TEST A

Reading • Passage 1

Question 1, 2, 4, 4, 5,…, 14
Reading Passage 1 has eight paragraphs, A–H.

Pick your poison

A Poison is a stealth killer, effective in minuscule amounts, often undetectable. It's the treachery in the arsenic-tainted glass of wine. It's the fatal attraction: Snow White's poison apple; the death-defying art of the snake handler; the Japanese roulette practised by those who eat *fugu*, a poisonous fish that is lethal if it is not properly prepared. Without poison, comic-book superheroes and villains in plays and movies would be considerably duller. Spiderman exists by the grace of a radioactive spider bite. Laertes used a poison-dipped sword to kill Hamlet, and Claude Rains's nasty mother kept sneaking poison drops into Ingrid Bergman's drinks in Alfred Hitchcock's film *Notorious*.

B You might say that a toxicologist studies substances that lead to death. But toxicology is also about life. What can kill, can cure. As Paracelsus, a 16th-century German-Swiss physician and alchemist, said: 'All substances are poisons; there is none which is not a poison. The right dose differentiates a poison and a remedy.' Poison is in the dose. Toxicology and pharmacology are intertwined, inseparable, a Jekyll-Hyde duality. A serpent coiled around a staff symbolizes Asclepius, the Greek god of medicine.

C Consider arsenic, the poison of kings and king of poisons. Arsenic exploits certain pathways in our cells, binds to proteins, and creates molecular havoc. Small amounts taken over a long stretch produce weakness, confusion, and paralysis. Take less than a tenth of an ounce (3 grams) at once, and the classic signs of acute arsenic poisoning ensue: nausea, vomiting, low blood pressure, then death.

D Because it is colourless, tasteless and odourless, arsenic was the poison of choice for the Borgias, the Italian Renaissance family skilled at artful assassination, as well as for Hieronyma Spara, a 17th-century Roman entrepreneur who ran a school that taught wealthy young wives how to dispatch their husbands and become wealthy young widows. Arsenic, the 'powder of succession', helped ambitious princes secure thrones. Fed in small amounts to a wet nurse, the poison could be expressed in breast milk and kill rival infants.

E In the fifth century BC, Hippocrates used arsenic to treat ulcers. It became an ingredient in Fowler's solution, created in 1786 and used for more than 150 years to treat everything from asthma to cancer. Arsenic derivatives are still used to treat African sleeping sickness. In 1890 William Osler, founder of modern medical education, pronounced arsenic the best drug for leukaemia, and today it remains an effective chemotherapy agent for acute forms of the disease. So, is arsenic a poison or a drug? 'It's both,' says Joshua Hamilton, professor of toxicology and pharmacology at Dartmouth College. 'It depends: are you talking to a Borgia, or are you talking to a physician?'

F Poisons surround us. It's not just too much of a bad thing, like arsenic, that can cause trouble; it's too much of nearly anything. Too much vitamin A can cause liver damage. Too much vitamin D can damage the kidneys. Too much water can result in hyponatraemia, a dilution of the blood's salt content, which disrupts brain, heart and muscle function. Even oxygen has a sinister side. 'Oxygen is the ultimate toxin,' says Michael Trush, a toxicologist at John Hopkins Bloomberg School of Public Health. Oxygen combines with food to produce energy, but our bodies also produce oxygen radicals – atoms with an extra electron that damage biomolecules, DNA, proteins and lipids. 'We are oxidizing all the time,' says Trush. 'The biochemical price of breathing is ageing.' Which is to say, we rust.

G As if everyday poisons weren't enough to anguish over, there are nature's more exotic hazards. It's a jungle out there. There are 1,200 kinds of poisonous marine organisms, 700 poisonous fish, 400 venomous snakes, 60 ticks, 75 scorpions, 200 spiders, 750 poisons in more than 1,000 plant species, and several birds whose feathers are toxic when touched or ingested.

H Given the treachery of the world, why don't more of us die of poisoning? Because our bodies prevent both natural and man-made toxins harming us. The first line of defence, skin, is made of keratin – so waterproof, tough and tightly woven that only the smallest and most fat-soluble molecules can get through. Our senses warn us of noxious substances; if they fail there is vomiting as backup. Finally, there is the liver, which turns fat-soluble poisons into water-soluble wastes that can be flushed out through our kidneys. The balance tilts over to toxicity only when we step over the threshold of dosage.

Choose the most suitable headings for paragraphs B–H from the list provided.
Paragraph A has been done for you as an example.

Example Paragraph A: Poison as a part of our culture

Paragraph B

1 Poisoned by life's essentials

Paragraph C

2

Paragraph D

3

Paragraph E

4

Paragraph F

5

Paragraph G

6

Paragraph H

7

Headings

Poisoned by life's essentials

The particular risks that medical scientists face

A poison traditionally used for murdering relatives

Our natural protection against poisons

Poison as a part of our culture

How one poison damages the human body

The danger from other living things

The uses of a poison as a medical treatment

Killed by a venomous serpent

What distinguishes the medicinal from the toxic

8
Arsenic is still used today in the treatment of leukaemia.
☐ True ☐ False ☐ Not Given

9
Eating too much salt is extremely bad for the human body.
☐ True ☐ False ☐ Not Given

10
Oxygen's effects on the body are purely beneficial.
☐ True ☐ False ☐ Not Given

11
People vomit when they smell a poisonous substance.
☐ True ☐ False ☐ Not Given

12 Answer the questions below using NO MORE THAN THREE WORDS from the passage for each answer

Which two medical sciences are closely linked?

13 Who learnt from Hieronyma Spara how to kill?

14

Which part of the body makes toxic substances harmless?

Feedback

Paragraph A: Poison as a part of our culture
Paragraph A lists a number of examples of poisoning or the potential for poisoning in different contexts, including fairy tales, literature, film, popular culture, and food.

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1 Paragraph B: What distinguishes the medicinal from the toxic
Paragraph B explains that the difference between a deadly substance and its use to treat illness depends on how much or how little is used.

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2 Paragraph C: How one poison damages the human body
Paragraph C describes the process of poisoning by arsenic, and the physical effects on the victim.

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3 Paragraph D: A poison historically used for murdering relatives
Paragraph D describes the use of arsenic by various historical figures to kill family members.

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4 Paragraph E: The uses of a poison as a medical treatment
Paragraph E describes a number of ways that arsenic has been used successfully to treat medical conditions, from ancient times to the present day.

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5 Paragraph F: Poisoned by life's essentials
Paragraph F explains how even essential substances, such as vitamins, water and oxygen, can be toxic at high levels.

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6 Paragraph G: The danger from other living things
Paragraph G lists some of the poisonous organisms in the natural world.

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7 Paragraph H: Our natural protection against poisons
Paragraph H describes how the human body defends itself against poisons.

Not used
The particular risks that medical scientists face
This topic is not covered in the text. In Paragraph F Michael Trush says 'We', but he is referring to people in general, not just to scientists.

Killed by a venomous serpent
Although 'reptiles' and 'serpent' are mentioned, they are not the main topic of any paragraph.
8 True
… arsenic [is] *the best drug for leukaemia, and today it remains an effective chemotherapy agent for acute forms of the disease …* (paragraph E)
9 Not Given
Although it is nowadays generally regarded as factual that too much salt is bad for the human body, this is not stated anywhere in the text. The reference to 'salt' in paragraph F is unconnected with eating too much of it.
10 False
… Oxygen is the ultimate toxin … 'We are oxidizing all the time,' says Trush. 'The biochemical price of breathing is ageing … (paragraph F)
11 False
… Our senses warn us of noxious substances; if they fail [that is, if the poison is still swallowed]*, there is vomiting as backup …* (paragraph H)
12 toxicology and pharmacology
… toxicology and pharmacology are intertwined … (paragraph B)

13 wealthy young wives
… Hieronyma Spara … ran a school that taught wealthy young wives how to dispatch their husbands … (paragraph D)
14 the liver
… the liver … turns fat-soluble poisons into water-soluble wastes that can be flushed out … (paragraph H)

Reading • Passage 2

Damburst

Huge floods at the end of the ice age were nasty, brutal and short

1 After the ice came the deluge. As warmth began to return to the Earth 15,000 years ago, at the end of the last ice age, giant floods of glacial meltwater engulfed North America and Eurasia. And not tame, Mississippi-scale floods, either: just one of them could equal the combined flow of all the planet's rivers. In the American West, floods on a huge scale (known as *megafloods*), carved out a vast region called the Channelled Scablands, spanning hundreds of kilometres from Spokane, Washington, west to the volcanic Cascades Range. When the waters receded, they revealed geological features that are positively Wagnerian in scale: bars of gravel and sediment heaped up more than 250 metres high; deep gorges gouged hundreds of metres into the bedrock; and house-sized boulders that had been scattered across the landscape with the ease of a child kicking a beach ball.

2 Like grand opera, the tale of the megafloods is replete with exotic adventures and tragic heroes. It all started in the 1920s, when a geologist from the University of Chicago, J Harlan Bretz, concluded that the exaggerated shape of the Scablands was created by a sudden deluge, not by the more generally accepted notion of the slow uniform processes of erosion and glacial scouring. Scenting the unfashionable odour of catastrophism (the theory that the geology of the Earth has been affected by short events that were violent and often worldwide), many of Bretz's colleagues turned their backs on the flood. But not for long.

3 By 1940 Bretz's ideas had won the day, after a geologist with the US Geological Survey named James Pardee supplied the missing piece of the flood story. Near Missoula in western Montana, Pardee found ripples on an ancient lake bed just like the ones that form on stream beds, but of absurdly large proportions: 15 metres high and hundreds of metres long. Only a staggering flow of water could have made them.

4 Thanks to these pioneers, the full story of the Missoula floods began to take shape. At the end of the ice age, one corner of the vast Cordilleran Ice Sheet oozed into the gap between two mountains, near the present-day town of Sandpoint, Idaho. A deep lake of meltwater formed behind the frozen dam, filling several valleys in Idaho and western Montana. This piece of geography, now just a fossil lake bed, is known as glacial Lake Missoula. Pardee estimated that the lake once held as much as 2,500 cubic kilometres of water, the equivalent of Lake Ontario and Lake Erie combined. If you gaze up the valley slopes from downtown Missoula, you can still see parallel lines marking ancient shorelines carved by wind-blown waves. The highest line stands 600 metres from the floor of the valley.

5 Then, sometime around 15,000 years ago, the dam broke. Studies of modern ice-dammed lakes give us some idea of what probably happened. Glacial outburst floods, known as *jökulhlaups*, occur when the water rises to about nine-tenths of the height of the dam. At that point the ice barrier becomes buoyant and rises slightly from its mucky foundations. This allows water to insinuate itself underneath, and drill narrow tunnels through the ice. 'At first this is only a trickle, but once the flow is established the heat from the water increases the size of the incipient tunnel relatively quickly,' Richard Waitt of the US Geological Survey explains.

6 When the tunnel is big enough, the dam collapses. Lake Missoula spilled out onto the lowlands in a rumbling, frothy flood peppered by chunks of the shattered ice dam. Surging into the Spokane Valley, the waters headed west. At the south-west corner of the present-day Scablands, the flood water pooled, forming another large lake before it drained into the Columbia Gorge and then into the sea. The whole spectacle probably lasted only a few days.

7 The surging waters carved landforms unlike anything else on the continent. As Bretz remarked, the Scablands are aptly named, for they represent an unhealed wound in the skin of the Earth. The waters scoured off the soft,

wind-blown soil near the surface and eventually reached bedrock, the hardened lava of the Columbia Plateau.

8 Where the water cascaded off precipices and crashed into the rock below, it scoured out vast pits several kilometres wide called *plunge pools*. In the northern tract of the Scablands, the water cut backward into the rock and carved the Grand Coulee, a gorge twice as high as Niagara's and several times wider. Down in the Columbia River valley, the waters heaped up gravel and other debris into ridges as big as battleships. There are hundreds of them in the Scablands.

9 Meanwhile, unknown to the Americans, Russian geologists were finding evidence of megafloods in Siberia. Not long after, when the Soviet Union had collapsed, an American geologist named Vic Baker went over to take a look. Earlier, in the 1970s, Baker had used a computer model to prove that the floods which Bretz had proposed were physically possible, and mighty enough to have carved the Scablands.

10 Baker, now at the University of Arizona in Tucson, confirmed what the Russians suspected: megafloods had occurred in Asia, too, when its ice sheets retreated. In fact, an ice-dammed lake in the Altay Mountains had released deluges of comparable scale to the Missoula floods. Other floods also happened at the margins of all the major northern ice sheets – the Laurentide and Cordilleran in North America, and the Fennoscandian and Eurasian sheets on the other side of the Atlantic.

11 How could geologists have overlooked such an important process for so long? Perhaps because, as they scurried around like ants in exaggerated landscapes, it was hard for them to get the big picture. 'You go out there in the field,' Waitt says, 'and once you get your eyes adjusted to the colossal scale of things you are just astonished.'

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

15

What happened to North America when the last ice age ended?

- ✓ **A** The ice melted and flooded the land.
- **B** The land was flooded by water from the Mississippi River.
- **C** Volcanoes erupted, changing the landscape.
- **D** The landscape looked the same as it had before the ice age.

16

Why was Bretz's theory initially rejected?

- **A** He made exaggerated claims that were easily disproved.
- **B** At that time, geologists preferred theories of gradual change.
- **C** Most geologists believed a different theory about the huge flood.
- **D** He was personally unpopular with his fellow geologists.

17

What was the evidence that eventually proved Bretz's theory?

- **A** The discovery of land surface features created by a massive flood.
- **B** The precise mapping of the Cordilleran Ice Sheet.
- **C** The realization that Lakes Ontario and Erie were once part of Lake Missoula.
- **D** The measurement of present-day water levels in the Missoula Valley.

18
Who first discovered signs of post-ice age floods in Russia?

- **A** Vic Baker
- **B** J Harlan Bretz
- **C** Russian scientists
- **D** Russian and American scientists working together

Complete the flow chart below.
Type NO MORE THAN TWO WORDS from the passage for each answer.

Megafloods

level of lake reaches **19** _____ that of ice barrier

↓

dam **20** _____ a little

↓

water makes **21** _____ in ice

↓

process speeds up as water gives off **22** _____

↓

ice barrier **23** _____

↓

water swamps the **24** _____

↓

finally, water reaches **25** _____

Choose THREE answers A–F.
26-28
The list below gives some of the possible consequences of the Missoula Flood.
Which THREE consequences are mentioned in the text?

- **A** The total destruction of the vegetation
- **B** The covering of the plateau with a thick layer of soil
- **C** The complete removal of the topsoil
- **D** The formation of massive holes in the ground
- **E** The creation of Niagara Falls
- **F** The deposition of huge piles of loose material

Feedback

15
A *… At the end of the last ice age, giant floods of glacial meltwater engulfed North America and Eurasia …* (paragraph 1)

B The text does not say that the Mississippi River flooded the land. It makes a comparison using this river to say that the floods which occurred were not 'Mississippi-scale' (paragraph 1), i.e. they were much bigger.

C The text mentions 'the volcanic Cascades Range' (paragraph 1) but does not say that volcanic eruptions caused the landscape to change.

D The text describes how the landscape changed considerably after the ice age. Paragraph 1 mentions the movement of boulders and the formation of gorges and other landforms.

16
B *… not by the more generally accepted notion of the slow uniform processes of erosion and glacial scouring … many of Bretz's colleagues turned their backs on the flood* … (paragraph 2)

A 'Exaggerated' is used in Paragraph 2 to described the shape of the Scablands region, not the claims made by Bretz.

C At the time, geologists did not believe any theories about floods having caused the geological changes.

D The text does not say that Bretz was personally unpopular with his colleagues. The statement in the text that others 'turned their backs' is figurative, and not an implied criticism of Bretz as a person.

17
A *… By 1940, Bretz's ideas had won the day, after … Pardee found ripples on the ancient lake bed……Only a staggering flow of water could have made them …* (paragraph 3)

B The Cordilleran Ice Sheet is mentioned in paragraph 4 but its precise mapping is not given as eventual proof for Bretz's theory.

C The text does not state that Lakes Ontaria and Erie were once part of Lake Missoula.

D The text does not mention present-day water levels in the Missoula Valley. It refers only to water levels a long time ago, at the end of the ice age.

18 D
Both Russian and American scientists were working on the theory, but the text does not say that they worked together to discover signs of post-ice age floods.
19 nine-tenths
… Glacial outburst floods …occur when the water rises to about nine-tenths of the height of the dam … (paragraph 5)

---

20 rises
… At that point the ice barrier becomes buoyant and rises slightly from its mucky foundations … (paragraph 5)

---

21 (narrow) tunnels
… This allows water to insinuate itself underneath, and drill narrow tunnels through the ice … (paragraph 5)

---

22 heat
… the heat from the water increases the size of the incipient tunnel … (paragraph 5)

---

23 collapses
… When the tunnel is big enough, the dam collapses … (paragraph 6)

---

24 lowlands
… Lake Missoula spilled out onto the lowlands … (paragraph 6)

---

25 (the) sea
… the flood water pooled, forming another large lake before it drained into the Columbia Gorge and then into the sea … (paragraph 6)
26 C
… The waters scoured off the soft, wind-blown soil near the surface … (paragraph 7)

---

27 D
… the water … scoured out vast pits… (paragraph 8)

---

28 F
… the waters heaped up gravel and other debris into ridges … (paragraph 8)

Incorrect options

A
Although this effect may be supposed from the removal of the topsoil, it is not stated in the text. The 'unhealed wound in the skin of the Earth' (paragraph 7) refers to the land, not plant life.

B
The text says that the opposite of this happened (see C).

E
There is no suggestion that this flood had anything to do with the creation of Niagara Falls, although the size of each is compared (paragraph 8).

Reading • Passage 3

Question 29, 30, 31, …, 40

Are you ready for the on-demand era?

The pace of modern business gets faster by the day. Success depends on being prepared.

1 The demands and pressures on businesses are multiplying at an unprecedented rate. Customer loyalty is dead, and the 'I want it now!' society has been armed with information-sniffing and instant-access technologies such as the Internet and 24-hour call centres.

2 Whether they want a new washing machine or a million screws, consumers and businesses can make comparisons between specifications, prices, and service levels across countries and continents, creating increasingly transparent international markets where customer inertia and brand value count for less and less. If suppliers can't provide what consumers want, tailored to their specification, when and where they want it, with better service and discounted prices thrown in, then increasingly they won't get the business, and they will find that round-the-clock banking or midnight shopping are a mere foretaste of what customers will demand. Already nearly 80 per cent of European Internet users regularly research products online before they buy, and nearly half of Americans who book travel services online say they'd overturn their plans for the sake of a last-minute discount.

3 Competitive pressures are driving companies to tighten up their supply chains. Electronic trading is almost de rigueur, and information which a generation ago was a closely guarded commercial secret – stock levels, production forecasts, even profit margins – may have to be shared with trading partners as a condition of doing business. Trading partners may even demand the right to enter the supplier's systems and get the information for themselves.

4 Facing increased competition in their own markets – and themselves armed with more efficient systems and processes, and the extended reach afforded by electronic commerce – many established companies are looking to diversify or expand into new markets, whether product-, geographical- or demographic-based. Simultaneously, the marketing power of the web and the ability to outsource almost all the physical processes of a business have reduced the barriers to entry in many fields, allowing nimble new competitors to begin trading with frightening speed and effectiveness.

5 Despite the recent economic slowdown the pace of change continues to accelerate. This is partly due to more rapid uptake of new technologies – our generation has taken to PCs, and our children to mobile phones, far more quickly than our parents bought colour televisions or our grandparents installed fixed phones. Some of the current 'hot' technologies were predictable, such as broadband communications or mp3 for music recordings, but others may evade the radar. The advantages of being first to market, such as locking in customers and achieving economies of scale, are causing companies to accelerate innovation and reduce the length of business cycles. Take three years to design a car and it may be a museum piece before it leaves the showroom.

6 The performance, capacity and interoperability of technology grows unabated. Operations which were impossible or uneconomic even 20 years ago – from self-service access, to real-time information, to just-in-time manufacturing – are commonplace and will soon be followed by others, such as live video streaming and instant remote access. And the growing ease with which disparate IT systems can interoperate is driving even closer real-time collaboration between business units and trading partners.

7 Change is not merely technological. Enlightened thinking combined with raw survival instinct have produced an often remarkable willingness to overturn long-established practices, even among the most traditional businesses – from telephone companies who no longer charge callers by the minute, to consumables suppliers who make

commission on what their customers save, not what they spend. This only increases pressure on their competitors to respond with further innovation.

8 Combine increasing competitive pressure, market transparency and globalization with economic slowdown and political uncertainty, and you have a recipe for lower margins, reduced top line growth, shrinking profits – and worried shareholders. Add in the collapse in share prices, corporate scandals such as Enron, closer scrutiny by auditors and the disappearance of household names into the bankruptcy courts, and it's no wonder that investors are now demanding a new level of financial and managerial performance.

9 Cost-cutting and efficiency improvement can help, and one of the big drivers of supply-chain integration and just-in-time techniques is the need to reduce the capital tied up in static inventory and underused plant. But now that every firm is doing it, cutting out fat is no longer enough. You have to build up the muscle too, so businesses must seek ways to grow their revenues faster than the overall market, which in turn compounds the competitive pressures we've already discussed.

10 And then there's the wild card – or rather the myriad wild cards – that can threaten a business, from international terrorism to hard-disk failure. Your website is hacked and you become a laughing stock. Your email is so choked with spam that you miss a vital opportunity. A typhoon wrecks your call centre. A civil war wipes out a vital supplier. Even the infrastructure can no longer be trusted – witness the devastating power cuts that have blacked out London, much of North America and elsewhere in recent times.

11 Some threats you can guard against, with enhanced security, suitable filtering software, backup communications systems, alternative sources of supply and emergency generators. But others are so unpredictable that it's impossible to make specific provision for them. You can't always predict what products or services your customer will want tomorrow. You won't always identify the latest technological breakthrough in the womb. You might be caught off guard by downturns in the market.

12 That's why you need to be an 'on demand' business – one that responds fast to changes and challenges; which is flexible enough to vary its risks, costs and productivity; which focuses on its core competencies and unique selling propositions; and which is sufficiently resilient to cope with the unexpected.

Complete each sentence with the correct ending A–H.

Customers are increasingly less likely to stay with one supplier …**29** [ ]

Strong competitor companies may suddenly appear … **30** [ ]

Firms are designing, developing and introducing new products faster …**31** [ ]

Some firms are making a complete break with the way they have always operated …**32** [ ]

A ...because all businesses are now reducing their costs.
B ...because of new ideas and increased market pressures.
C ...because people don't want to buy cars anymore.
D ...because they can sell via the Internet and subcontract to other firms.
E ...because of recent scandals involving major companies.
F ...because they can't be as secretive as they once were.
G ...because products from all over the world can be compared.
H ...because being ahead of the competition strengthens their position.

Complete the table below.
Type NO MORE THAN THREE WORDS from the passage for each answer.

Threat	Consequence	Prevention
attack on website	harm to reputation	improved security
messages lost among spam	losing **33**	filtering software
extreme weather	destruction of **34**	backup communications
unstable exporting country	loss of **35**	alternative exporter
unreliable infrastructure	no electricity supply	**36**

Dealing with unpredictable threats
Developments for which businesses cannot always plan include an unforeseen demand for particular products and services, **37** innovations, or market **38** . In order to survive such challenges, businesses must be able to **39** quickly. They must also remain **40** in their approach, concentrate on what they do best, and when the unexpected occurs, have the strength to deal effectively with it.

Feedback

29 G
… consumers … can make comparisons between specifications, prices and service levels across countries and continents … (paragraph 2)

---

30 D
… the marketing power of the web and the ability to outsource almost all the physical processes of a business have reduced the barriers to entry in many fields, allowing nimble new competitors to begin trading … (paragraph 4)

---

31 H
… The advantages of being first to market … are causing companies to accelerate innovation and reduce the length of business cycles … (paragraph 5)

---

32 B
… Enlightened thinking combined with raw survival instinct have produced an often remarkable willingness to overturn long-established practices … (paragraph 7)

Not used
A
'Cost-cutting' and the fact that 'every firm is doing it' is mentioned in paragraph 9, but according to the text, this is insufficient on its own, and it is not linked to any of the points mentioned in questions 29-32.

C
Although there is a reference to the car industry in paragraph 5 in relation to question 31, this is a misinterpretation of what the text actually says.

E
Despite the mention of 'corporate scandals such as Enron' in paragraph 8, this is given as a reason for increased pressure from investors, not for any of the statements made in questions 29-32.

F
The sharing of commercial secrets is mentioned in paragraph 3, but this is not linked to any of the points mentioned in questions 29-32.

33 (a) vital opportunity
… Your email is so choked with spam that you miss a vital opportunity … (paragraph 10)

---

34 (your) call centre
… A typhoon wrecks your call centre … (paragraph 10)

---

35 (a) vital supplier
… A civil war wipes out a vital supplier … (paragraph 10)

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36 emergency generators
… Some threats you can guard against with … emergency generators … (paragraph 11)

37 technological
… You won't always identify the latest technological breakthroughs … (paragraph 11)

---

38 downturns
… You might be caught off-guard by downturns in the market … (paragraph 11)

---

39 respond
… That's why you need to be … [a] *business that responds fast to changes and challenges …*(paragraph 12)

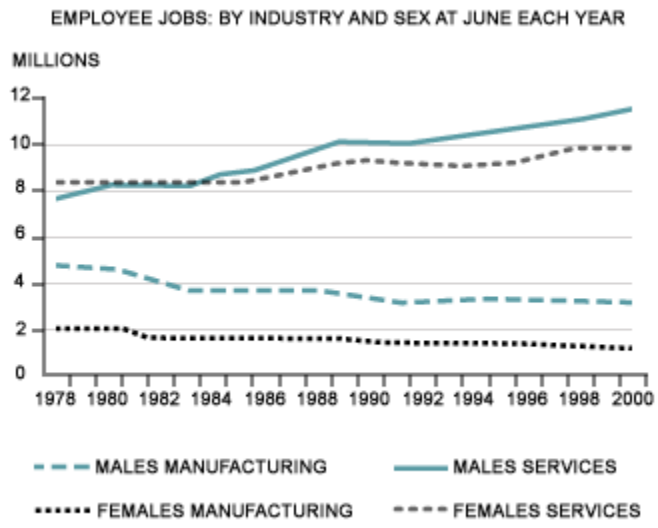
---

40 flexible
… which is flexible enough to vary its risks, costs and productivity … (paragraph 12)

Writing • Task 1

Question 1
Time allowed 01:00
You should spend about 20 minutes on this task.
Write at least 150 words.
1
The graph below shows the numbers of males and females in two sectors of the UK workforce between 1978 and 2000.

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



Words : write your answer in box

Writing • Task 2

Question 2

Time allowed 01:00

You should spend about 40 minutes on this task.

Write at least 250 words.

2

Write about the following topic.

Transporting large amounts of food to richer countries from the developing world is having an impact on air pollution and climate change. Some people say such imports should therefore be reduced.

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

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

Words : write your answer in box

Feedback

IELTS Test A Writing Task 1

Sample Answer

This graph shows the numbers of males and females of the UK workforce between 22 years (from 1978 to 2000). Two sectors of the workforce are meantioned in this graph: services and manufacturing.

The service sector had a significant increase from 1978 to 2000, but the growth wasn't rapid. From 1978 till 1983 the number of males services and females services was the same, 8 millians. But after 1983 the numbers changed. Comparing with males services, females services had rapidly increased and in 2000 there was 2 millions difference between them.

There is a huge difference between manufacturing and sevice sectors. If in service sector, number of females was bigger than number of males, in manufacturing sector the statistic is opposite. Even in 1978 there was 3 million difference between the males and females manufacturing, and the numbers of both of the sites were successively going down in manufacturing.

This statistics show that people, especially, females prefer service sector than manufacturing. And it is also seen from this graph, that the number of people, year by year, was going down in manufacturing sector, when in service opposite was happening.

Comments

The writer correctly identifies the main features of the information presented in the graph, although the ordering of these in the summary – from less general to more general – is unusual, and therefore slightly disorienting for the reader. The absence of connectives between paragraphs adds to the negative effect of the sequencing. On the other hand, the paragraph divisions themselves are appropriate, and each paragraph has a clear focus. There are few grammatical errors, and the vocabulary is generally appropriate, though there is a lack of precision in some of the phrasing.

This summary would probably achieve a Band 7.

IELTS Test A Writing Task 2

Sample Answer

Nowadays, there are a variety of foods on the supermakets, shops and wearhouse. These foods transport

from the third worlds countries to rich countries. But this kind of import has a bad impact on our weather, in other words this may lead to more and more environmental damage. In this esay I will discuss the positive and negative impact of this issue on climate.

Some types of food need a special area to grow in, for instance banana, rice and dates, this foods are growing in the hot weather.

Moreover, some kinds of foods have a limited period to stay alive, and cost of food product is playing an important role on to farm this food or are not. Therefore the rich counteries sort out their food problems by importing the food from the developing countries.

However, there are many drawback for importing food, the green areas or farm lands might disapear with the time and, consequently, the environment will suffer or effect by the removing the green lands. For example, when the farm dose not work and dosent product crops, the landlord will plan to use it as a building, and the result of that the pollution increase and causes a lot of carbon dioxide, carbon monoxide blown are blowing into the weather.

In conclusion, it seems to me that the importing food from developing countries to rich countries needs more conversation between the makers discussion and the businessman on the country to see what is kind of foods are needed. In other word, they should make balance between foods are required to import and they would need an import, and the result of that the atmospher will get the chance to breath.

Comments
The clear organization of this essay, including the use of paragraph divisions and appropriate connectives, allows the reader to follow the writer's overall plan quite easily. On the other hand, there are several inaccuracies within the paragraphs and sentences themselves. For example, sentences are sometimes merged, and there are errors of grammar and spelling. In general these inaccuracies are not so serious as to cause comprehension problems. However, they do interrupt the reader's flow at times.
This essay would probably not achieve a Band 7.

Listening • Section 1

Question 1,2,3,…,10

Time allowed 00:30
Complete the notes below.
Type NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

NOTES ON RENTING A FLAT

Information about **0** [private] accommodation

Contract – need to know

• **1** [ ] of agreement

• amount of rent

• what is included / not included

• details of **2** _____ (including conditions)

Property – health and safety

• fire regulations apply to all furniture unless made before **3** _____

• electrical and gas appliances to be checked at least every **4** _____

• smoke alarms required on all floors, unless built before **5** _____

Tenant's rights

• landlord to give **6** _____ notice to enter property (except in emergencies)

• court order and **7** _____ notice required for eviction

Choose the correct answer, A, B or C.

8
Landlords may want to know

- ☐ **A** if you can afford the rent.
- ☐ **B** what subject you are studying.
- ☐ **C** what credit cards you have.

9
If you want to leave your accommodation without any penalty you must

- ☐ **A** wait till the agreement ends.
- ☐ **B** give sufficient notice.
- ☐ **C** get the landlord's permission.

10
When you rent a flat for residential purposes, you cannot

- ☐ **A** hold frequent parties there.
- ☐ **B** have visitors staying there overnight.
- ☐ **C** charge other people rent to live there

Feedback

1 length
… Let's start with the contract, or tenancy agreement … it must show the length of the contract …

---

2 deposit
… It [the contract] *should also tell you everything you need to know about the deposit … It's particularly important that you know how and when you get that back, and when you don't …*

---

3 1950
… everything must comply with very strict fire regulations. That includes all items of furniture. The only exceptions are those dating back earlier than 1950 …

---

4 12 months
… a check on those things [electrical and gas appliances] *has to be carried out by a qualified engineer at maximum intervals of 12 months …*

---

5 June 1992
… there has to be one [a smoke alarm] *on every floor if the building was constructed after June 1992 …*

---

6 24 hours
… they'd [the landlord] *have to let you know 24 hours in advance …*

---

7 two months
… they'd have to give you notice to quit. Two months, in fact, before eviction could actually happen …

Audio script

Adviser Good morning. Tenants' Information Line. How can I help you?
Student Hello, my name's Adam Richards. I'm a first-year student and I'm calling to get some advice about accommodation.
Adviser Are you aware that we only have information about private accommodation? You'll need to call the Student Welfare Officer if you want to know about university accommodation.
Student Yes, I know. I'm more interested in living off-campus and I'd like to know a bit about renting – contracts, tenants' rights, things like that.
Adviser OK. Let's start with the contract, or tenancy agreement. First of all, it must show the length of the contract, whether the agreement is for one year, two years, or longer. It should also specify the amount, of course – how much rent you'll be paying. And it should say what is included, and what isn't – things like heating, electricity, and so on. It should also tell you everything you need to know about the deposit you'll have to pay at the beginning of the rental period. It's particularly important that you know how and when you get that back, and when you don't.
Student And what about the property itself? What obligations are there on the owner?
Adviser Well, there's a whole range of health and safety laws.
Student Such as?
Adviser Well, to begin with everything must comply with very strict fire regulations. That includes all items of furniture. The only exceptions are those dating back earlier than 1950. Electrical equipment must be safe, as must anything that runs on gas. In fact, a check on those things has to be carried out by a qualified engineer at maximum intervals of 12 months.
Student What about smoke alarms? Do they have to be fitted?
Adviser Yes, they do. And there has to be one on every floor if the building was constructed after June 1992. And they have to work properly! Generally though, it's up to the landlord to make sure things are working.
Student That's fine. Now regarding my actual rights as a tenant, something I've been wondering is whether it's legal for the landlord to go into the flat once I've rented it. Without asking me, I mean.
Adviser Normally they can't do that without your permission. Only if there's an emergency like water pouring in from a broken pipe or a suspected gas leak. In any other circumstances they'd have to let you know 24 hours in advance.
Student And what if they wanted me to leave? They'd have to go to court to do that, wouldn't they?
Adviser Yes, they'd need a court order to do that, and they'd have to give you notice to quit. Two months, in fact, before eviction could actually happen.

8 A
… They may want to know whether you have enough money coming in to pay the rent …

---

9 B
… You don't have to wait till the agreement ends, but you do have to give the minimum amount of notice specified in the contract …

---

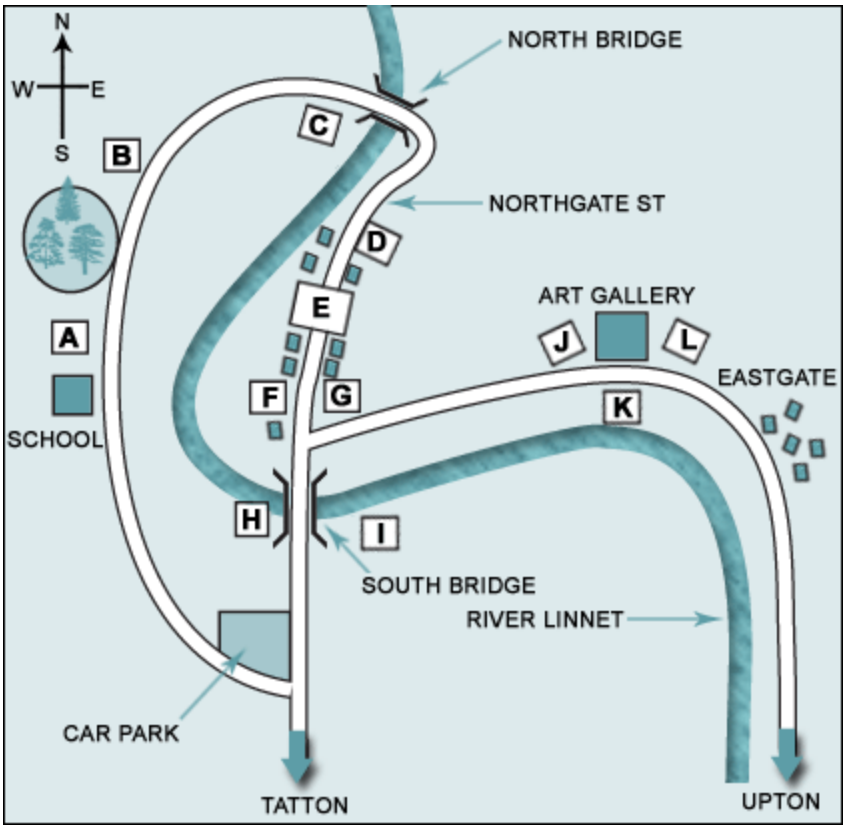
10 C
… there may be a limit on the number of people you can have permanently living there. And there will almost certainly be a clause that prohibits subletting …

Audio script

Student That all seems fine, but surely the landlord has some rights, too?
Adviser Oh yes, and you'll find out right from the start that they'll take plenty of steps to look after *their* interests.
Student In what ways?
Adviser Well, landlords will want to know that you're what they consider a suitable tenant, so they'll run checks on you. They may want to know whether you have enough money coming in to pay the rent. To do this they'll want to see evidence of how you're being financed at university or they'll check your credit rating via an agency. They might also ask for character references from people who know you, or even demand a guarantor – that's someone who'll promise to pay all your bills if you can't.
Student And what happens when I want to leave?
Adviser Well if you suddenly moved out without warning, it would cost you your deposit. So if you don't want to incur a penalty, you have to make sure that you tell the landlord in advance. You don't have to wait till the agreement ends, but you do have to give the minimum amount of notice specified in the contract. That's usually two or three months. The landlord may not be very happy, but he can't argue with you if you follow the correct procedure.
Student I see.
Adviser One other important thing is that you can't use the property for any illegal purpose or in any way that the agreement says you mustn't.
Student How would that affect me?
Adviser Well, if it says the place is for residential purposes only, you can't use it, say, to run a business. Or turn it into a nightclub.
Student But that doesn't mean you can't have the occasional party, does it?
Adviser No, of course you can have friends round as often as you like. Though there may be a limit on the number of people you can have permanently living there. And there will almost certainly be a clause that prohibits subletting.
Student What's that?
Adviser It means that as a tenant you can't rent out part of the flat to somebody else and keep the cash.
Student Right. OK, I think that's all I need to know for now. Thanks very much. You've been very helpful.
Adviser You're welcome. Good luck with the flat-hunting!

Listening • Section 2

Question 11,12,13,…,20
Time allowed 00:30
Label the map of Newbridge. Type the appropriate letter A–L in the box next to the question.



11

[ ] castle

12

[ ] museum

13

[ ] abbey

14

[ ] open-air market

15

[ ] mill

16

_____ boathouse

17

_____ bus station

Complete the sentences below.
Type NO MORE THAN THREE WORDS for each answer.

18

Newbridge first grew in importance because it was on the _____ of the river.

19

In later centuries, the town imported _____.

20

The town's decline ended when the _____ strengthened the local economy

Feedback

11 L
… the 13th century castle [is] *on the north side of the river. If you enter the town from the direction of Upton, it's the first thing you see on the right-hand side, after you pass through the small hamlet of Eastgate …*

---

12 J
… go past the town's modern art gallery … On the far side of that, on the same side of the river, there's a very interesting museum …

---

13 C
… The remains of the abbey … can be seen on the northern edge of the town, next to the river crossing there …

---

14 E
… The main street is called Northgate Street and it runs roughly in a north–south direction between the two bridges. It's lined with fascinating little shops and cafes. And in the middle there's an open-air market, which extends right across both sides of the street …

---

15 F
… At the southern end of Northgate Street, but still on the northern side of the river, there are two large buildings facing each other. The one between the street and the river is the former mill …

---

16 H
… If you're coming into town from Tatton it's [the boathouse] *between the main car park and the river, to the west of the bridge …*

17 A
… the bus station [is] *on the outskirts of the town, between the school and the park …*

18 lowest bridging point
… its importance was originally due to its location on the river at its lowest bridging point, which led to it becoming an important communications and trading centre …

---

19 food and wine
… food and wine were brought in from other countries …

---

20 tourist industry
… in recent years, the tourist industry has had a really dramatic impact on the economy of the town and the surrounding area …

Audio script

(11-17)

Hotel manager Good evening, everyone. Can you all hear me? I'm going to suggest a few places to see while you're here, and I'll start by telling you a little bit about the old town of Newbridge, which is well worth a visit if you haven't already been there.

The town's in a very picturesque setting. It lies on either side of the River Linnet, at the foot of a wide valley. There's been a settlement there since Roman times, but today the most important historic building is the 13th century castle on the north side of the river. If you enter the town from the direction of Upton, it's the first thing you see on the right-hand side, after you pass through the small hamlet of Eastgate.

Carry on a bit further and you go past the town's modern art gallery. Unfortunately, this is closed at the moment because of a fire last month. On the far side of that, on the same side of the river, there's a very interesting museum. As well as a renowned collection of Bronze-Age implements, it contains manuscripts and writing materials from Newbridge Abbey, which was abandoned in the upheavals of the 15th century. The remains of the abbey itself can be seen on the northern edge of the town, next to the river crossing there.

Those are the three main historical attractions. But that's not all Newbridge has to offer, by any means. The main street is called Northgate Street, and it runs roughly in a north–south direction between the two bridges. It's lined with fascinating little shops and cafes. And in the middle there's an open-air market, which extends right across both sides of the street. You can buy all sorts of things there, but it's best known for antiques. At the southern end of Northgate Street, but still on the northern side of the river, there are two large buildings facing each other. The one between the street and the river is the former mill, now an excellent restaurant. The other is of no particular interest at the moment. It was formerly the town's cinema, but it's been closed for about three years and no one seems to know what's going to happen to the building now.

On the subject of food, apart from the mill, the restaurant with the best reputation in town is on the site of the old boathouse. That's what the restaurant is called, in fact – The Old Boathouse. If you're coming into town from Tatton it's between the main car park and the river, to the west of the bridge. By the way, the car park isn't very big and it's often full. You might like to consider taking a bus instead. If you take a bus from Tatton you can either get off next to the car park, or you can continue to the bus station, which is on the outskirts of the town, between the school and the park. The buses are fairly frequent. I think they go every 15 to 20 minutes or so.

(18-20)

Hotel manager As you might imagine, Newbridge has had a rich and varied history. We haven't got time to go into detail right now, but in essence its importance was originally due to its location on the river at its lowest bridging point, which led to it becoming an important communications and trading centre. By the second century AD, the Romans had built a fort there and the civilian population was growing steadily. For many hundreds of years afterwards there was a small port on the riverside, and carpenters, potters, and other tradesmen exported their goods, while food and wine were brought in from other countries.

Newbridge was always primarily a trading centre, rather than a manufacturing town, and the narrowness of the river made it unable to compete with the big coastal ports that developed at the time of the Industrial Revolution.

After that, Newbridge went into relative decline, but in recent years, the tourist industry has had a really dramatic impact on the economy of the town and the surrounding area.

Listening • Section 3

Question 21,22,23,…,30
Time allowed 00:30
Complete the summary below.
Type ONE WORD ONLY for each answer.

Scientific reports

A typical scientific report begins with a title page. This is followed by a brief **21** _____ , a table of contents, and an introduction. The latter usually describes the background to the project and its **22** _____ . After that there is a section about research methods, including details of the materials and **23** _____ used. If there are any major changes to your plan, describe them and give **24** _____ for them. Next the results are presented, followed by a **25** _____ , and then a conclusion. Additional sections might include acknowledgements of help, an appendix with any supporting material, and a list of **26** _____ . Finally, where very technical language has been used, there may be a **27** _____ .

Choose THREE letters A–F.
28-30
Which THREE guidelines should students generally follow when writing a scientific report?

- **A** Use the present tense.
- **B** Use the passive form of verbs.
- **C** Avoid using very long sentences.
- **D** Avoid using abbreviations.
- **E** Express numbers in words.
- **F** Avoid using contracted word forms

Feedback

21 overview
Tutor *… All these things would go onto the title page. So, what would normally come next?*
Female student *A very short overview …*

22 aims
… It [the introduction] *usually gives the background to the project and a statement about the project's aims …*

23 equipment
Female student *… And then would you go on to describe your research methods? Like what materials you used?*
Tutor *Exactly. Plus the equipment you used, of course …*

24 reasons
… things don't always go to plan, and along the way it might have been necessary to make some changes. If these are significant you need to outline them and explain the reasons why they had to be made.

25 discussion
… after that [the results] *would come a discussion, and then finally some kind of conclusion …*

26 sources
Male student *What about listing the sources you've used?*
Tutor *That comes next usually, yes.*

27 glossary
… where a report uses highly technical terms, the meaning of some of them may need to be explained, and in that case you'd have a glossary …

28 B
Female student *But isn't the passive preferred in scientific writing, and won't that lengthen your sentences?*
Tutor *That's true. It's better to say 'liquid was added to the mixture' than 'we added liquid to the mixture' …*

29 C
… I'd never go over 25 words in one sentence …

30 F
Male student *But it's not a good idea to use contractions, is it? I mean things like 'isn't' and 'haven't'.*
Tutor *They're not usually a feature of scientific language, or academic English in general.*

Incorrect options
A
The female student says 'I notice you used the past tense ... Is that the norm?', to which the tutor replies 'Yes'. The tutor says that the present tense is used mainly to state general principles.

D
The male student asks about abbreviated forms and the tutor replies that the name should be given in full first, but abbreviations can be used after that.

E
The female student asks whether numbers should be written out as words or figures and the tutor replies 'Normally figures will do'.

Audio script
(21-27)
Tutor Hello, you two – come in and sit down. Now, as you know, you've got your end-of-term project coming up. In my experience, lots of students get marked down simply because they haven't used a suitable format, and so I wanted to talk to you about presentation.
Male student That would be really useful.
Female student Yes, it would.

Tutor Right. Well, let's think about what goes into a science project. Where do you think you'd usually start? What would you put on the first page?
Female student Well, the title, of course, and your name.
Male student And the date.
Tutor Yes, and quite importantly, also the name of the person or the organization the report has been written for. All these things would go onto the title page. So, what would normally come next?
Female student A very short overview, telling the reader what's going to be in the report?
Tutor Yes. And as a rule, that would be considerably less than a page. And then?
Male student The introduction?
Tutor Well, very often there would be a list of contents in tabular form first. And then the introduction would follow.
Male student What kind of thing would go into that?
Tutor It usually gives the background to the project and a statement about the project's aims.
Female student And then would you go on to describe your research methods? Like what materials you used?
Tutor Exactly. Plus the equipment you used, of course. And obviously, a detailed account of the procedure. Bear in mind, too, that things don't always go to plan, and along the way it might have been necessary to make some changes. If these are significant you need to outline them and explain the reasons why they had to be made. And after that?
Female student The results?
Male student Yes, perhaps with tables or graphs or something like that?
Tutor Yes. And after that would come a discussion, and then finally some kind of conclusion. What do you think would go into that?
Male student A summary of the main points and their significance?
Tutor Both of those, yes. And that would be about it as far as the main body of the report is concerned. But there would also be some additional sections at the back, such as a page acknowledging any assistance you had from individuals or organizations. What else?
Female student An appendix?
Tutor Yes. And that would probably contain supporting material that doesn't appear anywhere else in the report.
Male student What about listing the sources you've used?
Tutor That comes next usually, yes.
Female student I think that's everything, isn't it?
Tutor Yes, except that where a report uses highly technical terms, the meaning of some of them may need to be explained, and in that case you'd have a glossary. That would come right at the end.

(28-30)

Female student Talking of language, what's the best style to adopt when you're writing a scientific report? Does it have to be ultra-formal?
Tutor It doesn't have to be *extremely* formal, though you do need to write in academic English, which has certain formalities.
Female student Like using long sentences?
Tutor Well, in reports and essays you'll often find that sentences end up a bit longer than in everyday writing, but even so I'd never go over 25 words in one sentence. Bear in mind that English, in general, tends to use shorter sentences than other languages.
Female student But isn't the passive preferred in scientific writing, and won't that lengthen your sentences?
Tutor That's true. It's better to say 'liquid was added to the mixture' than 'we added liquid to the mixture', for example, because the reader's interested in the action, not in who carried it out. And often, for instance in experiments, we don't actually know who carried out the action.
Male student And it's only a word or so longer than the active.
Tutor Right.
Female student I notice you used the past tense there, when you were talking about adding liquid. Is that the norm?
Tutor On the whole, yes. You only need to use the present when you're stating general principles.
Male student What about abbreviated forms? I mean things like writing W-H-O for World Health Organization. Somebody told me you always have to write out all the words.
Tutor You do, even when they're well-known names like that. The rule of thumb is to give the full form the first time you mention anything, and put the initial letters in brackets immediately afterwards. After that you can just use the letters.
Female student And numbers? Do they have to be written out as words, or is it OK just to put the figures?
Tutor Normally figures will do, possibly with the exception of numbers up to twelve.

Male student But it's not a good idea to use contractions, is it? I mean things like 'isn't' and 'haven't'.
Tutor They're not usually a feature of scientific language, or academic English in general. The only exception I can think of right now would be if you're quoting somebody speaking, such as a quote from an interview or some other kind of dialogue where you're repeating somebody's exact words, but otherwise, no.
Male student OK.
Tutor Well, I think we've covered the most important things. Is there anything else you're not sure about?

Listening • Section 4

Question 31,32,33,…,40
Time allowed 00:30
Answer the questions below.
Type NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

31

What is the average height above sea level of Antarctica? _____

32

What is the average summer temperature in eastern Antarctica? _____

33

What would happen to the Antarctic land mass if the ice melted? _____

34

What is the maximum depth of the ice at the Antarctic? _____

35

In which part of the world is the land currently rising most quickly? _____

36

How much bigger is Antarctica in winter compared to in summer? _____

37

What percentage of the Earth's ice is in Antarctica? _____

Complete the text below.
Type NO MORE THAN TWO WORDS for each answer.

Antarctica has valuable resources, but these can't be exploited economically because of the area's

38 _____

39

40

Feedback

31 2,300 metres
… There are parts of Antarctica … where it has an average elevation of 2,300 metres .. above sea level …

---

32 minus 30
… In the east this gives an average winter temperature of minus 60 degrees Celsius, rising to minus 30 in summer …

---

33 It would rise.
… if that [the ice melted] *were to occur at the Antarctic … the land there would rise … possibly as much as 500 metres …*

---

34 nearly three miles
… the ice sheet on top of [the Antarctic land mass]*, which is nearly three miles deep in places …*

---

35 Scandinavia
… Even in Scandinavia, where this [land rising] *is occurring most rapidly, the rate of increase in height is barely 50 centimetres per century …*

---

36 double (the size)
… The sea-ice expands by 100,000 square kilometres per day, eventually making it double the size it was in the warmer months …

---

37 90 per cent
… This [ice in Antarctica] *represents some 90 per cent of all the ice that exists on the planet …*
38 isolation
… One [reason] *is the continent's isolation – it's so far from the population centres ..*

---

39 rough seas
… Another significant factor is Antarctica's rough seas …

---

40 huge icebergs
… And finally, there are huge icebergs …

Audio script

(31-37)

Lecturer Good evening, ladies and gentlemen. I've been asked to talk to you today about Antarctica, where I studied and worked for several years. So let's begin with some facts about the place, and there are some pretty startling ones.

Firstly, I'm sure you're all aware that Antarctica is the coldest continent, but did you know it's also the world's windiest, driest, and highest? There are parts of Antarctica where precipitation has never been recorded and where it has an average elevation of 2,300 metres – the South Pole, incidentally, is at 2,385 metres – with a highest point of about 4,000 metres above sea level. This is one reason why it's far colder than the Arctic, as the air temperature falls one degree for every extra hundred metres of altitude. In the east this gives an average winter temperature of minus 60 degrees Celsius, rising to minus 30 in summer. Your deep freeze at home probably runs ten degrees warmer than that.

There has been a lot of talk about what would happen, how sea levels would be affected, and so on, if all the ice in Greenland or the Arctic melted. But if that were to occur at the Antarctic, the consequences would be truly catastrophic, with all the world's oceans and seas ending up 65 metres higher. Another result would be that the land there would rise, too, possibly as much as 500 metres. The reason for this is that the Antarctic land mass has been depressed by the sheer weight of the ice sheet on top of it, which is nearly three miles deep in places. If this were to be lifted, the land underneath would rise, as, in fact, parts of northern Europe such as Scotland have been doing since the last ice age. I should stress, though, that this would be very much a gradual process; the ground wouldn't suddenly bounce back like some sort of vast trampoline. Even in Scandinavia, where this is occurring most rapidly, the rate of increase in height is barely 50 centimetres per century.

For now at least, however, there's plenty of ice in Antarctica, and every winter it spreads out on a massive scale. The sea-ice expands by 100,000 square kilometres, that's almost 40,000 square miles, per day, eventually making it double the size it was in the warmer months. Each year, of course, the process is reversed in the spring, as the ice floes disintegrate and melt. But the total volume of ice held permanently at the Antarctic has been calculated at a staggering 29 million cubic kilometres. This represents some 90 per cent of all the ice that exists on the planet. This also accounts for up to 70 per cent of all the fresh water on Earth. That's a massive resource, which for the foreseeable future is likely to remain untapped.

(38-40)

Lecturer In addition, Antarctica has enormous reserves of coal and other raw materials, but, fortunately for the environment there, these can't be exploited commercially. There are three main reasons for this. One is the continent's isolation – it's so far from the population centres and industrial centres where these resources might be processed and consumed. Another significant factor is Antarctica's rough seas. Any heavy cargo inevitably has to be transported across them, which makes it a very risky business. And because it's risky, it's also extremely expensive. And finally, there are huge icebergs. In the Southern Ocean these can be the size of entire countries, and they're an ever-present danger. In fact, only last year …

Speaking • Parts 1-3

Question 1-3
Time allowed 00:14
This is a practice test for the IELTS Speaking test. There are three parts to the test.

1-3
PART 1
The examiner introduces him/herself and confirms your identity.
The examiner then asks you questions he/she will select from a list of familiar topics.
Part 1 lasts 4–5 minutes.
Below are some examples of the kinds of questions you might be asked.

Introduction
What is your full name?
Where are you from?

Your friends
1 Do you have a lot of friends or just a few special ones?
2 What do you like doing with your friends?
3 Which of them is your best friend? Why?
4 How did you meet him/her?

Going out in the evening
5 Are there plenty of interesting things to do in the evening, where you live?

6 What do you usually do when you go out in the evening?
7 Are there any places you don't like going to? Why?

Going shopping
8 How much time do you spend shopping each week?
9 Do you enjoy shopping? Why/Why not?
10 Where do most people buy their food where you live?
11 In what ways is the Internet changing people's shopping habits?

PART 2
You must speak for 1–2 minutes on a topic provided by the examiner.
The examiner then asks one or two follow-up questions.
Part 2 lasts 3–4 minutes, including one minute preparation time.
Below is an example of the kind of topic you might be asked to talk about.

Describe an event that has had a significant effect on your country's history.
You should say:

• what the event was
• when it happened
• how it happened

and explain what effect it has had.

Follow-up questions
Do people in your country agree on whether the event was positive or negative?
What would your country be like today if it had not occurred?

PART 3
You discuss with the examiner a range of more abstract issues and concepts. These are linked to the topic in Part 2.
The discussion lasts 4–5 minutes.
Below are some examples of the kinds of issues you might be asked to discuss.

Making history
1 What do you think has been the most important world event in the last 100 years?
2 Which objects from the 21st century do you think will be the most interesting to historians in the future?
3 Why do you think some famous people are forgotten very quickly, while others are remembered for centuries?

Studying history
4 What are some interesting ways to learn about history?
5 How necessary do you think it is for children to learn about world history as well as national history?
6 How useful do you think it is for children to be taken to museums?

Past and present
7 How does the quality of life for people in your country compare with conditions in the last century?
8 Do you think national leaders learn from the mistakes of the past or do they just repeat them?
9 For how long do you think countries should take responsibility for negative or harmful actions in their history (e.g. the slave trade)?