocha or Java coffee, were often taken from the port they were shipped to Europe from. But if you look at the labour system in the different colonies, there were some significant differences.

Q34

In Brazil and the various Caribbean colonies, coffee was grown in huge plantations and the workers there were almost all slaves. But this wasn't the same in all colonies; for example

Q35

in Java, which had been colonised by the Dutch, the peasants grew coffee and passed a proportion of this on to the Dutch, so it was used as a means of taxation. But whatever

Q36

system was used, under the European powers of the eighteenth century, coffee production was very closely linked to colonisation. Coffee was grown in ever-increasing quantities

Q37

to satisfy the growing demand from Europe, and it became nearly as important as sugar

production, which was grown under very similar conditions. However, coffee prices were not yet low enough for people to drink it regularly at home, so most coffee consumption still

took place in public coffee houses and it still remained something of a luxury item. In Britain, however, a new drink was introduced from China, and started to become popular, gradually

taking over from coffee, although at first it was so expensive that only the upper classes could afford it. This was tea, and by the late 1700s it was being widely drunk. However, when the

Q38

USA gained independence from Britain in 1776, they identified this drink with Britain, and coffee remained the preferred drink in the USA, as it still is today.

So, by the early nineteenth century, coffee was already being widely produced and consumed. But during this century, production boomed and coffee prices started to fall. This

Q39

was partly because new types of transportation had been developed which were cheaper and more efficient. So now, working people could afford to buy coffee – it wasn't just a drink for

the middle classes. And this was at a time when large parts of Europe were starting to work in industries. And sometimes this meant their work didn't stop when it got dark; they might have

Q40

to continue throughout the night. So, the use of coffee as a stimulant became important – it wasn't just a drink people drank in the morning, for breakfast.

There were also changes in cultivation ...

# Listening and Reading Answer Keys

## TEST 1

### LISTENING

#### Section 1, Questions 1–10

- 1 choose
- 2 private
- 3 20 / twenty percent
- 4 healthy
- 5 bones
- 6 lecture
- 7 Arretsa
- 8 vegetarian
- 9 market
- 10 knife

#### Section 3, Questions 21–30

- 21 A
- 22 C
- 23 B
- 24 C
- 25 B
- 26 G
- 27 C
- 28 H
- 29 A
- 30 E

#### Section 2, Questions 11–20

- 11 B
- 12 C
- 13 B
- 14 E
- 15 D
- 16 B
- 17 G
- 18 C
- 19 H
- 20 I

#### Section 4, Questions 31–40

- 31 crow
- 32 cliffs
- 33 speed
- 34 brain(s)
- 35 food
- 36 behaviour(s) / behavior(s)
- 37 new
- 38 stress
- 39 tail(s)
- 40 permanent

#### If you score ...

0–16	17–25	26–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.



**TEST 1****READING****Reading Passage 1,  
Questions 1–13**

- 1 update  
 2 environment  
 3 captain  
 4 films  
 5 season  
 6 accommodation  
 7 blog  
 8 FALSE  
 9 NOT GIVEN  
 10 FALSE  
 11 TRUE  
 12 NOT GIVEN  
 13 TRUE

**Reading Passage 2,  
Questions 14–26**

- 14 iv  
 15 vi  
 16 i  
 17 v  
 18 viii  
 19 iii

- 20 E  
 21 B  
 22 D  
 23 A  
 24 focus  
 25 pleasure  
 26 curiosity

**Reading Passage 3,  
Questions 27–40**

- 27 B  
 28 C  
 29 C  
 30 D  
 31 A  
 32 D  
 33 A  
 34 E  
 35 C  
 36 G  
 37 B  
 38 YES  
 39 NOT GIVEN  
 40 NO

**If you score ...**

0–16	17–25	26–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

**TEST 2****LISTENING****Section 1, Questions 1–10**

- 1 races
- 2 insurance
- 3 Jerriz
- 4 25 / twenty-five
- 5 stadium
- 6 park
- 7 coffee
- 8 leader
- 9 route
- 10 lights

**Section 2, Questions 11–20**

- 11 C
- 12 B
- 13 C
- 14 B
- 15 B
- 16 A
- 17&18 *IN EITHER ORDER*  
C  
E
- 19&20 *IN EITHER ORDER*  
B  
D

**Section 3, Questions 21–30**

- 21 B
- 22 A
- 23 C
- 24 C
- 25 A
- 26 A
- 27 C
- 28 D
- 29 G
- 30 B

**Section 4, Questions 31–40**

- 31 location
- 32 world
- 33 personal
- 34 attention
- 35 name
- 36 network
- 37 frequency
- 38 colour / color
- 39 brain
- 40 self

**If you score ...**

0–17	18–26	27–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.



**TEST 2****READING****Reading Passage 1,  
Questions 1–13**

- 1 oils
- 2 friendship
- 3 funerals
- 4 wealth
- 5 indigestion
- 6 India
- 7 camels
- 8 Alexandria
- 9 Venice
- 10 TRUE
- 11 FALSE
- 12 NOT GIVEN
- 13 FALSE

**Reading Passage 2,  
Questions 14–26**

- 14 B
- 15 F
- 16 B
- 17 E
- 18 A
- 19 B

- 20 C
- 21 animals
- 22 childbirth
- 23 placebo
- 24 game
- 25 strangers
- 26 names

**Reading Passage 3,  
Questions 27–40**

- 27 D
- 28 C
- 29 A
- 30 D
- 31 D
- 32 D
- 33 C
- 34 B
- 35 A
- 36 C
- 37 A
- 38 B
- 39 C
- 40 D

**If you score ...**

0–15	16–23	24–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

**TEST 3**

**LISTENING**

**Section 1, Questions 1–10**

- 1 850
- 2 bike / bicycle
- 3 parking
- 4 30 / thirty
- 5 weekend(s)
- 6 cinema
- 7 hospital
- 8 dentist
- 9 Thursday
- 10 café

**Section 2, Questions 11–20**

- 11 F
- 12 D
- 13 A
- 14 B
- 15 C
- 16 G
- 17&18 *IN EITHER ORDER*  
B  
C
- 19&20 *IN EITHER ORDER*  
B  
D

**Section 3, Questions 21–30**

- 21 C
- 22 A
- 23 A
- 24 B
- 25 C
- 26 F
- 27 H
- 28 D
- 29 A
- 30 E

**Section 4, Questions 31–40**

- 31 tongue(s)
- 32 plants
- 33 snakes
- 34 sky
- 35 partner(s)
- 36 contact
- 37 protection
- 38 tail(s)
- 39 steps
- 40 injury / injuries

**If you score ...**

0–17	18–26	27–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.



**TEST 3****READING****Reading Passage 1,  
Questions 1–13**

- 1 furniture
- 2 sugar
- 3 ropes
- 4 charcoal
- 5 bowls
- 6 hormones
- 7 cosmetics
- 8 dynamite
- 9 FALSE
- 10 FALSE
- 11 NOT GIVEN
- 12 TRUE
- 13 NOT GIVEN

**Reading Passage 2,  
Questions 14–26**

- 14 B
- 15 C
- 16 A
- 17 B
- 18 recording devices
- 19 fathers / dads

- 20 bridge hypothesis
- 21 repertoire
- 22 (audio-recording) vests
- 23 vocabulary
- 24 F
- 25 A
- 26 E

**Reading Passage 3,  
Questions 27–40**

- 27 C
- 28 H
- 29 A
- 30 B
- 31 D
- 32 shells
- 33 lake
- 34 rainfall
- 35 grains
- 36 pottery
- 37 B
- 38 A
- 39 D
- 40 A

**If you score ...**

0–16	17–24	25–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

**TEST 4**

**LISTENING**

**Section 1, Questions 1–10**

- 1 Finance
- 2 Maths / Math / Mathematics
- 3 business
- 4 17 / seventeen
- 5 holiday(s) / vacation(s)
- 6 college
- 7 location
- 8 jeans
- 9 late
- 10 smile

**Section 2, Questions 11–20**

- 11 A
- 12 B
- 13 A
- 14 C
- 15 A
- 16 B
- 17 B
- 18 D
- 19 A
- 20 E

**Section 3, Questions 21–30**

- 21 A
- 22 A
- 23 C
- 24 C
- 25 B
- 26 A
- 27&28 *IN EITHER ORDER*  
B  
C
- 29&30 *IN EITHER ORDER*  
D  
E

**Section 4, Questions 31–40**

- 31 destruction
- 32 universities / university
- 33 political
- 34 port(s)
- 35 slaves / slavery
- 36 taxation
- 37 sugar
- 38 tea
- 39 transportation
- 40 night

**If you score ...**

0–17	18–26	27–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.



**TEST 4****READING****Reading Passage 1,  
Questions 1–13**

- 1 FALSE  
 2 FALSE  
 3 TRUE  
 4 TRUE  
 5 FALSE  
 6 TRUE  
 7 NOT GIVEN  
 8 TRUE  
 9 wool  
 10 navigator  
 11 gale  
 12 training  
 13 fire

**Reading Passage 2,  
Questions 14–26**

- 14 minerals  
 15 carbon  
 16 water  
 17 agriculture  
 18 C  
 19 E

- 20 A  
 21 D  
 22 E  
 23 C  
 24 F  
 25 G  
 26 F

**Reading Passage 3,  
Questions 27–40**

- 27 D  
 28 A  
 29 B  
 30 F  
 31 B  
 32 G  
 33 E  
 34 A  
 35 YES  
 36 NOT GIVEN  
 37 NO  
 38 NOT GIVEN  
 39 YES  
 40 NO

**If you score ...**

0–16	17–25	26–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

# Sample answers for Writing tasks

## TEST 1, WRITING TASK 1

### SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 5.5** score. Here is the examiner's comment:

The candidate has identified all the key features (hospital, ring road, new public car park, staff car park and bus station in 2010) but the descriptions are not always accurate e.g. [*two features that still remained. This two features are City Hospital and staff car park*] whereas the staff car park was formerly a car park for both staff and public, while the mention of the bus station is not developed. Organisation is clear, however, with some good use of cohesive devices [*According to | Apart from | The further additional features*], although there is an error in the use of reference pronouns [*This/These two features*]. The range of vocabulary is sufficient for the task [*two different years | features | remained | additional*], though [*features*] is over-used. A spelling error is noted in the second line [*sourrounded*] but this does not cause any difficulty for the reader; similarly, the use of [*around-turn*] can be easily understood as 'roundabout'. There is a mix of simple and complex sentences, mainly used accurately.

Two maps illustrate the way to get to a city hospital of two different years (2007 and 2010).

According to both maps, the main features which is city hospital is sourrounded by Ring Road. In these two maps, there have been two features that still remained. This two features are City Hospital and staff car park. Apart from these two features there are some features that shows on 2010 map but haven't shown on 2007 map. The additional features that appear on the map of 2010 are public car park which located on the east-side of the city hospital. The further additional features are two around-turn on the hospital Rd. which can lead to the bus station.

Overall, there are two major features that never change on both 2007 and 2010 map. These features are city hospital and staff car park. However, there are some additional features that appear on the map of 2010 but not on 2007. These features are public car park, bus station and two around-turns.



## TEST 1, WRITING TASK 2

### SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 6.5** score. Here is the examiner's comment:

The candidate deals with both parts of the prompt and addresses some social and practical problems that might be experienced in a foreign language environment. Ideas are supported by examples, though there is room for further development here. Organisation is logical and there is clear progression throughout the response. Cohesive devices are used appropriately [*Another problem* | *For example* | *Therefore* | *That means ...* | *The second ... problem* | *To summarize*]. There is a sufficient range of vocabulary to allow some flexibility and precision and to demonstrate awareness of style and collocation [*language barrier* | *linked to* | *influence the behaviour* | *offend* | *misunderstanding* | *misconceptions*]. There is a mix of simple and complex sentence forms including subordinate clauses [*which means that* | *a person who*], modal verbs [*should* | *might* | *would*] and gerunds [*finding a job*]. Grammatical control is generally good as is the use of punctuation, although the first sentence in the second paragraph is incomplete.

It is clear that living in a foreign country has its own benefits and drawbacks to consider. I agree with this statement, however I think that anybody coming in another country should respect national culture. In this essay, I would like to outline the social and practical problems.

The social problems would be language barrier, which means that a person coming from another country might not be able to speak and understand the language which might be a problem as far a person who is living in a country, and a person who came in the country. Another problem is linked to the language barrier, but it might influence the behaviour of others. An individual who come into the country might offend others with their behaviour or language. For example; some cultures like English people prefer to be very polite and say things differently from other cultures. Therefore a person who doesn't know how to behave in a particular culture might offend others around him.

The practical problems would be misunderstanding of culture. That means that a person who visits other countries does not understand other culture and he behaves as he wants to.

The second practical problem is finding a job. An individual who works in foreign country might not be appropriate for people who he serves. For example if an individual works in a restaurant, the people who live in a country and they were born in that country might not respect and not like the behaviour of a person who works in a restaurant, it might be because, the cultures are different.

To summarize, it can be said that there are a lot of misconceptions which people have when they come in a foreign country, and in my opinion and from my personal experience people should educate themselves in order to know how to behave in different situations with different cultures.

## TEST 2, WRITING TASK 1

### SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 6.0** score. Here is the examiner's comment:

The candidate has identified all the main features and trends, including the fact that in 1971 the number of households in owned and rented households was the same. Comments are supported by dates and percentages of households and there is a short overview at the end of the script. Organisation is clear as the writer deals with each category in turn. The range of vocabulary is adequate but there are frequent spelling errors [*comprssion* / comparison | *dramaticly droped* / dramatically dropped | *stated* / stayed | *yeas* / year | *leveled* / levelled | *Genarally* / Generally | *prectarge* / percentage]. These do not noticeably impede communication, however. There is a mix of grammatical structures and some complex sentence forms, though these are not always accurate: the meaning is still clear, however.

The provided bar chart depicts the comprssion of buying or renting houses in England and Wales from 1918 to 2011.

1918 the rented households was raised about 78 percentage. Then it leveled of between 1939 to 1953. From 1961 to 1981 it dramaticly droped to 35 percentage. This accommodation stated the same until 2001. In 2011 there was a slight increase in rented households and it was up to 38%.

The same yeas the owned ones has raise from 21% to 32% in 1918 to 1953. In 1939 to 1953 the was a graduate stade in the percentage. Then it starts to leveled up to 69% In 1991. At 2001 to 2011 there was a decline in the owned accommodation and it was 62%.

Genarally, both of the rented and owned households has raised and droped throug the years from 1918 to 2011. The was a year that the were the same prectarge and it was 1971 which 50%



## TEST 2, WRITING TASK 2

### SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 7.0** score. Here is the examiner's comment:

The candidate explains why s/he both agrees and disagrees with the statement, meeting the requirements of 'To what extent do you agree or disagree with this statement?' S/he singles out two areas of disagreement (food and jobs) and provides clear examples to support these opinions, then goes on to identify an area of agreement (TV channels), again providing support and then some development of the example. Organisation is logical and there is clear progression throughout the writing. There is a range of cohesive devices, used appropriately [*Take for example* | *Actually* | *Therefore* | *Naturally* | *However* | *This specific area* | *From this point of view* | *In conclusion*]. The range of vocabulary is sufficient to show some flexibility and precision, as well as less common items and an awareness of style and collocation [*Complex* | *list of favourites* | *fits ... my abilities* | *specific area* | *many available channels*]. There is only one spelling error [*beome*], probably a slip of the pen. Control over grammar and punctuation is generally good and there is a variety of complex structures with frequent error-free sentences.

The answer is complex since there are a lot of choices in our life and all of them are different kinds. In some cases I would say that it is a good thing to have the ability to choose from a wide variety. Take for example gastronomy. Every single person has different meals on their list of favourites. Actually if you have a bigger family it is almost impossible to cook something that everyone would like. Therefore I would say that it is great that you can go to a shopping center and choose from a dozen different food types. I can always find something that looks delicious.

Naturally, there are some people who say that it is against evolution. They claim to say that back in the old days we had a perfect life when technically everybody was farming. I personally disagree with that. I am happy that I could choose a job that fits best to my abilities. I mean no one is the same, why would we want to do the same? Different kinds of universities give us the opportunity to become who we are meant to be. We have the right to choose.

However there is one topic where, according to my opinion, we have too many choices. This specific area is television. There are hundreds of channels, therefore you can always find something that is worth watching. Literally you could sit in your sofa the whole day and watch films. I think that people doing less outdoor activities are the results of the many available channels. From this point of view I would agree that we have too many choices.

In conclusion I would say that we can't generally talk about choices since they could be different. In some cases it is good to have many of them while in other areas they could have a negative effect.

## TEST 3, WRITING TASK 1

### SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 5.0** score. Here is the examiner's comment:

This response is rather mechanical as it lists the countries in order of production and consumption of electricity, identifies the countries that produce and consume most and least and notes the fact that all the countries except Germany produce more than they consume. However, the writing is supported by data, although there are some errors in the figures (the figures for production in Russia, India and Brazil are inaccurate as is the figure for consumption in Japan). Organisation is limited and there are few examples of cohesive devices; similarly the range of vocabulary is limited although just adequate for the task. There is a mix of simple and complex sentence structures, but complex forms are mainly inaccurate [*that have / has | Almost all the country have / Almost all the countries have*].

From the bar chart that show the top ten countries for the production and consumption of electricity in 2014. For the production of electricity, the 1<sup>st</sup> rank is China that have 5,398 billion kwh, the 2<sup>nd</sup> rank is United States that have 4,099 billion kwh, the 3<sup>rd</sup> rank is Russia that have 1,059 billion kwh, the 4<sup>th</sup> rank is Japan that have 936.2 billion kwh, the 5<sup>th</sup> rank is India that have 891 billion kwh, the 6<sup>th</sup> rank is Canada that have 618.9 billion kwh, the 7<sup>th</sup> rank is France that have 561.2 billion kwh, the 8<sup>th</sup> rank is Brazil that have 530.9 billion kwh, the 9<sup>th</sup> rank is Germany that have 526.6 billion kwh and the 10<sup>th</sup> rank is Republic of Korea that have 485.1 billion kwh. For the consumption of electricity, the 1<sup>st</sup> rank is China that have 5,322 billion kwh, the 2<sup>nd</sup> rank is United States that have 3,866 billion kwh, the 3<sup>rd</sup> is Russia that have 1,038 billion kwh, the 4<sup>th</sup> rank is Japan that have 856.9 billion kwh, the 5<sup>th</sup> rank is India that have 698.8 billion kwh, the 6<sup>th</sup> rank is Germany that have 582.5 billion kwh, the 7<sup>th</sup> rank is Canada that have 499.9 kwh, the 8<sup>th</sup> rank is France that have 462.9 billion kwh, the 9<sup>th</sup> rank is Brazil that have 455.8 kwh and the 10<sup>th</sup> is Republic of Korea that have 449.5 billion kwh.

From the information. The country that have the most in production and consumption is China. The country that have the least in production and consumption is Republic of Korea.

Almost all the country have production more than consumption, except Germany that have consumption more than production.



## TEST 3, WRITING TASK 2

### SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 6.0** score. Here is the examiner's comment:

The writer addresses all parts of the prompt and outlines why the various subjects are all important, supporting these ideas with relevant examples. Although the organisation is sometimes confused, there is a sense of progression and a definite conclusion is reached. Cohesive devices are used effectively [*In my opinion | Of course | especially*]. Referencing is generally accurate [*we wouldn't know that without them | these things | that hope | that is a reason why*], but there is one error [*With this / these two things*]. The range of vocabulary is quite varied [*go along with today's world | to move forward | daily life | transportation, communication, collaboration etc. | political standing, culture and traditions*], though errors occur [*every subjects / subject | normally / normal human beings | a bright chances / chance*], while a reference to [*stuff and things*] suggests the writer struggled to find more precise terms. There is a mix of simple and complex sentence forms, including different types of subordinate clauses [*Some people say that ... | ... which is science and technology | ... people who pushes / push us to | The / They taught us how to*] and although errors occur, these do not usually cause misunderstanding or difficulty for the reader. Punctuation is sometimes faulty, particularly omission of full stops.

In my opinion I think every subjects is important for us. We have to learn everything through our past, present and future. Some people say that History is one of the most important school subjects it's true but it has to go along with today's world which is science and Technology. How can we move without our history, the people behind us "The ancient people" is the most powerful people who pushes us to move forward. The taught us how to fire a light, How to find a food, How to lives with other and animals, How to survive and others. Of course we wouldn't know that without them. Science and Technology are important too. They give us a chance to move forward with them. Without Science and Technology we're just a normally humans being. We spend our daily life with no useful. Without them we have no light we have no food, we have no comfortable stuff and things. Old people can survived without these things. Humans creates lots of invention to give an unlimited wants of people based on a limited government.

May I gives one example of the development of science and Technology. With this two things it give us a chance to be a member of ASEAN "Association of South East Asia Nation" we can be able to communicate with the other 9 countries with the high technology it help us to be a TEAMWORK with the 9 other countries to develop our country. help us in terms of transportation, communication, collaboration etc. it can definitely hold on to that hope that in the near future.

### *Sample answers for Writing tasks*

Overall economics can totally achieves. it is a fact that the member of the member of the ASEAN have differences in term of political standing, culture and traditions but it's not a problem with our help I know that there're a bright future are waiting for all of us. and that is a reason why History, Science and Technology is important

We use History to learn about others, their culture, their tradition to be understand each other more and more and using science and Technology to help us, our country, our world to be moving forward, to help each other and to give a bright chances and future for everyone, especially kids give a chances to them to study, to go to school, to get knowledge so the next ten years, twenty years to the new up coming year all of them can help each other to pass these chances to other kids go on and on.



## TEST 4, WRITING TASK 1

### SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 6.5** score. Here is the examiner's comment:

This answer addresses the main features of the redeveloped sports centre, but it could be improved by adding a brief description of the centre as it is at present. Another aspect of the response that could be improved would be to indicate where the various facilities will be situated in relation to each other: from the description above the reader cannot know where for example the gym, the leisure pool and the dance studios will be located. The range of vocabulary is above average, however: [*illustrate* | *reconstruction* | *redeveloped* | *additional* | *replaced by other facilities* | *renovated*] and shows flexibility and precision. There is a variety of complex structures such as present and future verb forms, passive forms and relative clauses [*the place where...* | *It is also clear... that*]. There could be more variety in the language used to express future plans: [*going to*] is over-used.

The following plans illustrate the layout of the university's sports centre at the present moment and the way it will look after a reconstruction.

According to the new layout, the redeveloped sports centre is going to become bigger. First, the gym is going to be larger and an additional changing room is going to appear. Besides, there is going to be a sports shop and a cafe in the reception zone. Apart from that, 2 dance studios are going to work opposite the gym. Finally, the sports centre is going to get a new leisure pool. It is going to be located in the place where the outdoor courts used to be. As can be seen from the new layout, both outdoor courts are going to be replaced by other facilities in the renovated sports centre. Furthermore, a sports hall is going to appear in the university sports centre. It is also clear from the second layout that the redeveloped sports centre is going to be a fully indoor one.

## TEST 4, WRITING TASK 2

### SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 6.0** score. Here is the examiner's comment:

This script presents some difficulties for the reader. There is an attempt to answer the first part of the prompt (Why is this the case?) although the explanation is not well supported, while the answer to the second question (What can be done about this problem?) lacks focus as it mentions education, clean water and social mobility as well as food. At the same time, it is clear that the writer has some ideas, but lacks the language needed to express them satisfactorily. Ideas are organised into paragraphs and there is some sense of progression, with accurate use of cohesive devices [*Nowadays | According to | for example*] although there is also some inaccuracy [*Hence | In the long team / term?*]. Control over spelling and word formation is weak and there are frequent errors [*itmes | opioin | Captialism | divied | countris | resouse | devepling*] for example, causing further difficulty. There are attempts to produce both simple and complex sentence forms, but the error level is high throughout, even in simple forms [*I think it made many problem | the people will be expenditure more*]. Punctuation is also sometimes faulty.

Nowadays, many countries has been tried to develop the Advances itmes to Solves the lack of food in the world by the way why many people around the world still go hungry. In my opioin, I think "Captialism".

Under "the world Order" by USA in 1970 (the cold war) divied the countris around the world in to 3 groups, 1) the frist world like USA, UK, Japan like that, 2) the second word was like Soviet Union and 3) the third word was a devopling countries. I didn't think the captialism is bad, I think it made many problem such as the lack of food in the poor countries.

According to the Economics, the develped countries have a absolute rights to take an advantage from the resouse in the devepling countries with the lowest wage, the hardest working and the dangerous places working Hence, the people who live in the devepling countries has no oppunities to mobilisation their status. the lowest wage they get vice versa the high price of their item product for example 1 dollar US per a day for 1 worker in the develped countries, but 100 dollar US per the item product to be selled, the cap is approximate 99 dollar US goes to the owner who live in the deveped countries.

The solve of this problem, I think the government on each countries should guranted their citizen to have a basic rights, Food, Clear water and Education, for example. The highest price of food that restrize the poor people to access the food, the government need to bare the barrier pices of food won't be high



### *Sample answers for Writing tasks*

In the long term of solving this problem, the government will give more Education fee as free for the civilian because I absolutely think Education comes with mobilisation the social status when the people has a high Education comes with a high working, then the government should bare the free of household is not high as well. the people will be expenditure more. When the more expenditure the people have, the more money they have we have to solve this problem together, Not the duty of some countries, the problem will be eradicated from the world. finally we have to have a hope to solve it, Not despair yet.





Please write your full name in CAPITAL letters on the line below:

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Please write your Candidate number on the line below:

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Please write your three digit language code in the boxes and shade the numbers in the grid on the right.



▶	0	1	2	3	4	5	6	7	8	9
▶	0	1	2	3	4	5	6	7	8	9
▶	0	1	2	3	4	5	6	7	8	9



Are you: Female?  Male?

**Reading Reading Reading Reading Reading Reading**

Module taken (shade one box):

Academic

General Training

	Marker use only		Marker use only
1	✓ 1 ✗ □ □	21	✓ 21 ✗ □ □
2	✓ 2 ✗ □ □	22	✓ 22 ✗ □ □
3	✓ 3 ✗ □ □	23	✓ 23 ✗ □ □
4	✓ 4 ✗ □ □	24	✓ 24 ✗ □ □
5	✓ 5 ✗ □ □	25	✓ 25 ✗ □ □
6	✓ 6 ✗ □ □	26	✓ 26 ✗ □ □
7	✓ 7 ✗ □ □	27	✓ 27 ✗ □ □
8	✓ 8 ✗ □ □	28	✓ 28 ✗ □ □
9	✓ 9 ✗ □ □	29	✓ 29 ✗ □ □
10	✓ 10 ✗ □ □	30	✓ 30 ✗ □ □
11	✓ 11 ✗ □ □	31	✓ 31 ✗ □ □
12	✓ 12 ✗ □ □	32	✓ 32 ✗ □ □
13	✓ 13 ✗ □ □	33	✓ 33 ✗ □ □
14	✓ 14 ✗ □ □	34	✓ 34 ✗ □ □
15	✓ 15 ✗ □ □	35	✓ 35 ✗ □ □
16	✓ 16 ✗ □ □	36	✓ 36 ✗ □ □
17	✓ 17 ✗ □ □	37	✓ 37 ✗ □ □
18	✓ 18 ✗ □ □	38	✓ 38 ✗ □ □
19	✓ 19 ✗ □ □	39	✓ 39 ✗ □ □
20	✓ 20 ✗ □ □	40	✓ 40 ✗ □ □

Marker 2 Initials

Marker 1 Initials

Band Score

Reading Total

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM



UNIVERSITY of CAMBRIDGE  
ESOL Examinations

WRITING ANSWER SHEET

Candidate Name: ..... Candidate Number: .....

Centre Name: ..... Date: .....

Module: ACADEMIC  GENERAL TRAINING  (Tick as appropriate)

TASK 1

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EXAMINER'S USE ONLY

EXAMINER 2 NUMBER: .....

CANDIDATE NUMBER: .....

EXAMINER 1 NUMBER: .....



INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM



UNIVERSITY of CAMBRIDGE  
ESOL Examinations

WRITING ANSWER SHEET

Candidate Name: ..... Candidate Number: .....

Centre Name: ..... Date: .....

Module: ACADEMIC  GENERAL TRAINING  (Tick as appropriate)

TASK 1

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EXAMINER'S USE ONLY

EXAMINER 2 NUMBER: .....

CANDIDATE NUMBER: .....

EXAMINER 1 NUMBER: .....

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