IELTS™

Test Report Form

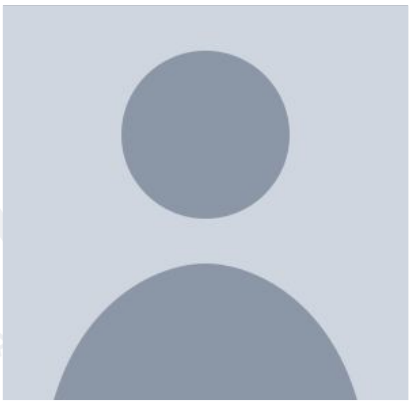
ACADEMIC

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Centre Number	EEC	Date	09/NOV/2026	Candidate Number	100482

Candidate Details

Family Name	MEHTA
First Name	AARAV
Candidate ID	100482
Enrollment No	EEC/26/2-1286



Date of Birth	14/MAR/2003	Sex (M/F)	M	Scheme Code	Private Candidate

Country or Region of Origin	
Country of Nationality	INDIA
First Language	

Test Results

Listening	Reading	Writing	Speaking	Overall Band Score	CEFR Level
6.5	5.5	6.0	6.0	6.0	B2

Administrator Comments

Centre stamp

EEC
TEST CENTRE
IN855

Validation stamp

NOT VALIDATED
Mock test result.
No official validity.

Administrator's Signature *EEC Exam*

Date	09/NOV/2026	Test Report Form Number	EEC/MOCK/100482/MOCK-TEST-10

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EEC LEARNING — IELTS SCORE REPORT

IELTS EEC MOCK TEST ACADEMIC 10

IELTS mock test result

STUDENT
Aarav

ENROLLMENT NO
EEC/26/2-1286

TEST
IELTS EEC MOCK TEST ACADEMIC 10

TAKEN ON
09 Nov 2026

Overall band

6.0

Bands by module

Module	Band
Listening 26 correct	6.5
Reading 21 correct	5.5
Writing	6.0
Speaking	6.0
Overall band 6.0	

Listening: 26 of 40 marks. Where the answer is a word or number you write, the card quotes the part of the recording it is spoken in, with the answer highlighted.

Listening — your answers

1 **Open in: ____**

Your answer: **July**

FROM THE RECORDING · LABEL

Does it open in June?

FROM THE RECORDING · LABEL

Yes, of course, madam. The exhibition will take place during **July** and will showcase the history of automobiles, from the very first commercial car in the late 1800s, all the way through to the present day.

2 **Length of exhibition: ____**

Your answer: **3 day** Correct answer: **3 days / three days**

FROM THE RECORDING · LABEL

Is the exhibition open for the duration of July?

FROM THE RECORDING · LABEL

No, madam. The exhibition will last **three days** – from the 1st of July to the 3rd of July – and then the cars will be taken to another exhibition.

3 **Some cars are available to observe and the others are for ____.**

Your answer: **test driving**

FROM THE RECORDING · LABEL

However, some of the cars will only be available to observe. We are yet to be told whether any of the antique cars will be available to drive. However, there will certainly be an opportunity to **test drive** some of the more modern cars on a purpose-built track.

4 **The ____ is prohibited to take into the museum.**

Your answer: **camra** Correct answer: **camera**

FROM THE RECORDING · LABEL

That sounds like great fun. I mustn't forget to bring my **camera,** or my husband will never forgive me.

5 **Price of ticket: £____ (in advance)**

Your answer: **110**

FROM THE RECORDING · MAN

Is it correct that the tickets are 100 pounds whether you buy them now or on arrival?

FROM THE RECORDING · WOMAN

I'm afraid not. If you buy the ticket in advance, the price is **110** pounds, but it's 165 pounds on the door.

6 **Transfer to Mark ____ (Box Office Manager)**

Your answer: **Edgworth** Correct answer: **Edgeworth**

FROM THE RECORDING · MAN

Is it possible to buy tickets from you now over the phone?

FROM THE RECORDING · WOMAN

Yes, of course, madam. I'll transfer you to the box office manager, Mark **Edgeworth.**

7 **Held in the ____ Palace this year**

Your answer: **Summer**

FROM THE RECORDING · MAN

I think that's where I went last time.

FROM THE RECORDING · WOMAN

No, madam. The Birmingham Exhibition Centre is currently undergoing some renovations, so this year all exhibitions will be held in the **Summer** Palace.

8 **Not far from ____**

Your answer: **city centre**

FROM THE RECORDING · MAN

Summer Palace? I'm not entirely sure where that is.

FROM THE RECORDING · WOMAN

Well, it's not too far from **city centre.**

9 **Website: www.____.com**

Your answer: **direction** Correct answer: **directions**

FROM THE RECORDING · MAN

Is there anywhere I can find this information on the internet?

FROM THE RECORDING · WOMAN

Our website will give you an address. Perhaps you could visit **www.directions.com** for more detailed information, and they should be able to provide you with step-by-step instructions.

10 **Best way to contact: ____**

Your answer: **online**

FROM THE RECORDING · MAN

And is this the best way to contact you? By phone?

FROM THE RECORDING · WOMAN

I think the most convenient way to contact us is enquiring **online** which is much simpler than having to dial various different numbers to reach the right person.

11 **How many patients does the hospital consult every year?**

Your answer: **C — 11,000**

FROM THE RECORDING · WOMAN

Not only are we a leading medical practice, but we are also the only hospital in the United Kingdom dedicated entirely to the treatment of and research into the curing of hearing loss. Our facilities and staff here are renowned across Europe attracting thousands of patients a year. Our consultations can number **anything up to 11,000 patients a year.**

12 **When can patients meet the female doctor?**

Your answer: **B — three days a week** Correct answer: **A — on weekday mornings**

FROM THE RECORDING · WOMAN

Our patients are guaranteed the highest standard of care, as well as the use of our first-class facilities. All patients requiring overnight treatment are provided with their own private room with en-suite facilities, as well as a state-of-the-art entertainment centre, which includes a flat-screen LCD television and PlayStation. Appointments with our healthcare professionals can be made at any time during the week, with **female doctors available between 8 am and 11 am.**

13 **Who is the expert on treating hearing loss?**

Your answer: **B — Mr. Green**

FROM THE RECORDING · WOMAN

Our doctors are all trained to an exceptionally high standard and practise a vast array of specialities. Mr Roberts is a fully qualified ear and throat specialist. Mr Edwards is a paediatric hearing specialist, while **Mr Green specialises in reversing hearing loss.**

14 **Where are patients recommended to buy their medicine?**

Your answer: **C — the health care's pharmacy**

FROM THE RECORDING · WOMAN

For more details about our people, please visit the Staff Members page on our website. During a consultation, doctors will sometimes decide medication is required, for which patients should receive a prescription. There are several pharmacies within the city; however, we recommend that **patients use the pharmacy housed within our healthcare facility.**

15 **What will the patients be asked about whether they are willing to do?**

Your answer: **A — Letting one student attend the consultation**

FROM THE RECORDING · WOMAN

If you require any help outside of these hours, please see our Out of Hours page on the website. Since the Healthy Hearing Medical Clinic and Surgery also functions as a teaching hospital, we aim to provide our students with every opportunity to expose themselves to medicine in practice. Therefore, we would like to encourage our patients to **give their consent for a medical student to attend their consultations.**

16 **Reception**

Your answer: **F**

FROM THE RECORDING · WOMAN

If our patients are not comfortable with this, there will be a form at reception where patients will be able to opt out.

FROM THE RECORDING · WOMAN

Now, please look at the map I've given you of the Healthy Hearing Medical Clinic and Surgery. For those not familiar with our practice, **reception can be found through the main door at the end of the corridor.**

17 **Mr. Green's Room**

Your answer: G Correct answer: H

FROM THE RECORDING · WOMAN

Now, please look at the map I've given you of the Healthy Hearing Medical Clinic and Surgery. For those not familiar with our practice, reception can be found through the main door at the end of the corridor. If your consultation is booked with Mr Green, you need to go through the main door and **turn right by the nurse's desk, and his office is at the end of the corridor on your left-hand side.**

18 **Medical Records Office**

Your answer: A

FROM THE RECORDING · WOMAN

For those not familiar with our practice, reception can be found through the main door at the end of the corridor. If your consultation is booked with Mr Green, you need to go through the main door and turn right by the nurse's desk, and his office is at the end of the corridor on your left-hand side. If you need to alter any of your personal details, please visit our secretary at the Office for Medical Records, **which you will find next to the therapy room.**

19 **Surgery Room**

Your answer: B Correct answer: D

FROM THE RECORDING · WOMAN

If your consultation is booked with Mr Green, you need to go through the main door and turn right by the nurse's desk, and his office is at the end of the corridor on your left-hand side. If you need to alter any of your personal details, please visit our secretary at the Office for Medical Records, which you will find next to the therapy room. If you're awaiting surgery, please first check in with reception before taking **the first door on the right after you enter the clinic.**

20 **Manager's Office**

Your answer: C

FROM THE RECORDING · WOMAN

If you need to alter any of your personal details, please visit our secretary at the Office for Medical Records, which you will find next to the therapy room. If you're awaiting surgery, please first check in with reception before taking the first door on the right after you enter the clinic. Finally, in the event that you feel disappointed with any of the services we have provided or have any further questions, please locate our manager's office, which can be found **near the Office for Medical Records and between two closets.**

21 **Ken Simpson**

Your answer: A — lighting restrictions

FROM THE RECORDING · JANE

If not, they'll order it within two weeks. In the meantime, you should read up on Ken Simpson's work. He argues that in order to protect natural habitats, **governments should endeavour to turn off lights in cities at night.**

22 **Dave Kepler**

Your answer: **A — lighting restrictions** Correct answer: **B — alternative lighting**

FROM THE RECORDING · JIM

I doubt any government would be willing to do that any time soon. I imagine roads would become quite dangerous without street lighting. For this issue, Dave Kepler suggests they could just **replace the existing lights with more environmentally friendly bulbs.**

23 **Sharon Grey**

Your answer: **F — impacts on the growth of animals**

FROM THE RECORDING · JANE

That's quite a good idea, actually. The price of solar power is supposed to be on par with electricity within the next few decades, and it was on the news this morning. I've also heard that, according to Sharon Gray, in countries with more sunlight, **insect-eating animals tend to be smaller in size,** since there are fewer insects, and the remaining insects produce a smaller number of eggs.

24 **Maria Jackson**

Your answer: **G — impacts on water quality**

FROM THE RECORDING · JIM

Yeah, I think I read somewhere that sunlight also has a negative effect on the quality of water, but I'm not sure I believe it. In many hot countries, particularly developing countries, there is a lot of water pollution caused by factories, rather than sunlight. Nevertheless, Maria Jackson says that **in direct sunlight the surface of the water becomes more translucent.**

25 **Barbara Swallow**

Your answer: **E — climate changes** Correct answer: **D — decline in the number of species**

FROM THE RECORDING · JANE

I've never heard of that. I'll have to look it up on Google. The only other theory I've studied is Barbara Swallow's study on **how declined insect population adversely affects the frog population.**

26 **What does Jim think about the difference among species in natural and artificial light?**

Your answer: **B — Species will die out in natural light.** Correct answer: **A — It makes no difference.**

FROM THE RECORDING · JANE

Let's change the subject. What's your stance on natural and artificial light?

FROM THE RECORDING · JIM

Honestly, **I'm not sure it makes much difference which one you use.**

27 **One reason why Jim and Jane felt unsatisfied about the theories discussed in the lecture was that**

Your answer: **C — many theories lacked solid proof in the field.**

FROM THE RECORDING · JIM

I think the real argument we should consider is global warming and protection or replacement of finite fuels. Solar power provides us with an incredible opportunity to replace electricity, and governments should definitely increase spending on research in this field. The theories discussed in our lectures, like Simpson's and Gray's, **are so vague and lack proof,** so I don't understand why we even study them.

28 **Which THREE topics are they interested in studying in the future?**

Your answer: **B — wildlife park animals, E — animals living in tropical climate, G — pandas in the zoo** Correct answer: **B — wildlife park animals, E — animals living in tropical climate, F — the impacts of different environment on animals** 2/3 marks

FROM THE RECORDING · JANE

I see what you mean. I don't like learning unsupported theories for exams, and I'd rather spend my time learning something else. For example, I'd be much more interested in **studying the animals in safari parks than researching migratory birds, particularly the effect of tourists on the quality of life of animals. As we know, every year thousands of visitors will drive in their own vehicles or ride in vehicles provided by the facility to observe freely roaming animals.**

FROM THE RECORDING · JIM

Yeah, that would be really interesting, especially those animals living in more tropical countries like Borneo. Following on from that, I want to study how bringing animals over from foreign countries to put in our zoos affects their life expectancy.

31 **Which TWO aspects did the new rules at the end of the 19th century focus on?**

Your answer: **C — moral values, E — business model** Correct answer: **C — moral values, D — player's physical protection** 1/2 marks

FROM THE RECORDING · LECTURER

According to the rules of mob football, there were no rules – a player could legally use any means whatsoever to obtain the ball, such as kicking, punching, biting, and gouging – with the only exceptions being murder and manslaughter. These games may be regarded as the ancestors of modern codes of football, and by comparison with later models of football, they were chaotic and had few cooperation. Towards the latter end of the 19th century, and moving into the early part of the 20th century, however, there appeared a newfound emphasis on **moral values in football. Perhaps a more modern example of this can be seen in John Terry's suspension as England captain, following reports of his infidelity to his wife. Furthermore, as mob football died away, there grew a greater concern for players' health and general well-being,** with many clubs affording their top players access to frequent medical check-ups and treatment.

33 **At present the main reason why UK schools push football education is the pressure from ____.**

Your answer: **parents**

FROM THE RECORDING · LECTURER

Today, football is a key feature of school children's day-to-day education, particularly for boys. With the help of football associations, all schools in the UK are boasting their own football teams. This mainly comes as a result of pressure put on schools and the government by concerned **parents,** who felt that football education taught their children valuable lessons and indeed vital life skills such as teamwork and a drive to succeed.

34 **Prior to the 19th century, football players used different ____ of rules.**

Your answer: **version** Correct answer: **versions**

FROM THE RECORDING · LECTURER

Nowadays, many of the UK's top football clubs provide training facilities and outreach programmes in an attempt to educate the nation's aspiring youths. As I previously mentioned, it was only during the 19th century that football in its uniform concept truly began to emerge, with footballers previously playing according to their own **versions** of the rules.

35 **People attempted to standardise the rules from the whole ____, known as the 'Cambridge Rules' in 1848.**

Your answer: **country**

FROM THE RECORDING · LECTURER

In 1848, there was a meeting at Cambridge University, in an attempt to lay down the laws of football.

FROM THE RECORDING · LECTURER

Present at the meeting were representatives of each of these major public schools, whom each brought a copy of the rules enforced by their own individual schools' rules of football.

FROM THE RECORDING · LECTURER

The result of the meeting was what is now known as the Cambridge Rules, thereby uniting the rules from across the **country** into one simple document.

36 **Attendances were increasing due to the improvement of infrastructure and the ____ system.**

Your answer: **transport**

FROM THE RECORDING · LECTURER

However, the Cambridge Rules were not liked by all, and a new set of rules, Thring's Rules, compiled in the book "The Simplest Game," became commonplace among dissenters.

FROM THE RECORDING · LECTURER

Across the country, improvements in infrastructure and public **transport** had a knock-on effect of dramatically increasing attendance to football games.

37 **Football became popular and it is regarded as a ____ event.**

Your answer: **social**

FROM THE RECORDING · LECTURER

Football quickly became a **social** event, where spectators would meet friends, drink tea, and chat about the good old days.

38 **The football clubs were responsible for most of the ____ and development for the football association.**

Your answer: **fund** Correct answer: **funding**

FROM THE RECORDING · LECTURER

As football became more and more popular, it was decided that more money should be invested in maintaining the quality of pitches, amongst other things, and there was even talk of installing seating for spectators.

FROM THE RECORDING · LECTURER

However, the question of who was to foot the bill quickly became a divisive issue, with many believing that the government should fund football's development as a national sport.

FROM THE RECORDING · LECTURER

But in the end, the onus fell upon Britain's local and regional football clubs for the **funding** and development of the Football Association.

39 **____ against other teams were also organised by the football clubs.**

Your answer: **competitions**

FROM THE RECORDING · LECTURER

They became responsible for the upkeep of football grounds, began to pay their best players a small salary, and organized **competitions** against other local and regional teams.

40 **In 1910s, ____ football players were approved of in the game.**

Your answer: **professional**

FROM THE RECORDING · LECTURER

And there began England's Football Association, or the FA, as we know it in its current form, the governing body of football in England.

FROM THE RECORDING · LECTURER

As the FA continued to grow and accumulate greater wealth, it was able to attract more and more talented young men from across the country, before finally accepting **professional** talent in the early 20th century.

Listening — tapescript · Part 1

NARRATOR Now you will hear the conversation, Section 1.

LABEL Good morning. You're through to the Events Coordinator at the Birmingham City Council. How may I help you?

LABEL Hello there. My husband and I are interested in purchasing tickets to the automobile exhibition, but I couldn't find many details about it on your website, and I was wondering whether you could provide me with some more information. Does it open in June?

LABEL Yes, of course, madam. The exhibition will take place during July and will showcase the history of automobiles, from the very first commercial car in the late 1800s, all the way through to the present day.

LABEL Is the exhibition open for the duration of July?

LABEL No, madam. The exhibition will last three days – from the 1st of July to the 3rd of July – and then the cars will be taken to another exhibition.

LABEL OK. Does the exhibition focus on a certain manufacturer?

LABEL No. It will showcase a wide range of manufacturers.

LABEL Wonderful. I'm ever so fed up of going to these shows and only seeing one manufacturer. Are there any opportunities to sit in or even drive the cars?

LABEL They will be many opportunities for you to sit in the cars. However, some of the cars will only be available to observe. We are yet to be told whether any of the antique cars will be available to drive. However, there will certainly be an opportunity to test drive some of the more modern cars on a purpose-built track.

LABEL That sounds like great fun. I mustn't forget to bring my camera, or my husband will never forgive me.

LABEL I'm afraid to say that cameras are actually strictly not allowed to bring into the exhibition. There will, however, be a section where a professional photographer will be available to take photos of you sitting in a car in period clothing.

LABEL Well, that sounds like it could be fun, but I assume the photos won't be free?

LABEL On the contrary. One free photograph is included with every ticket, but each photo after that will cost five pounds.

[pause]

NARRATOR Before you hear the rest of the conversation, you have some time to look at questions 5 to 10.

[pause]

NARRATOR Now listen and answer questions 5 to 10.

LABEL That's a nice surprise. Not many things are free anymore. I've been asking around about the ticket prices.

NARRATOR Now listen and answer questions 5 to 10.

MAN That's a nice surprise. Not many things are free anymore. I've been asking around about the ticket prices but I haven't yet had a definite answer. Is it correct that the tickets are 100 pounds whether you buy them now or on arrival?

WOMAN I'm afraid not. If you buy the ticket in advance, the price is 110 pounds, but it's 165 pounds on the door.

MAN Oh goodness. I suppose I best pay for them now then. Is it possible to buy tickets from you now over the phone?

WOMAN Yes, of course, madam. I'll transfer you to the box office manager, Mark Edgeworth. That's E, D, G, E, W, O, R, T, H. And he will probably need to take your credit card details and some personal details.

MAN Yes, that's fine. Before you transfer me I just need to ask a few more questions. Will the exhibition be held in the Birmingham Exhibition Centre? I think that's where I went last time.

WOMAN No, madam. The Birmingham Exhibition Centre is currently undergoing some renovations, so this year all exhibitions will be held in the Summer Palace.

MAN Summer Palace? I'm not entirely sure where that is.

WOMAN Well, it's not too far from city centre. Once you're in the centre you should be able to find signs for the palace. If not, most people in Birmingham will be able to direct you.

MAN Neither my husband nor I am particularly good with directions. Is there anywhere I can find this information on the internet?

WOMAN Our website will give you an address. Perhaps you could visit www.directions.com for more detailed information, and they should be able to provide you with step-by-step instructions.

MAN Okay. And is this the best way to contact you? By phone?

WOMAN I think the most convenient way to contact us is enquiring online which is much simpler than having to dial various different numbers to reach the right person. Unless you have any more questions, I'll transfer you now.

MAN No, that's great. Thank you for your help.

NARRATOR That is the end of Section 1. You now have half a minute to check your answers.

[pause]

Listening — tapescript · Part 2

NARRATOR Now turn to Section 2.

NARRATOR Section 2. You will hear part of a talk given by a member of staff at a hospital. First, you have some time to look at questions 11 to 15.

[pause]

NARRATOR Now listen carefully and answer questions 11 to 15.

WOMAN Hello and welcome to the homepage for the Healthy Hearing Medical Clinic and Surgery, where we'd like to share a little more information about the services we provide and more. Our hospital is one of the leading specialised hospitals in the United Kingdom attracting the very best healthcare professionals from around the globe.

Not only are we a leading medical practice, but we are also the only hospital in the United Kingdom dedicated entirely to the treatment of and research into the curing of hearing loss. Our facilities and staff here are renowned across Europe attracting thousands of patients a year. Our consultations can number anything up to 11,000 patients a year.

However, we aim to treat around 5,000 patients a year, so as to maintain and ensure the quality of our services. Our patients are guaranteed the highest standard of care, as well as the use of our first-class facilities. All patients requiring overnight treatment are provided with their own private room with en-suite facilities, as well as a state-of-the-art entertainment centre, which includes a flat-screen LCD television and PlayStation.

Appointments with our healthcare professionals can be made at any time during the week, with female doctors available between 8 am and 11 am. If you need to see a doctor outside of these times, please visit the Out of Hours page of our website for more information. Our doctors are all trained to an exceptionally high standard and practise a vast array of specialities. Mr Roberts is a fully qualified ear and throat specialist.

Mr Edwards is a paediatric hearing specialist, while Mr Green specialises in reversing hearing loss. For more details about our people, please visit the Staff Members page on our website. During a consultation, doctors will sometimes decide medication is required, for which patients should receive a prescription.

There are several pharmacies within the city; however, we recommend that patients use the pharmacy housed within our healthcare facility. Our in-house pharmacy is well stocked at all times. Our products are competitively priced and our pharmacists are on hand to help and advise from 8 am until 10 pm from Monday to Saturday and from 9 am until 12 pm on Sundays.

If you require any help outside of these hours, please see our Out of Hours page on the website. Since the Healthy Hearing Medical Clinic and Surgery also functions as a teaching hospital, we aim to provide our students with every opportunity to expose themselves to medicine in practice. Therefore, we would like to encourage our patients to give their consent for a medical student to attend their consultations.

If our patients are not comfortable with this, there will be a form at reception where patients will be able to opt out.

[pause]

NARRATOR Before you hear the rest of the talk, you have some time to look at questions 16 to 20.

[pause]

NARRATOR Now listen and answer questions 16 to 20.

WOMAN Now, please look at the map I've given you of the Healthy Hearing Medical Clinic and Surgery. For those not familiar with our practice, reception can be found through the main door at the end of the corridor. If your consultation is booked with Mr Green, you need to go through the main door and turn right by the nurse's desk, and his office is at the end of the corridor on your left-hand side.

If you need to alter any of your personal details, please visit our secretary at the Office for Medical Records, which you will find next to the therapy room. If you're awaiting surgery, please first check in with reception before taking the first door on the right after you enter the clinic.

Finally, in the event that you feel disappointed with any of the services we have provided or have any further questions, please locate our manager's office, which can be found near the Office for Medical Records and between two closets. If you have any more questions about the Healthy Hearing Medical Clinic and Surgery, please do not hesitate to contact us on 01256 111 111.

NARRATOR That is the end of Section 2. You now have half a minute to check your answers.

[pause]

Listening — tapescript · Part 3

NARRATOR Now turn to Section 3.

NARRATOR Section 3. You will hear Jim and Jane, two students, talking about their professor's lecture. First, you have some time to look at questions 21 to 25.

[pause]

NARRATOR Now listen carefully and answer questions 21 to 25.

JIM Jane, what did you think of Professor Morgan's lecture? I don't know about you, but I find it incredibly difficult to believe that light influences the environment as much as he says. I've never seen any journal articles, websites or anything that verifies his arguments. It's stupid.

JANE On the contrary, I've seen a great deal of research supporting his argument from a wide range of renowned scientists. Have you looked at the recommended textbook listed on the course outline given to us at the beginning of the semester? All the information is in there. Perhaps you've just been looking in the wrong places.

JIM I never look at the course outlines. I have so many loose sheets of paper, I tend to lose anything I'm given by the end of the day. What's the textbook they recommend and where can I get it from? I should probably go buy it soon. I'm already behind in the course.

JANE Yeah, you definitely should buy it, and our grades are more important this year. It's called 'The Influence of Light on the Environment'. You should be able to find it in the bookshop on campus. If not, they'll order it within two weeks. In the meantime, you should read up on Ken Simpson's work. He argues that in order to protect natural habitats, governments should endeavour to turn off lights in cities at night.

JIM Well, that's controversial. I doubt any government would be willing to do that any time soon. I imagine roads would become quite dangerous without street lighting. For this issue, Dave Kepler suggests they could just replace the existing lights with more environmentally friendly bulbs. They could even install solar-powered lights. That way roads will be more eco-friendly while maintaining safety.

Although I guess they wouldn't be particularly effective in colder countries, especially during the winter.

JANE That's quite a good idea, actually. The price of solar power is supposed to be on par with electricity within the next few decades, and it was on the news this morning. I've also heard that, according to Sharon Gray, in countries with more sunlight, insect-eating animals tend to be smaller in size, since there are fewer insects, and the remaining insects produce a smaller number of eggs.

JIM Yeah, I think I read somewhere that sunlight also has a negative effect on the quality of water, but I'm not sure I believe it. In many hot countries, particularly developing countries, there is a lot of water pollution caused by factories, rather than sunlight. Nevertheless, Maria Jackson says that in direct sunlight the surface of the water becomes more translucent. Therefore, it affects the amount of sunlight that aquatic insects can absorb.

Not much research has been undertaken to prove Jackson's theory, but it seems to have been widely accepted anyway.

JANE I've never heard of that. I'll have to look it up on Google. The only other theory I've studied is Barbara Swallow's study on how declined insect population adversely affects the frog population. Not that I'm complaining. I hate insects, especially spiders.

JIM You have arachnophobia? I never would have guessed. Didn't your brother have a pet black widow spider?

JANE Yes, he did, and I hated it. It escaped from its cage once and we never found it. I had nightmares for months.

[pause]

NARRATOR Before you hear the rest of the conversation, you have some time to look at questions 26 to 30.

[pause]

NARRATOR Now listen and answer questions 26 to 30.

JANE OK, now I'm getting goosebumps. Let's change the subject. What's your stance on natural and artificial light?

JIM Honestly, I'm not sure it makes much difference which one you use. Species will die out either way. I think the real argument we should consider is global warming and protection or replacement of finite fuels. Solar power provides us with an incredible opportunity to replace electricity, and governments should definitely increase spending on research in this field.

The theories discussed in our lectures, like Simpson's and Gray's, are so vague and lack proof, so I don't understand why we even study them.

JANE I see what you mean. I don't like learning unsupported theories for exams, and I'd rather spend my time learning something else. For example, I'd be much more interested in studying the animals in safari parks than researching migratory birds, particularly the effect of tourists on the quality of life of animals.

As we know, every year thousands of visitors will drive in their own vehicles or ride in vehicles provided by the facility to observe freely roaming animals.

JIM Yeah, that would be really interesting, especially those animals living in more tropical countries like Borneo. Following on from that, I want to study how bringing animals over from foreign countries to put in our zoos affects their life expectancy. For example, do you remember when China sent pandas to Edinburgh Zoo? Apparently, one of the pandas became depressed, but it was never explained why.

To me, obviously, you can't take an animal out of its natural habitat and put it in a cage on the other side of the world. It just doesn't work.

NARRATOR That is the end of Section 3. You now have half a minute to check your answers.

[pause]

NARRATOR You will hear a talk about the history of football in Great Britain in the 19th century.

Listening — tapescript · Part 4

NARRATOR Section 4: First, you have some time to look at questions 31 to 40.

[pause]

NARRATOR Now listen carefully and answer questions 31 to 40.

LECTURER Great Britain is often hailed as the home of football, with talented players travelling from far and wide to play for teams in the English Premier League – one of the most popular football leagues on the planet. Today, we are going to take a look back to the 19th century Great Britain, in an attempt to trace the evolution of “the beautiful game” – as it is now known.

Prior to the 19th century, the game featured a wide variety of local and regional adaptations, which were later smartened up and made more uniform to create our modern-day sports of Association Football, Rugby Football, and Ireland’s Gaelic Football. Even up to the mid-19th century, Shrovetide football, or “mob football”, was still widely practised.

According to the rules of mob football, there were no rules – a player could legally use any means whatsoever to obtain the ball, such as kicking, punching, biting, and gouging – with the only exceptions being murder and manslaughter. These games may be regarded as the ancestors of modern codes of football, and by comparison with later models of football, they were chaotic and had few cooperation.

Towards the latter end of the 19th century, and moving into the early part of the 20th century, however, there appeared a newfound emphasis on moral values in football. Perhaps a more modern example of this can be seen in John Terry's suspension as England captain, following reports of his infidelity to his wife.

Furthermore, as mob football died away, there grew a greater concern for players' health and general well-being, with many clubs affording their top players access to frequent medical check-ups and treatment.

Despite the presence of Great Britain's unique state-funded National Health Service, football clubs are still seen today providing team members with state-of-the-art healthcare facilities, with the top clubs even housing their own specialist doctors and physicians. Today, football is a key feature of school children's day-to-day education, particularly for boys.

With the help of football associations, all schools in the UK are boasting their own football teams. This mainly comes as a result of pressure put on schools and the government by concerned parents, who felt that football education taught their children valuable lessons and indeed vital life skills such as teamwork and a drive to succeed.

Nowadays, many of the UK's top football clubs provide training facilities and outreach programmes in an attempt to educate the nation's aspiring youths. As I previously mentioned, it was only during the 19th century that football in its uniform concept truly began to emerge, with footballers previously playing according to their own versions of the rules.

However, it was not until the early 20th century that the different players actually began to play according to these standardised rules. Prior to the 19th century, football was played by all the major English public schools, including the likes of Eton College, Winchester College, and Harrow.

LECTURER In 1848, there was a meeting at Cambridge University, in an attempt to lay down the laws of football.

LECTURER Present at the meeting were representatives of each of these major public schools, whom each brought a copy of the rules enforced by their own individual schools' rules of football.

LECTURER The result of the meeting was what is now known as the Cambridge Rules, thereby uniting the rules from across the country into one simple document.

LECTURER However, the Cambridge Rules were not liked by all, and a new set of rules, Thring's Rules, compiled in the book "The Simplest Game," became commonplace among dissenters.

LECTURER Across the country, improvements in infrastructure and public transport had a knock-on effect of dramatically increasing attendance to football games.

LECTURER Football quickly became a social event, where spectators would meet friends, drink tea, and chat about the good old days.

LECTURER As football became more and more popular, it was decided that more money should be invested in maintaining the quality of pitches, amongst other things, and there was even talk of installing seating for spectators.

LECTURER However, the question of who was to foot the bill quickly became a divisive issue, with many believing that the government should fund football's development as a national sport.

LECTURER But in the end, the onus fell upon Britain's local and regional football clubs for the funding and development of the Football Association.

LECTURER They became responsible for the upkeep of football grounds, began to pay their best players a small salary, and organized competitions against other local and regional teams.

LECTURER And there began England's Football Association, or the FA, as we know it in its current form, the governing body of football in England.

LECTURER As the FA continued to grow and accumulate greater wealth, it was able to attract more and more talented young men from across the country, before finally accepting professional talent in the early 20th century.

LECTURER Today, football is played at a professional level all over the world. Millions of people regularly go to football stadiums to follow their favorite teams, while billions more watch the game on television, or on the internet.

NARRATOR That is the end of Section 4. You now have half a minute to check your answers.

[pause]

NARRATOR That is the end of the Listening Test.

Reading: 21 of 40 marks. Each question below quotes the passage paragraph that holds the answer, with the answer sentence highlighted, and explains how to find it.

Reading Passage 1 · Otters · Questions 1–13

1 **A description of how otters regulate vision underwater**

Your answer: **B**

PARAGRAPH B

Scent is used for hunting on land, for communication and for detecting danger. Otterine sense of smell is likely to be similar in sensitivity to dogs. Otters have small eyes and are probably short-sighted on land. But **they do have the ability to modify the shape of the lens in the eye to make it more spherical, and hence overcome the refraction of water**. In clear water and good light, otters can hunt fish by sight. The otter's eyes and nostrils are placed high on its head so that it can see and breathe even when the rest of the body is submerged. The long whiskers growing around the muzzle are used to detect the presence of fish. They detect regular vibrations caused by the beat of the fish's tail as it swims away. This allows otters to hunt even in very murky water. Underwater, the otter holds its legs against the body, except for steering, and the hind end of the body is flexed in a series of vertical undulations. River otters have webbing which extends for much of the length of each digit, though not to the very end. Giant otters and sea otters have even more prominent webs, while the Asian short-clawed otter has no webbing—they hunt for shrimps in ditches and paddy fields so they don't need the swimming speed. Otter ears are protected by valves which close them against water pressure.

EXPLANATION

1. Paragraph B describes how otters adjust their eye lens underwater.
2. By making the lens more spherical, they overcome water refraction and see clearly.
3. The answer is B.

2 **The fit-for-purpose characteristics of otter's body shape**

Your answer: **A**

PARAGRAPH A

Otters are semiaquatic (or in the case of the sea otter, aquatic) mammals. They are members of the Mustelid family which includes badgers, polecats, martens, weasels, stoats and minks, and have inhabited the earth for the last 30 million years and over the years have undergone subtle changes to the carnivore bodies to exploit the rich aquatic environment. **Otters have long thin body and short legs—ideal for pushing dense undergrowth or hunting in tunnels**. An adult male may be up to 4 feet long and 30 pounds. Females are smaller, around 16 pounds typically. The Eurasian otter's nose is about the smallest among the otter species and has a characteristic shape described as a shallow "W". An otter's tail (or rudder, or stern) is stout at the base and tapers towards the tip where it flattens. This forms part of the propulsion unit when swimming fast under water. Otter fur consists of two types of hair: stout guard hairs which form a waterproof outer covering, and under-fur which is dense and fine, equivalent to an otter's thermal underwear. The fur must be kept in good condition by grooming. Sea water reduces the waterproofing and insulating qualities of otter fur when salt water gets in the fur. This is why freshwater pools are important to otters living on the coast. After swimming, they wash the salts off in the pools and then squirm on the ground to rub dry against vegetation.

EXPLANATION

1. Paragraph A describes otter physical features.
2. Their body shape is specifically suited for hunting in dense areas and tunnels.
3. The answer is A.

3 **A reference to an underdeveloped sense**

Your answer: **A** Correct answer: **B**

PARAGRAPH B

Scent is used for hunting on land, for communication and for detecting danger. Otterine sense of smell is likely to be similar in sensitivity to dogs. **Otters have small eyes and are probably short-sighted on land**. But they do have the ability to modify the shape of the lens in the eye to make it more spherical, and hence overcome the refraction of water. In clear water and good light, otters can hunt fish by sight. The otter's eyes and nostrils are placed high on its head so that it can see and breathe even when the rest of the body is submerged. The long whiskers growing around the muzzle are used to detect the presence of fish. They detect regular vibrations caused by the beat of the fish's tail as it swims away. This allows otters to hunt even in very murky water. Underwater, the otter holds its legs against the body, except for steering, and the hind end of the body is flexed in a series of vertical undulations. River otters have webbing which extends for much of the length of each digit, though not to the very end. Giant otters and sea otters have even more prominent webs, while the Asian short-clawed otter has no webbing—they hunt for shrimps in ditches and paddy fields so they don't need the swimming speed. Otter ears are protected by valves which close them against water pressure.

EXPLANATION

1. Paragraph B mentions that otters have small eyes.
2. This reference shows an underdeveloped sense of vision on land.
3. The answer is B.

4 **An explanation of why agriculture failed in otter conservation efforts**

Your answer: **F**

PARAGRAPH F

The plight of the British otter was recognised in the early 60s, but it wasn't until the late 70s that the chief cause was discovered. Pesticides, such as dieldrin and aldrin, were first used in 1955 in agriculture and other industries—these chemicals are very persistent and had already been recognised as the cause of huge declines in the population of peregrine falcons, sparrowhawks and other predators. The pesticides entered the river systems and the food chain—micro-organisms, fish and finally otters, with every step increasing the concentration of the chemicals. From 1962 the chemicals were phased out, but while some species recovered quickly, otter numbers did not—and continued to fall into the 80s. **This was probably due mainly to habitat destruction and road deaths**. Acting on populations fragmented by the sudden decimation in the 50s and 60s, the loss of just a handful of otters in one area can make an entire population unviable and spell the end.

EXPLANATION

1. Paragraph F explains why otter numbers fell from the 1950s-80s.
2. The causes were habitat destruction and road deaths, not agriculture.
3. The answer is F.

5 **A description of some of the otter's social characteristics**

Your answer: **E** Correct answer: **C**

PARAGRAPH C

A number of constraints and preferences limit suitable habitats for otters. Water is a must and the rivers must be large enough to support a healthy population of fish. Being such shy and wary creatures, they will prefer territories where man's activities do not impinge greatly. Of course, there must also be no other otter already in residence—this has only become significant again recently as populations start to recover. A typical range for a male river otter might be 25km of river, a female's range less than half this. However, the productivity of the river affects this hugely and one study found male ranges between 12 and 80km. Coastal otters have a much more abundant food supply and ranges for males and females may be just a few kilometers of coastline. **Because male ranges are usually larger, a male otter may find his range overlaps with two or three females**. Otters will eat anything that they can get hold of—there are records of sparrows and snakes and slugs being gobbled. Apart from fish the most common prey are crayfish, crabs and water birds. Small mammals are occasionally taken, most commonly rabbits but sometimes even moles.

EXPLANATION

1. Paragraph C describes how otter territories work.
2. It shows social characteristics: males have larger ranges that overlap female territories.
3. The answer is C.

6 **A description of how baby otters grow**

Your answer: **E**

PARAGRAPH E

Otters normally give birth in more secure dens to avoid disturbances. Nests are lined with bedding (reeds, waterside plants, grass) to keep the cubs warm while mummy is away feeding. Litter Size varies between 1 and 5 (2 or 3 being the most common). For some unknown reason, coastal otters tend to produce smaller litters. **At five weeks they open their eyes—a tiny cub of 700g. At seven weeks they're weaned onto solid food. At ten weeks they leave the nest, blinking into daylight for the first time**. After three months they finally meet the water and learn to swim. After eight months they are hunting, though the mother still provides a lot of food herself. Finally, after nine months she can chase them all away with a clear conscience, and relax—until the next fella shows up.

EXPLANATION

1. Paragraph E provides a timeline of cub development with specific ages.
2. From eye-opening to leaving the nest, it tracks physical growth stages.
3. The answer is E.

7 **The conflicted opinions on how to preserve otters**

Your answer: **G**

PARAGRAPH G

Otter numbers are recovering all around Britain—populations are growing again in the few areas where they had remained and have expanded from those areas into the rest of the country. This is almost entirely due to law and conservation efforts, slowing down and reversing the destruction of suitable otter habitat and reintroductions from captive breeding programs. Releasing captive-bred otters is seen by many as a last resort. **The argument runs that where there is no suitable habitat for them they will not survive after release and where there is suitable habitat, natural populations should be able to expand into the area. However, reintroducing animals into a fragmented and fragile population may add just enough impetus for it to stabilise and expand, rather than die out.** This is what the Otter Trust accomplished in Norfolk, where the otter population may have been as low as twenty animals at the beginning of the 1980s. The Otter Trust has now finished its captive breeding program entirely. Great news because it means it is no longer needed.

EXPLANATION

1. Paragraph G presents opposing views on captive-bred otter release.
2. The passage shows both concerns and potential benefits of this approach.
3. The answer is G.

8 **A reference to a legislative act**

Your answer: **F** Correct answer: **G**

PARAGRAPH G

Otter numbers are recovering all around Britain—populations are growing again in the few areas where they had remained and have expanded from those areas into the rest of the country. **This is almost entirely due to law and conservation efforts, slowing down and reversing the destruction of suitable otter habitat** and reintroductions from captive breeding programs. Releasing captive-bred otters is seen by many as a last resort. The argument runs that where there is no suitable habitat for them they will not survive after release and where there is suitable habitat, natural populations should be able to expand into the area. However, reintroducing animals into a fragmented and fragile population may add just enough impetus for it to stabilise and expand, rather than die out. This is what the Otter Trust accomplished in Norfolk, where the otter population may have been as low as twenty animals at the beginning of the 1980s. The Otter Trust has now finished its captive breeding program entirely. Great news because it means it is no longer needed.

EXPLANATION

1. Paragraph G mentions that law and conservation efforts helped otter recovery.
2. This is a reference to a legislative act protecting otters.
3. The answer is G.

9 **An explanation of how otters compensate for heat loss**

Your answer: **A**

PARAGRAPH A

Otters are semiaquatic (or in the case of the sea otter, aquatic) mammals. They are members of the Mustelid family which includes badgers, polecats, martens, weasels, stoats and minks, and have inhabited the earth for the last 30 million years and over the years have undergone subtle changes to the carnivore bodies to exploit the rich aquatic environment. Otters have long thin body and short legs—ideal for pushing dense undergrowth or hunting in tunnels. An adult male may be up to 4 feet long and 30 pounds. Females are smaller, around 16 pounds typically. The Eurasian otter's nose is about the smallest among the otter species and has a characteristic shape described as a shallow "W". An otter's tail (or rudder, or stern) is stout at the base and tapers towards the tip where it flattens. This forms part of the propulsion unit when swimming fast under water. **Otter fur consists of two types of hair: stout guard hairs which form a waterproof outer covering, and under-fur which is dense and fine, equivalent to an otter's thermal underwear**. The fur must be kept in good condition by grooming. Sea water reduces the waterproofing and insulating qualities of otter fur when salt water gets in the fur. This is why freshwater pools are important to otters living on the coast. After swimming, they wash the salts off in the pools and then squirm on the ground to rub dry against vegetation.

EXPLANATION

1. Paragraph A explains otter fur structure.
2. Dense under-fur acts like thermal underwear to retain body heat.
3. The answer is A.

10 **What affects the outer fur of otters?**

Your answer: **water** Correct answer: **Sea water / salt water / salt**

PARAGRAPH A

Otters are semiaquatic (or in the case of the sea otter, aquatic) mammals. They are members of the Mustelid family which includes badgers, polecats, martens, weasels, stoats and minks, and have inhabited the earth for the last 30 million years and over the years have undergone subtle changes to the carnivore bodies to exploit the rich aquatic environment. Otters have long thin body and short legs—ideal for pushing dense undergrowth or hunting in tunnels. An adult male may be up to 4 feet long and 30 pounds. Females are smaller, around 16 pounds typically. The Eurasian otter's nose is about the smallest among the otter species and has a characteristic shape described as a shallow "W". An otter's tail (or rudder, or stern) is stout at the base and tapers towards the tip where it flattens. This forms part of the propulsion unit when swimming fast under water. Otter fur consists of two types of hair: stout guard hairs which form a waterproof outer covering, and under-fur which is dense and fine, equivalent to an otter's thermal underwear. The fur must be kept in good condition by grooming. **Sea water reduces the waterproofing and insulating qualities of otter fur** when salt water gets in the fur. This is why freshwater pools are important to otters living on the coast. After swimming, they wash the salts off in the pools and then squirm on the ground to rub dry against vegetation.

EXPLANATION

1. Paragraph A states that sea water damages the outer fur.
2. Saltwater reduces both waterproofing and insulation properties.
3. The answer is Sea water.

11 **What skill is not necessary for Asian short-clawed otters?**

Your answer: **swimming speed**

PARAGRAPH B

Scent is used for hunting on land, for communication and for detecting danger. Otterine sense of smell is likely to be similar in sensitivity to dogs. Otters have small eyes and are probably short-sighted on land. But they do have the ability to modify the shape of the lens in the eye to make it more spherical, and hence overcome the refraction of water. In clear water and good light, otters can hunt fish by sight. The otter's eyes and nostrils are placed high on its head so that it can see and breathe even when the rest of the body is submerged. The long whiskers growing around the muzzle are used to detect the presence of fish. They detect regular vibrations caused by the beat of the fish's tail as it swims away. This allows otters to hunt even in very murky water. Underwater, the otter holds its legs against the body, except for steering, and the hind end of the body is flexed in a series of vertical undulations. River otters have webbing which extends for much of the length of each digit, though not to the very end. Giant otters and sea otters have even more prominent webs, while **the Asian short-clawed otter has no webbing—they hunt for shrimps in ditches and paddy fields so they don't need the swimming speed**. Otter ears are protected by valves which close them against water pressure.

EXPLANATION

1. Paragraph B notes that Asian short-clawed otters lack webbing.
2. Because they hunt in shallow ditches, they don't need fast swimming.
3. The answer is swimming speed.

12 **Which type of otters has the shortest range?**

Your answer: **river otters** Correct answer: **coastal otters**

PARAGRAPH C

A number of constraints and preferences limit suitable habitats for otters. Water is a must and the rivers must be large enough to support a healthy population of fish. Being such shy and wary creatures, they will prefer territories where man's activities do not impinge greatly. Of course, there must also be no other otter already in residence—this has only become significant again recently as populations start to recover. A typical range for a male river otter might be 25km of river, a female's range less than half this. However, the productivity of the river affects this hugely and one study found male ranges between 12 and 80km. **Coastal otters have a much more abundant food supply and ranges for males and females may be just a few kilometers of coastline**. Because male ranges are usually larger, a male otter may find his range overlaps with two or three females. Otters will eat anything that they can get hold of—there are records of sparrows and snakes and slugs being gobbled. Apart from fish the most common prey are crayfish, crabs and water birds. Small mammals are occasionally taken, most commonly rabbits but sometimes even moles.

EXPLANATION

1. Paragraph C compares otter ranges.
2. Coastal otters have ranges of just a few kilometers, shorter than river otters.
3. The answer is coastal otters.

13 **Which type of animals do otters hunt occasionally?**

Your answer: **Small mammals**

PARAGRAPH C

A number of constraints and preferences limit suitable habitats for otters. Water is a must and the rivers must be large enough to support a healthy population of fish. Being such shy and wary creatures, they will prefer territories where man's activities do not impinge greatly. Of course, there must also be no other otter already in residence—this has only become significant again recently as populations start to recover. A typical range for a male river otter might be 25km of river, a female's range less than half this. However, the productivity of the river affects this hugely and one study found male ranges between 12 and 80km. Coastal otters have a much more abundant food supply and ranges for males and females may be just a few kilometers of coastline. Because male ranges are usually larger, a male otter may find his range overlaps with two or three females. Otters will eat anything that they can get hold of—there are records of sparrows and snakes and slugs being gobbled. Apart from fish the most common prey are crayfish, crabs and water birds. **Small mammals are occasionally taken, most commonly rabbits but sometimes even moles**.

EXPLANATION

1. Paragraph C lists otter prey.
2. Small mammals are occasionally hunted, though less common than fish and crayfish.
3. The answer is Small mammals.

Reading Passage 2 · Wealth in A Cold Climate · Questions 14–26

14 **Paragraph A**

Your answer: **iii — Inspiration from reading a book**

PARAGRAPH A

Dr William Masters was reading a book about mosquitoes when inspiration struck. "There was this anecdote about the great yellow-fever epidemic that hit Philadelphia in 1793," Masters recalls. "This epidemic decimated the city until the first frost came." The inclement weather froze out the insects, allowing Philadelphia to recover.

EXPLANATION

1. Paragraph A opens with Masters reading a book that sparked his research idea.
2. This shows the inspiration came from reading.
3. The heading is iii (Inspiration from reading a book).

15 **Paragraph B**

Your answer: **ii — Other factors besides climate that influence wealth** Correct answer: **vi — Low temperature benefits people and crops**

PARAGRAPH B

If weather could be the key to a city's fortunes, Masters thought, then why not to the historical fortunes of nations? And could frost lie at the heart of one of the most enduring economic mysteries of all—why are almost all the wealthy, industrialised nations to be found at latitudes above 40 degrees? After two years of research, he thinks that he has found a piece of the puzzle. Masters, an agricultural economist from Purdue University in Indiana, and Margaret McMillan at Tufts University, Boston, show that annual frosts are among the factors that distinguish rich nations from poor ones. Their study is published this month in the Journal of Economic Growth. The pair speculate that **cold snaps have two main benefits—they freeze pests that would otherwise destroy crops, and also freeze organisms, such as mosquitoes, that carry disease**. The result is agricultural abundance and a big workforce.

EXPLANATION

1. Paragraph B lists the benefits of cold weather.
2. Cold kills crop pests and disease-carrying insects, helping agriculture and human health.
3. The heading is vi (Low temperature benefits people and crops).

16 **Paragraph C**

Your answer: **i — The positive correlation between climate and wealth**

PARAGRAPH C

The academics took two sets of information. The first was average income for countries, the second climate data from the University of East Anglia. They found a curious tally between the sets. **Countries having five or more frosty days a month are uniformly rich, those with fewer than five are impoverished**. The authors speculate that the five-day figure is important; it could be the minimum time needed to kill pests in the soil. Masters says: "For example, Finland is a small country that is growing quickly, but Bolivia is a small country that isn't growing at all. Perhaps climate has something to do with that." In fact, limited frosts bring huge benefits to farmers. The chills kill insects or render them inactive; cold weather slows the break-up of plant and animal material in the soil, allowing it to become richer; and frosts ensure a build-up of moisture in the ground for spring, reducing dependence on seasonal rains. There are exceptions to the "cold equals rich" argument. There are well-heeled tropical places such as Hong Kong and Singapore, a result of their superior trading positions. Likewise, not all European countries are moneyed—in the former communist colonies, economic potential was crushed by politics.

EXPLANATION

1. Paragraph C presents the climate-wealth correlation.
2. More frosts = richer nations; fewer frosts = poorer nations.
3. The heading is i (The positive correlation between climate and wealth).

17 **Paragraph D**

Your answer: **vii — The importance of institution in traditional views** Correct answer: **ii — Other factors besides climate that influence wealth**

PARAGRAPH D

Masters stresses that **climate will never be the overriding factor—the wealth of nations is too complicated to be attributable to just one factor**. Climate, he feels, somehow combines with other factors—such as the presence of institutions, including governments, and access to trading routes—to determine whether a country will do well. Traditionally, Masters says, economists thought that institutions had the biggest effect on the economy, because they brought order to a country in the form of, for example, laws and property rights. With order, so the thinking went, came affluence. "But there are some problems that even countries with institutions have not been able to get around," he says. "My feeling is that, as countries get richer, they get better institutions. And the accumulation of wealth and improvement in governing institutions are both helped by a favourable environment, including climate."

EXPLANATION

1. Paragraph D cautions that climate alone doesn't determine wealth.
2. Institutions, government, and trade routes also play important roles.
3. The heading is ii (Other factors besides climate that influence wealth).

18 **Paragraph E**

Your answer: **ix — The best way to use aid**

PARAGRAPH E

This does not mean, he insists, that tropical countries are beyond economic help and destined to remain penniless. Instead, richer countries should change the way in which foreign aid is given. **Instead of aid being geared towards improving governance, it should be spent on technology to improve agriculture and to combat disease**. Masters cites one example: "There are regions in India that have been provided with irrigation—agricultural productivity has gone up and there has been an improvement in health." Supplying vaccines against tropical diseases and developing crop varieties that can grow in the tropics would break the poverty cycle.

EXPLANATION

1. Paragraph E proposes a new aid strategy.
2. Instead of focusing on governance, aid should go to agricultural technology and disease prevention.
3. The heading is ix (The best way to use aid).

19 **Paragraph F**

Your answer: **iv — Other researchers' results do not rule out exceptional cases** Correct answer: **v — Different attributes between Eurasia and Africa**

PARAGRAPH F

Other minds have applied themselves to the split between poor and rich nations, citing anthropological, climatic and zoological reasons for why temperate nations are the most affluent. In 350BC, Aristotle observed that "those who live in a cold climate...are full of spirit". Jared Diamond, from the University of California at Los Angeles, pointed out in his book Guns, Germs and Steel that **Eurasia is broadly aligned east-west, while Africa and the Americas are aligned north-south**. So, in Europe, crops can spread quickly across latitudes because climates are similar. One of the first domesticated crops, einkorn wheat, spread quickly from the Middle East into Europe; it took twice as long for corn to spread from Mexico to what is now the eastern United States. This easy movement along similar latitudes in Eurasia would also have meant a faster dissemination of other technologies such as the wheel and writing, Diamond speculates. The region also boasted domesticated livestock, which could provide meat, wool and motive power in the fields. Blessed with such natural advantages, Eurasia was bound to take off economically.

EXPLANATION

1. Paragraph F references Jared Diamond's analysis.
2. He compares geographical orientation: Eurasia's east-west alignment versus north-south for Africa and Americas.
3. The heading is v (Different attributes between Eurasia and Africa).

20 **Paragraph G**

Your answer: **iv — Other researchers' results do not rule out exceptional cases**

PARAGRAPH G

John Gallup and Jeffrey Sachs, two US economists, have also pointed out striking correlations between the geographical location of countries and their wealth. They note that tropical countries between 23.45 degrees north and south of the equator are nearly all poor. In an article for the Harvard International Review, they concluded that "development surely seems to favour the temperate-zone economies, especially those in the northern hemisphere, and those that have managed to avoid both socialism and the ravages of war". **But Masters cautions against geographical determinism, the idea that tropical countries are beyond hope: "Human health and agriculture can be made better through scientific and technological research," he says, "so we shouldn't be writing off these countries. Take Singapore: without air conditioning, it wouldn't be rich."**

EXPLANATION

1. Paragraph G warns against assuming tropical countries cannot prosper.
2. Singapore proves technology can help tropical nations overcome climate disadvantages.
3. The heading is iv (Other researchers' results do not rule out exceptional cases).

21 **Dr William Masters read a book saying that a(n) ____ which struck an American city hundreds of years ago was terminated by a cold frost.**

Your answer: **yellow-fever epidemic**

PARAGRAPH A

Dr William Masters was reading a book about mosquitoes when inspiration struck. "**There was this anecdote about the great yellow-fever epidemic that hit Philadelphia in 1793**," Masters recalls. "This epidemic decimated the city until the first frost came." The inclement weather froze out the insects, allowing Philadelphia to recover.

EXPLANATION

1. Paragraph A mentions the epidemic that inspired Masters' research.
2. This epidemic struck Philadelphia and was stopped by frost.
3. The answer is yellow-fever epidemic.

22 **Academics found that there is a connection between climate and country's wealth as in the rich but small country of ____.**

Your answer: **Norway** Correct answer: **Finland**

PARAGRAPH C

The academics took two sets of information. The first was average income for countries, the second climate data from the University of East Anglia. They found a curious tally between the sets. Countries having five or more frosty days a month are uniformly rich, those with fewer than five are impoverished. The authors speculate that the five-day figure is important; it could be the minimum time needed to kill pests in the soil. Masters says: "For example, **Finland is a small country that is growing quickly**, but Bolivia is a small country that isn't growing at all. Perhaps climate has something to do with that." In fact, limited frosts bring huge benefits to farmers. The chills kill insects or render them inactive; cold weather slows the break-up of plant and animal material in the soil, allowing it to become richer; and frosts ensure a build-up of moisture in the ground for spring, reducing dependence on seasonal rains. There are exceptions to the "cold equals rich" argument. There are well-heeled tropical places such as Hong Kong and Singapore, a result of their superior trading positions. Likewise, not all European countries are moneyed—in the former communist colonies, economic potential was crushed by politics.

EXPLANATION

1. Paragraph C uses Finland as an example of a small, rich growing country.
2. This contrasts with Bolivia, which is small but not growing.
3. The answer is Finland.

23 **Yet besides excellent surroundings and climate, one country still needs to improve their ____ to achieve long prosperity.**

Your answer: **institutions**

PARAGRAPH D

Masters stresses that climate will never be the overriding factor—the wealth of nations is too complicated to be attributable to just one factor. Climate, he feels, somehow combines with other factors—such as **the presence of institutions, including governments, and access to trading routes—to determine whether a country will do well**. Traditionally, Masters says, economists thought that institutions had the biggest effect on the economy, because they brought order to a country in the form of, for example, laws and property rights. With order, so the thinking went, came affluence. "But there are some problems that even countries with institutions have not been able to get around," he says. "My feeling is that, as countries get richer, they get better institutions. And the accumulation of wealth and improvement in governing institutions are both helped by a favourable environment, including climate."

EXPLANATION

1. Paragraph D lists institutions as crucial alongside climate.
2. Nations need strong institutions to achieve prosperity.
3. The answer is institutions.

24 **Thanks to resembling weather conditions across latitude in the continent of ____, crops spread faster.**

Your answer: **Africa** Correct answer: **Europe**

PARAGRAPH F

Other minds have applied themselves to the split between poor and rich nations, citing anthropological, climatic and zoological reasons for why temperate nations are the most affluent. In 350BC, Aristotle observed that "those who live in a cold climate...are full of spirit". Jared Diamond, from the University of California at Los Angeles, pointed out in his book Guns, Germs and Steel that Eurasia is broadly aligned east-west, while Africa and the Americas are aligned north-south. So, **in Europe, crops can spread quickly across latitudes because climates are similar**. One of the first domesticated crops, einkorn wheat, spread quickly from the Middle East into Europe; it took twice as long for corn to spread from Mexico to what is now the eastern United States. This easy movement along similar latitudes in Eurasia would also have meant a faster dissemination of other technologies such as the wheel and writing, Diamond speculates. The region also boasted domesticated livestock, which could provide meat, wool and motive power in the fields. Blessed with such natural advantages, Eurasia was bound to take off economically.

EXPLANATION

1. Paragraph F explains that Eurasia's east-west orientation helps.
2. Europe specifically benefits from similar climates across its latitudes, allowing fast crop spread.
3. The answer is Europe.

25 **Crops such as ____ is bound to spread faster than from South America to the North.**

Your answer: **wheat** Correct answer: **einkorn wheat**

PARAGRAPH F

Other minds have applied themselves to the split between poor and rich nations, citing anthropological, climatic and zoological reasons for why temperate nations are the most affluent. In 350BC, Aristotle observed that "those who live in a cold climate...are full of spirit". Jared Diamond, from the University of California at Los Angeles, pointed out in his book Guns, Germs and Steel that Eurasia is broadly aligned east-west, while Africa and the Americas are aligned north-south. So, in Europe, crops can spread quickly across latitudes because climates are similar. **One of the first domesticated crops, einkorn wheat, spread quickly from the Middle East into Europe**; it took twice as long for corn to spread from Mexico to what is now the eastern United States. This easy movement along similar latitudes in Eurasia would also have meant a faster dissemination of other technologies such as the wheel and writing, Diamond speculates. The region also boasted domesticated livestock, which could provide meat, wool and motive power in the fields. Blessed with such natural advantages, Eurasia was bound to take off economically.

EXPLANATION

1. Paragraph F gives specific crop examples.
2. Einkorn wheat is mentioned as a crop that spread quickly through Eurasia.
3. The answer is einkorn wheat.

26 **Other researchers also noted that even though geographical factors are important, tropical country such as _____ still became rich due to scientific advancement.**

Your answer: **Singapore**

PARAGRAPH G

John Gallup and Jeffrey Sachs, two US economists, have also pointed out striking correlations between the geographical location of countries and their wealth. They note that tropical countries between 23.45 degrees north and south of the equator are nearly all poor. In an article for the Harvard International Review, they concluded that "development surely seems to favour the temperate-zone economies, especially those in the northern hemisphere, and those that have managed to avoid both socialism and the ravages of war". But Masters cautions against geographical determinism, the idea that tropical countries are beyond hope: "Human health and agriculture can be made better through scientific and technological research," he says, "so we shouldn't be writing off these countries. **Take Singapore: without air conditioning, it wouldn't be rich.**"

EXPLANATION

1. Paragraph G cites Singapore as a tropical country that became rich.
2. Technology like air conditioning made it prosperous despite climate.
3. The answer is Singapore.

Reading Passage 3 · Musical Maladies · Questions 27–40

27 **Why does the writer have a mixed feeling about the book?**

Your answer: **B — The writer expected it to be better than it was.**

FROM THE PASSAGE

Music and the brain are both endlessly fascinating subjects, and as a neuroscientist specialising in auditory learning and memory, I find them especially intriguing. So **I had high expectations of Musicophilia**, the latest offering from neurologist and prolific author Oliver Sacks. And I confess to feeling a little guilty reporting that **my reactions to the book are mixed**.

EXPLANATION

1. The writer expected the book to be excellent based on Sacks' reputation.
2. However, the writer's actual reactions were mixed, suggesting the book didn't meet expectations.
3. The answer is B.

28 **What is the best part of the book?**

Your answer: **B — the tone of voice of the book** Correct answer: **C — the autobiographical description in the book**

FROM THE PASSAGE

Sacks himself is the best part of Musicophilia. He richly documents his own life in the book and reveals highly personal experiences. The photograph of him on the cover of the book—which shows him wearing headphones, eyes closed, clearly enchanted as he listens to Alfred Brendel perform Beethoven's Pathétique Sonata—makes a positive impression that is borne out by the contents of the book. Sacks's voice throughout is steady and erudite but never pontifical. He is neither self-conscious nor self-promoting.

EXPLANATION

1. The writer explicitly states that Sacks' personal presence is the book's strongest element.
2. He richly documents his own autobiographical experiences throughout.

3. The answer is C.

29 **In the preface, what did Sacks try to achieve?**

Your answer: **A — make terms with the new technologies**

FROM THE PASSAGE

The preface gives a good idea of what the book will deliver. In it Sacks explains that he wants to convey the insights gleaned from the "enormous and rapidly growing body of work on the neural underpinnings of musical perception and imagery, and the complex and often bizarre disorders to which these are prone." He also stresses the importance of "the simple art of observation" and "the richness of the human context." He wants to combine "observation and description with the latest in technology," he says, and to imaginatively enter into the experience of his patients and subjects. The reader can see that Sacks, who has been practicing neurology for 40 years, **is torn between the "old-fashioned" path of observation and the new-fangled, high-tech approach: He knows that he needs to take heed of the latter, but his heart lies with the former.**

EXPLANATION

1. The preface reveals Sacks struggles to balance observation with new technology.
2. He tries to make terms with (reconcile himself to) new approaches while valuing traditional methods.
3. The answer is A.

30 **What is disappointing about Tony Cicoria's case?**

Your answer: **B — He can't determine the cause of his sudden musicality.** Correct answer: **A — He refuses to have further tests.**

FROM THE PASSAGE

The book consists mainly of detailed descriptions of cases, most of them involving patients whom Sacks has seen in his practice. Brief discussions of contemporary neuroscientific reports are sprinkled liberally throughout the text. Part I, "Haunted by Music," begins with the strange case of Tony Cicoria, a nonmusical, middle-aged surgeon who was consumed by a love of music after being hit by lightning. He suddenly began to crave listening to piano music, which he had never cared for in the past. He started to play the piano and then to compose music, which arose spontaneously in his mind in a "torrent" of notes. How could this happen? Was the cause psychological? (He had had a near-death experience when the lightning struck him.) Or was it the direct result of a change in the auditory regions of his cerebral cortex? Electroencephalography (EEG) showed his brain waves to be normal in the mid-1990s, just after his trauma and subsequent "conversion" to music. **There are now more sensitive tests, but Cicoria has declined to undergo them; he does not want to delve into the causes of his musicality. What a shame!**

EXPLANATION

1. More sensitive tests now exist to diagnose Cicoria's condition.
2. However, he refuses these tests, and the writer expresses disappointment with 'What a shame!'.
3. The answer is A.

31 **It is difficult to give a well-reputable writer a less than favorable review.**

Your answer: **Yes**

FROM THE PASSAGE

Music and the brain are both endlessly fascinating subjects, and as a neuroscientist specialising in auditory learning and memory, I find them especially intriguing. So I had high expectations of Musicophilia, the latest offering from neurologist and prolific author Oliver Sacks. **And I confess to feeling a little guilty reporting that my reactions to the book are mixed**.

EXPLANATION

1. The writer admits feeling guilty when giving a negative review.
2. This shows it is difficult to give an unfavorable review to a well-reputed writer.
3. The answer is YES.

32 **Beethoven's Pathétique Sonata is a good treatment for musical disorders.**

Your answer: **No** Correct answer: **Not Given**

EXPLANATION

1. The passage mentions Sacks listening to Beethoven's Pathétique Sonata in a photograph.
2. However, nowhere does the text state whether this music (or any music) treats musical disorders.
3. The answer is NOT GIVEN.

33 **Sacks believes technological methods is not important compared with observation when studying his patients.**

Your answer: **Not Given** Correct answer: **No**

FROM THE PASSAGE

The preface gives a good idea of what the book will deliver. In it Sacks explains that he wants to convey the insights gleaned from the "enormous and rapidly growing body of work on the neural underpinnings of musical perception and imagery, and the complex and often bizarre disorders to which these are prone." He also stresses the importance of "the simple art of observation" and "the richness of the human context." **He wants to combine "observation and description with the latest in technology," he says**, and to imaginatively enter into the experience of his patients and subjects. The reader can see that Sacks, who has been practicing neurology for 40 years, is torn between the "old-fashioned" path of observation and the new-fangled, high-tech approach: He knows that he needs to take heed of the latter, but his heart lies with the former.

EXPLANATION

1. Sacks explicitly wants to use both observation and new technology together.
2. He values both approaches equally, not observation over technology.
3. This contradicts the statement, so the answer is NO.

34 **It is difficult to understand why music therapy is undervalued.**

Your answer: **Not Given**

EXPLANATION

1. Part III discusses how music therapy is used and its effects.

2. However, the passage does not explain why music therapy is undervalued or whether it's hard to understand why.
3. The answer is NOT GIVEN.

35 **Sacks should have more skepticism about other theories and findings.**

Your answer: **No** Correct answer: **Yes**

FROM THE PASSAGE

To readers who are unfamiliar with neuroscience and music behavior, Musicophilia may be something of a revelation. But the book will not satisfy those seeking the causes and implications of the phenomena Sacks describes. For one thing, Sacks appears to be more at ease discussing patients than discussing experiments. And **he tends to be rather uncritical in accepting scientific findings and theories**.

EXPLANATION

1. The writer criticizes Sacks for being 'uncritical' in his acceptance of theories.
2. This implies he should approach them with more skepticism.
3. The answer is YES.

36 **Sacks is impatient to use new testing methods.**

Your answer: **Yes** Correct answer: **No**

FROM THE PASSAGE

Finally, in many of the cases described here the patient with music-brain symptoms is reported to have "normal" EEG results. Although Sacks recognises the existence of new technologies, among them far more sensitive ways to analyze brain waves than the standard neurological EEG test, **he does not call for their use. In fact, although he exhibits the greatest compassion for patients, he conveys no sense of urgency about the pursuit of new avenues in the diagnosis and treatment of music-brain disorders.** This absence echoes the book's preface, in which Sacks expresses fear that "the simple art of observation may be lost" if we rely too much on new technologies. He does call for both approaches, though, and we can only hope that the neurological community will respond.

EXPLANATION

1. The writer states Sacks doesn't advocate for new testing methods.
2. He conveys no sense of urgency about pursuing new diagnostic approaches.
3. This contradicts impatience, so the answer is NO.

37 **The dissociations between harmony and melody**

Your answer: **F — show that music is not localised in the brain.**

FROM THE PASSAGE

Part II, "A Range of Musicality," covers a wider variety of topics, but unfortunately, some of the chapters offer little or nothing that is new. For example, chapter 13, which is five pages long, merely notes that the blind often have better hearing than the sighted. The most interesting chapters are those that present the strangest cases. Chapter 8 is about "amusia," an inability to hear sounds as music, and "dysharmonia," a highly specific impairment of the ability to hear harmony, with the ability to understand melody left intact. **Such specific "dissociations" are found throughout the cases Sacks recounts.**

EXPLANATION

1. The passage mentions specific dissociations between music components (harmony vs melody).

2. These dissociations indicate there is no single music center in the brain.
3. The answer is F.

38 **The study of treating musical disorders**

Your answer: **E — indicate that not everyone can receive good education.** Correct answer: **B — indicates that medication can have varied results.**

FROM THE PASSAGE

Another conclusion one could draw is that there seem to be no "cures" for neurological problems involving music. **A drug can alleviate a symptom in one patient and aggravate it in another, or can have both positive and negative effects in the same patient**. Treatments mentioned seem to be almost exclusively antiepileptic medications, which "damp down" the excitability of the brain in general; their effectiveness varies widely.

EXPLANATION

1. The passage shows medications have inconsistent effects.
2. A drug may help one patient but harm another, even within the same patient.
3. This indicates medication results are highly varied, matching ending B.

39 **The EEG scans of Sacks's patients**

Your answer: **A — show no music-brain disorders.**

FROM THE PASSAGE

Finally, **in many of the cases described here the patient with music-brain symptoms is reported to have "normal" EEG results**. Although Sacks recognises the existence of new technologies, among them far more sensitive ways to analyze brain waves than the standard neurological EEG test, he does not call for their use. In fact, although he exhibits the greatest compassion for patients, he conveys no sense of urgency about the pursuit of new avenues in the diagnosis and treatment of music-brain disorders. This absence echoes the book's preface, in which Sacks expresses fear that "the simple art of observation may be lost" if we rely too much on new technologies. He does call for both approaches, though, and we can only hope that the neurological community will respond.

EXPLANATION

1. Many patients with actual music-brain disorders show normal EEG scans.
2. Normal scans do not reveal the music-brain disorders present in these patients.
3. The answer is A.

40 **Sacks believes testing based on new technologies**

Your answer: **C — is key for the neurological community to unravel the mysteries.** Correct answer: **D — should not be used in isolation.**

FROM THE PASSAGE

Finally, in many of the cases described here the patient with music-brain symptoms is reported to have "normal" EEG results. Although Sacks recognises the existence of new technologies, among them far more sensitive ways to analyze brain waves than the standard neurological EEG test, he does not call for their use. In fact, although he exhibits the greatest compassion for patients, he conveys no sense of urgency about the pursuit of new avenues in the diagnosis and treatment of music-brain disorders. This absence echoes the book's preface, in which Sacks expresses fear that "the simple art of observation may be lost" if we rely too much on new technologies. **He does call for both approaches, though**, and we can only hope that the neurological community will respond.

EXPLANATION

1. Sacks advocates for combining observation with new technology.
2. He does not want technology used alone in isolation.
3. The answer is D.

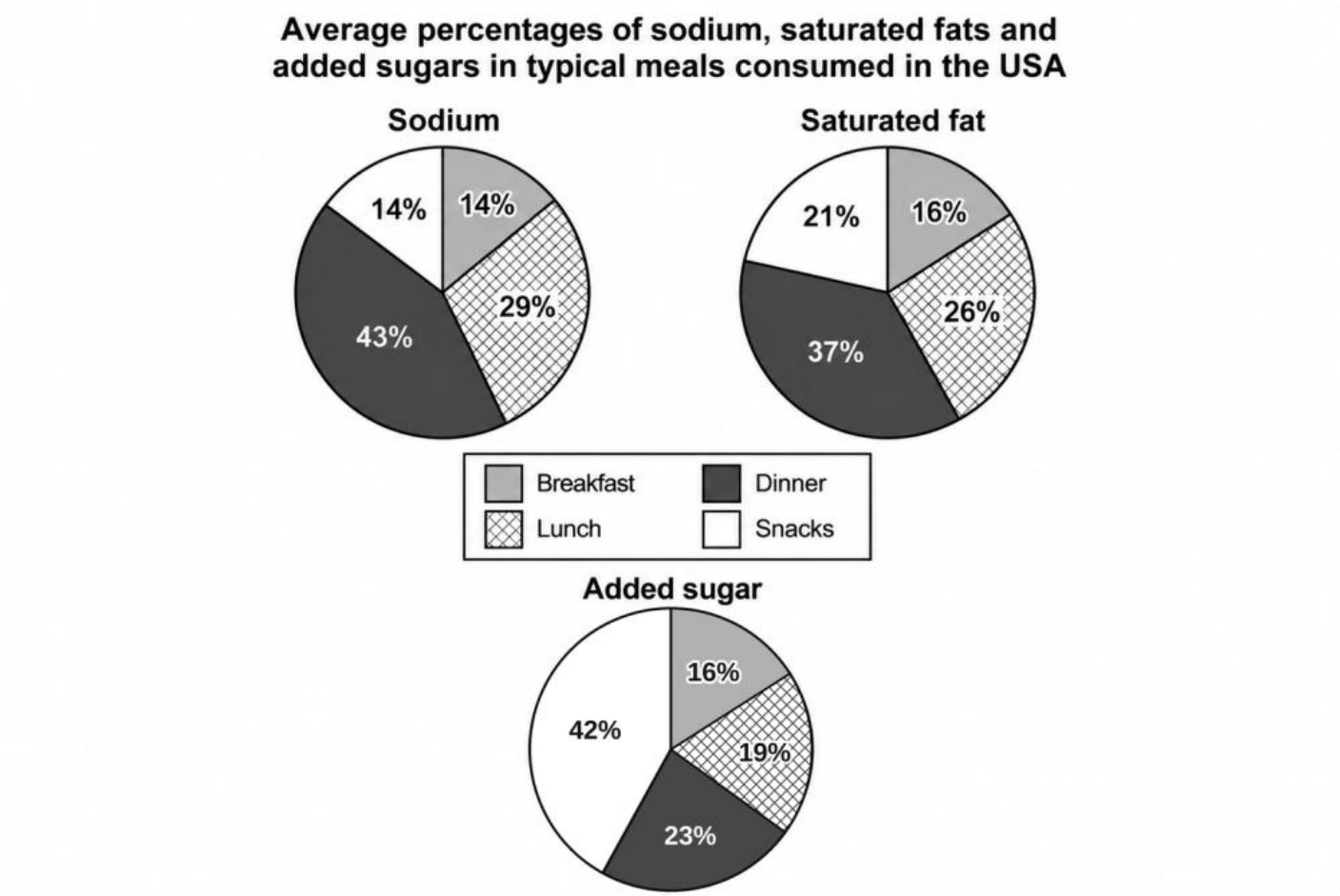
Writing — Task 1 band

6.0

Writing — Task 1 — the question

WRITING TASK 1

The charts below show the average percentages in typical meals of three types of nutrients, all of which may be unhealthy if eaten too much. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



Writing — Task 1

You write a clear overview and report the main figures accurately, so the task is well covered. The weaknesses are accuracy and range: several agreement errors ('snacks gives', 'dinner account'), a comma splice in the saturated-fat sentence, and repetitive structures ('X is 37% and Y is 26%'). One claim goes beyond the chart: breakfast is lowest or joint-lowest, not the lowest in all three.

Writing — Task 1 — criteria

Criterion	Band
Task Achievement A clear overview in paragraph 2 names the largest source for each nutrient, and nearly every figure matches the charts (43%, 29%, 37%, 42% and so on). To reach 7, compare the nutrients more directly and correct the claim that breakfast is the lowest in all three: sodium is 14% for both breakfast and snacks.	6.5
Coherence & Cohesion The report is logically organised, with one paragraph per nutrient group and 'Overall', 'Looking at', 'In contrast' and 'So' as linkers. Linking inside paragraphs is weak: the saturated-fat sentence is a chain of clauses joined by commas, and 'is' appears ten times.	6.0
Lexical Resource The vocabulary is enough to report the figures, but it is repetitive and informal in places: 'the biggest source', 'a bit higher', 'has 19%', 'eat'. Report-specific words such as 'account for', 'proportion', 'consume', 'followed by' and 'the largest share' would raise the band.	5.5
Grammatical Range & Accuracy Several complex sentences (relative clause, 'followed by', 'which is...') show adequate range. Errors with subject–verb agreement ('snacks gives', 'dinner account', 'snacks is 21%') and a comma splice appear in each paragraph but rarely stop the reader understanding.	6.0

Writing — Task 1 — what to improve

- Make comparisons instead of listing: say how much larger one share is than another ('dinner provides almost three times as much sodium as breakfast').
- Fix claims that go beyond the chart: write 'lowest or joint-lowest' for breakfast and avoid conclusions about what people 'eat' that the charts do not show.
- Check each sentence for singular and plural subjects ('snacks give', 'dinner accounts for') before you move to the next one.
- Vary the sentence patterns: use 'accounts for', 'makes up', 'the remainder' and 'followed by' instead of repeating 'is' and 'has'.

Writing — Task 1 — corrections

- “the biggest source” -> “the largest source” — 'Largest' is the standard word with amounts and proportions in a report; 'biggest' is more general.
- “a bit higher” -> “slightly higher” — 'A bit' is informal. Use 'slightly' or 'marginally' in a formal report.
- “In contrast, added sugar is different.” -> “In contrast, the pattern for added sugar is different.” — 'In contrast' already says 'different', so the sentence says the same thing twice and names no pattern.
- “Lunch has 19% and breakfast has 16%.” -> “Lunch accounts for 19% and breakfast for 16%.” — 'Account for' is the usual verb for a share of a total; 'has' repeats the same verb.
- “nearly double of dinner which is 23%” -> “nearly double the figure for dinner, which is 23%” — A comma is needed before the non-defining 'which' clause.
- “Breakfast is the lowest in all three nutrients.” -> “Breakfast is the lowest, or joint-lowest, in all three nutrients.” — For sodium, breakfast (14%) is level with snacks (14%), so it is joint-lowest, not the lowest.
- “So people eat most of the sugar between the meals and not at the main meals.” -> “So most added sugar comes from snacks (42%) rather than from the three main meals together (58%).” — The chart shows each meal's share of added sugar, not what people choose to eat. Describe the figures only; also, the three main meals together (58%) are actually the larger share.

Writing — Task 1 — vocabulary to use

- account for — to make up a share of a total

- the largest share — the biggest part of a total
- proportion — a part of the whole, compared with other parts
- followed by — next in order of size
- joint-lowest — equal in the lowest position

Writing — Task 1 — linkers

- whereas — contrast: Dinner is the main source of sodium, whereas snacks are the main source of added sugar.
- by comparison — comparison: By comparison, breakfast provides the smallest share in each case.
- similarly — similarity: Similarly, dinner is the largest source of saturated fat at 37%.
- in total — total: In total, the three main meals provide 58% of added sugar.

Writing — Task 2 band

6.0

Writing — Task 2 — the question

WRITING TASK 2

Some people say that studying at school is not important because the most important things are learnt outside the school. Do you agree or disagree? Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Writing — Task 2

You take a clear, balanced position (partly disagree) and support it with two sensible reasons and one personal example, so the essay answers the question. The main weakness is accuracy: small mistakes with agreement, articles and word forms appear in almost every paragraph, and the vocabulary is safe but repeats words such as 'school', 'things' and 'very'. Fix agreement and article slips first, because they hold your Grammatical Range & Accuracy at 5.5.

Writing — Task 2 — criteria

Criterion	Band
Task Response You state your position in the introduction ('I partly disagree with this opinion') and keep it to the end, and both sides of the question are covered. The reasons are relevant but thinly developed: 'schools gives a structure to the children' is stated and then left, and the cousin example in paragraph 3 shows learning outside school but does not explain why it matters more or less than school.	6.0
Coherence & Cohesion The essay is easy to follow: four clear paragraphs with an introduction, two body paragraphs and a conclusion, and a logical order from 'Firstly' to 'In conclusion'. Cohesion is mostly mechanical. 'Firstly', 'Also', 'On the other hand', 'Moreover' and 'However' are used, but 'Firstly' is never followed by 'Secondly', 'so' joins three different sentences, and 'On the other hand' signals a contrast where you are really making a concession.	6.0
Lexical Resource The vocabulary is adequate for the topic and the meaning is always clear: 'basic skills', 'calculate a loan', 'free courses', 'practical things'. The range is limited, though. 'Things' appears three times ('most valuable things', 'practical things', 'the things learned at school'), 'very' modifies three different words, and 'base', 'come on time' and 'the best way' are less precise than 'foundation', 'arrive on time' and 'the best approach'. There is one spelling slip in a common word ('knowlege') and one in a longer word ('independantly').	6.0
Grammatical Range & Accuracy You use a mix of simple and complex sentences (relative clauses, 'if', 'while helping', 'so that'), which is good for band 6. Accuracy is the problem. Errors in agreement ('schools teaches', 'schools gives', 'this skills'), articles ('outside the school', 'the learning outside', 'the combination of both of them') and one comma splice ('...in his father's shop, nobody taught him this') occur in most paragraphs. They rarely block meaning, but they are frequent enough to keep this criterion below 6.	5.5

Writing — Task 2 — what to improve

- Proofread every body paragraph once for plural subjects and verbs ('schools teach'), then once for 'this/these' and articles. Do this on your next three essays before you count words.
- Add one more step to every main idea: write 'This means that...' or 'As a result...' after your example and finish by returning to your position.
- Learn and use six topic words for education (curriculum, literacy, vocational training, hands-on experience, self-directed learning, formal education) and replace 'things' each time.
- Build a small set of linkers for each job (addition, contrast, concession, result, example) and use a different one each time; avoid starting two sentences with 'Also' or 'So'.
- Write two complex sentences per paragraph and check each one for a complete subject and verb in both clauses before moving on.

Writing — Task 2 — corrections

- “independantly” -> “independently” — The adverb comes from 'independent', which ends in -ent, so the adverb ends in -ently.
- “knowlege” -> “knowledge” — Missing 'd': know-ledge. Say it as two parts, 'know' + 'ledge'.
- “can not” -> “cannot” — In formal writing 'cannot' is one word.
- “opinion, because” -> “opinion because” — No comma before 'because' when it introduces the reason a sentence depends on.
- “a base for everything else” -> “a foundation for everything else” — 'Foundation' is the usual word for the starting layer that later learning rests on; 'base' is vaguer and sounds like a military or sports word here.
- “come on time” -> “arrive on time” — 'Arrive' is the precise verb for reaching a place; 'come on time' is spoken English.

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- “The best way” -> “The best approach” — 'Approach' suits a method of teaching or learning; 'way' is a general word you use three times in this level of essay.
- “practical things” -> “practical skills” — 'Things' says nothing. The idea is skills (cooking, managing money), and 'skills' also links to your earlier 'basic skills'.
- “very helpful” -> “valuable” — A strong single adjective is better than 'very' plus a weak one, and 'very' is repeated in this essay.
- “For instance, my cousin learned how to cook, how to manage money and how to talk to customers while helping in his father's shop, nobody taught him this in the classroom.” -> “For instance, my cousin learned how to cook, how to manage money and how to talk to customers while helping in his father's shop; nobody taught him this in the classroom.” — Comma splice: two complete sentences are joined by only a comma. Use a semicolon, a full stop or a linker such as 'and yet'.
- “However, this kind of learning is only possible if a person already knows how to read well and how to search for correct information, which are the things learned at school.” -> “However, this kind of learning is only possible if a person already knows how to read well and how to search for correct information, and both of these skills are learned at school.” — Unclear relative clause: 'which' has no single noun to point to (it points at two actions), so the plural 'are the things' is confusing. Rebuild it as a new clause with a clear subject.
- “Also,” -> “In addition,” — Addition. 'Also' at the start of a sentence is informal and weak; 'In addition' or 'Secondly' signals the second reason clearly.
- “On the other hand, I agree that many practical things are learned outside school.” -> “Admittedly, I agree that many practical things are learned outside school.” — Concession. You are conceding a point to the other side, not offering an alternative, so 'Admittedly' or 'It is true that' fits better than 'On the other hand'.
- “so it would be very difficult” -> “which would make it very difficult” — Result. 'So' joins three different sentences in this essay (here, 'so people can' and 'so that young people'); vary the device.
- “Nowadays, many people say that” -> “It is often claimed that” — Register. 'Nowadays, many people say' is a very common cliché opening; a more neutral, academic phrasing sounds more formal.
- “real life also teaches us a lot” -> “real life also teaches us a great deal” — 'A lot' is informal. 'A great deal' keeps the same meaning in a formal register.
- “I think school is still very important” -> “school remains highly important” — In a conclusion your position is already clear, so 'I think' weakens it, and 'very important' repeats the same intensifier used elsewhere.

Writing — Task 2 — vocabulary to use

- foundation — the basic knowledge on which later learning is built
- curriculum — the subjects taught in a school
- literacy and numeracy — the ability to read and write, and to work with numbers
- vocational training — teaching for a particular job or trade
- hands-on experience — learning by doing the real activity
- self-directed learning — studying by yourself, without a teacher
- acquire — to gain a skill or knowledge
- well-rounded — having a wide range of skills and knowledge
- formal education — learning in schools and colleges with set lessons and exams
- lifelong learning — continuing to learn throughout your whole life

Writing — Task 2 — linkers

- whereas (contrast) — School teaches general knowledge, whereas the workplace teaches job-specific skills.
- as a result (result) — Pupils work in teams every day and, as a result, they enter work already used to cooperating.
- for this reason (cause) — Reading is the key to all other learning; for this reason, schools teach it first.
- in addition (addition) — In addition, schools give pupils a safe place to make mistakes and learn from them.
- nevertheless (concession) — Real life teaches many lessons; nevertheless, it cannot replace the basic education that school provides.

BAND
6.0

SPEAKING BAND · IELTS BAND SCALE

Competent user

You speak at length and your pronunciation is clear, so an examiner can follow your ideas easily. Your band is held at 6 by fluency: fillers, repeated words and a few long pauses interrupt an otherwise well-organised story, and the grammar and vocabulary are accurate enough but plain. Fix hesitation and repetition first.

12 / 12	269	137 wpm	6.5
QUESTIONS ANSWERED	WORDS SPOKEN	SPEAKING RATE	NEXT BAND TARGET

FIX THIS FIRST

Fluency & Coherence — band 5.5

Your lowest criterion; raising it lifts your overall band faster than anything else. Start here: Replace 'um' with a silent breath or a short phrase such as 'Well' or 'Let me think'. Retell this story and count your fillers; aim for fewer than four in two minutes.

Speaking — your four criteria

Fluency & Coherence

FIX FIRST **5.5** / 9

Speaks at length, but fillers, repeated words and long pauses interrupt the flow.

Lexical Resource

6.0 / 9

Enough vocabulary for the topic, but the range is limited and the same words repeat.

Grammatical Range & Accuracy

6.0 / 9

A mix of simple and complex sentences, with frequent but mostly minor errors.

Pronunciation

STRONGEST **6.5** / 9

Clear and easy to follow, with a few sound and stress problems.

Speaking — to reach the next band

Weakest criterion first — work down the list.

Fluency & Coherence

NOW 5.5 · AIM 6.0

- Replace 'um' with a silent breath or a short phrase such as 'Well' or 'Let me think'. Retell this story and count your fillers; aim for fewer than four in two minutes.
- Use the one minute of preparation to write three key words for each cue-card point, so you do not need to search for words while you speak.
- Record yourself, mark every repeated word and say the sentence again without the repeat.

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Lexical Resource

NOW 6.0 · AIM 6.5

- Learn five collocations for speaking in public (deliver a speech, face the audience, stage fright, a round of applause, rehearse in advance) and use two of them in your next answer.
- Replace 'very nervous' with 'extremely nervous' or 'terrified', and 'very proud' with 'delighted'.
- Use one idiom each day in practice, for example 'butterflies in my stomach', in a sentence about this topic.

Grammatical Range & Accuracy

NOW 6.0 · AIM 6.5

- Practise reporting speech: 'my professor told me that…', 'I was afraid that I would forget…'.
- Check articles with school nouns: 'on stage', 'at the function', 'on paper'.
- After each practice answer, listen back, note three errors, fix them and say the correct sentence aloud.

Pronunciation

NOW 6.5 · AIM 7.0

- Practise the 'th' sound with minimal pairs (three/tree, thanks/tanks) for two minutes each day.
- Mark the stress on new words in your dictionary and say them aloud: achievement, professor, audience.
- Retell the story and raise your pitch on the important word in each sentence (the joke, the pride) to show emphasis.

Speaking — What worked

Fluency & Coherence

BAND 5.5

- You kept going for almost two minutes and covered all four points on the cue card (when, who, what, how you felt).
- Your story has a clear order: the background, your preparation, the day itself, then your feelings.

Lexical Resource

BAND 6.0

- Topic words are accurate and natural: 'annual day function', 'welcome speech', 'front row', 'achievements'.
- You paraphrase well when needed: 'a small joke', 'felt more relaxed', 'felt very proud'.

Grammatical Range & Accuracy

BAND 6.0

- You use past tenses consistently to tell the story ('was asked', 'prepared', 'looked', 'laughed').
- You mix simple and complex sentences: 'when I went on the stage', 'because I was very nervous', 'so I felt more relaxed'.

Pronunciation

BAND 6.5

- Almost every word was understood without effort, and your vowel sounds are clear.
- Your speech is chunked into natural groups of words.

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Speaking — Evidence from your answer

Fluency & Coherence — BAND 5.5

- [0:20] “to give a, a welcome speech to all the, the guests” — Repeated words slow the sentence down.
- [0:48] “because I was, I was very nervous that I will forget” — Self-correction, then a tense slip.
- [1:27] “Um, how I felt about it? Actually, I felt very proud” — Gains thinking time but breaks the flow of your story.

Lexical Resource — BAND 6.0

- [1:31] “I felt very proud after finishing” — A clear idea, but 'very' carries the emphasis; a stronger word ('delighted') would show range.
- [1:08] “I looked at the paper too much in the beginning” — Accurate, but plain; 'kept glancing at my notes' is more natural.

Grammatical Range & Accuracy — BAND 6.0

- [0:49] “I was very nervous that I will forget” — After a past tense use 'would forget'.
- [1:38] “my professor said me that I did a good job” — 'Said' takes no object here: 'told me that I had done a good job'.
- [0:46] “I wrote everything on a paper” — 'Paper' is uncountable here: 'on paper'.

Pronunciation — BAND 6.5

- [0:58] “three hundred people” — 'th' pronounced as 't'.
- [0:41] “some achievements of the students” — Stress belongs on the middle syllable: a-CHIEVE-ments.

Speaking — Why not the next band

Fluency & Coherence — BAND 5.5

- Band 6.0 requires: is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation
- Your hesitation and repetition are frequent, not occasional: roughly one clause in three contains a filler or a repeated word, and each long pause comes where a new idea starts.

Lexical Resource — BAND 6.0

- Band 6.5 requires: uses vocabulary with some flexibility and shows some awareness of less common words and idiom
- Your words are accurate but common, there is no collocation such as 'deliver a speech' or 'face the audience', and 'very' does most of the work of expressing emphasis.

Grammatical Range & Accuracy — BAND 6.0

- Band 6.5 requires: uses a mix of simple and complex structures with a good degree of accuracy; errors are rare
- About five errors per 100 words, spread across tense, articles and reporting verbs, so accuracy is not yet 'good'.

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Pronunciation BAND 6.5

- Band 7.0 requires: shows all the positive features of band 6 and some, but not all, of the positive features of band 8
- Your pitch changes little between facts and feelings, and the 'th' sound is not yet reliable.

Speaking — How your words came through

Okay so um I would like to talk about a time when I gave a speech It was uh last year in March I think and it was in my college at the **annual** day **function** Um I was asked by my **professor** to give a a welcome speech to all the the guests and the parents who came for the **function** So the speech was about um our college and what we did in the whole year like the **projects** and uh the sports events and also some some **achievements** of the students I prepared it for almost two weeks and I wrote everything on a paper because I was I was very **nervous** that I will forget On the day there were about I think **three** hundred people in the hall and uh when I went on the stage my hands were were shaking a little bit I looked at the paper too much in the beginning but then I saw my friends in the front row and they were smiling so I felt more **relaxed** After **sometime** I could speak more slowly and I even made a small joke and people laughed Um how I felt about it Actually I felt very proud after finishing because it was my first time to speak in front of so many people and my **professor** said me that I did a good job But to be honest I was speaking too fast and I forgot to to say **thanks** to the **principal** So next time I want to **practise** more and look at the **audience** not at the paper

Measured from your recording. Amber: a listener would have to work at it. Red: unclear.

Speaking — Words to say again

- three — The 'th' sounded like 't'. Put the tip of your tongue between your teeth and push air out, as in 'think'.
- thanks — The same 'th' sound as in 'think': say 'thanks', not 'tanks'.
- achievements — Stress the middle syllable: a-CHIEVE-ments. Push the “chieve” part when you say it.
- audience — Stress the first syllable: AW-dee-ence. Push the “au” part when you say it.
- professor — Stress the second syllable: pro-FES-sor. Push the “fess” part when you say it.
- practise — The verb ends with a clear 's' sound, not a 'z' sound: PRAK-tis.

Speaking — how you spoke

Measured from your recording. These figures explain your bands; they never change them.

SPEAKING RATE — STRONG

137 wpm

Band 7+ target: 120–170 wpm

137 words per minute is inside the natural 120–170 range, so rate did not hold your band back.

SUSTAINED SPEECH — FAIR

8.2 words per run

Band 7+ target: 10+ words

You say about 8 words before you pause or add a filler; band 7 speech runs for ten or more.

PAUSE FREQUENCY — FAIR

16.3 pauses/min

Band 7+ target: 12 or fewer

32 pauses in two minutes (16.3 a minute): each one costs fluency, and the count is above the target of 12.

PAUSE DISTRIBUTION — FAIR

27 % of time silent

Band 7+ target: 20% or less

27% of the recording is silence, above the 20% target, with 3 pauses of two seconds or more (at 0:27, 0:55, 1:24).

REPETITIONS & REPAIRS

NEEDS WORK

6 count

Band 7+ target: 2 or fewer

Six words repeated or restarted ('a, a', 'the, the', 'were, were'); this held Fluency at 5.5.

RESPONSE LENGTH

STRONG

269 words

You filled almost the whole two minutes, which is a strength.

WORDS A LISTENER FOLLOWS

FAIR

94 %

Band 7+ target: 97%+

A listener follows nearly every word.

VOWEL SOUNDS

FAIR

74 /100

Band 7+ target: 80+

Vowel sounds are mostly clear, with a few shortened vowels in unstressed syllables.

STRESS & RHYTHM

FAIR

68 /100

Band 7+ target: 80+

Stress is mostly natural, but a few words ('achievements', 'professor') are stressed on the wrong syllable.

VOCABULARY DEPTH

NEEDS WORK

3 less-common words

Band 7+ target: 6+

Only a few less-common words were used.

VOCABULARY DIVERSITY

FAIR

52 % distinct

Band 7+ target: 60%+

Some repetition of 'very', 'speech' and 'people' lowers diversity.

GRAMMATICAL ACCURACY

FAIR

5 errors/100 words

Band 7+ target: 3 or fewer

About five errors per 100 words, mostly tense, articles and reporting verbs.

GRAMMATICAL COMPLEXITY

FAIR

24 % complex clauses

Band 7+ target: 30%+

Complex clauses are present but make up under a third of the clauses.

DISCOURSE COHERENCE

FAIR

4 distinct connectors

Band 7+ target: 5+

Four different connectors; the story order is clear.

Speaking — by part

Part 1 — Interview

- Short, clear answers about your hometown, each with a reason. Extend every answer with one example or detail (for example one place you like) instead of stopping after one or two sentences.

Part 2 — Long turn

- You spoke for nearly two minutes and covered every cue-card point in order. Fluency is the issue: fillers, repeated words and three long pauses weaken an otherwise clear story.

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Part 3 — Discussion

- Your opinions are clear, but the answers are short and general. Give a reason and a short example for each opinion ('because…', 'for example…') and add comparison language such as 'whereas' or 'compared with'.

Speaking — your action plan

1. Cut fillers first: practise this same Part 2 story three times and count 'um' and 'uh' each time. Aim for fewer than four in two minutes.
2. Use the one-minute preparation to note three key words per cue-card point, so you do not stop to search for words.
3. Add a second sentence to every Part 1 and Part 3 answer: a reason or an example, so that each answer is at least 3 to 4 sentences long.
4. Learn ten topic collocations a week (for example 'deliver a speech', 'face the audience') and use two in every answer.
5. Fix the three recurring grammar patterns: reporting verbs ('told me'), articles ('on stage', 'on paper') and the tense after 'was' ('would forget').

Speaking — corrections

YOU SAID	BETTER
“my professor said me that I did a good job”	**my professor told me that I had done a good job**

Why: 'Tell' takes a person directly; 'say' does not. Also use the past perfect for an earlier action.

YOU SAID	BETTER
“I was very nervous that I will forget”	**I was very nervous that I would forget**

Why: After a past tense verb, 'will' changes to 'would'.

YOU SAID	BETTER
“I wrote everything on a paper”	**I wrote everything on paper**

Why: 'Paper' is uncountable when it means writing material.

YOU SAID	BETTER
“when I went on the stage”	**when I went on stage**

Why: The fixed phrase 'on stage' takes no article.

YOU SAID	BETTER
“it was my first time to speak in front of so many people”	**it was the first time I had spoken in front of so many people**

Why: 'The first time' is followed by a clause, not by 'to speak'.

YOU SAID	BETTER
“the population is increased”	**the population has increased**

Why: 'Increase' is intransitive here, so it is not passive.

YOU SAID	BETTER
“there were less buildings”	**there were fewer buildings**

Why: 'Fewer' goes with plural countable nouns.

YOU SAID	BETTER
“it is not same feeling”	**it is not the same feeling**

Why: 'Same' always takes 'the'.

YOU SAID	BETTER
“offer it as a option”	**offer it as an option**

Why: Use 'an' before a vowel sound.

Speaking — vocabulary to use

deliver a speech
give a formal talk to an audience

face the audience
stand in front of the people and speak to them

stage fright
strong nerves before performing in public

a round of applause
clapping from the audience

rehearse in advance
practise before the real event

butterflies in my stomach
a nervous, excited feeling

break the ice
make people feel relaxed at the start

a boost of confidence
a feeling that you can do something well

Speaking — example sentences to borrow

PAST PERFECT — *By the time I walked on stage, I had rehearsed the speech about twenty times.*

SECOND CONDITIONAL — *If I could do it again, I would look at the audience instead of my notes.*

RELATIVE CLAUSE — *The moment that I remember best is when everyone laughed at my joke.*

REPORTING VERB — *My professor told me that I had delivered the speech with confidence.*

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Speaking — linkers that connect your ideas

CONTRAST
whereas
At first I stared at my notes, whereas by the end I was looking at the audience.

CAUSE
because of
Because of the nerves, I spoke much faster than I planned.

CONCESSION
although
Although I was terrified, I managed to finish the speech.

RESULT
as a result
I rehearsed for two weeks and, as a result, I hardly needed my paper.

Speaking — transcript · Part 1 — Interview

EXAMINER Where are you from?

YOU I am from Pune, it is a city in Maharashtra state in India. I was born there and I lived there for all my life.

EXAMINER Can you describe your hometown?

YOU Um, Pune is a big city but not too crowded like Mumbai. It has many colleges so there are lots of students. The weather is also nice, not so hot in the most of the year.

EXAMINER Is your hometown suitable for youngsters?

YOU Yes, I think so, because there are many educational institutes and also many IT companies, so the young people can find jobs after they study. But, uh, the traffic is a problem.

EXAMINER What do you like about your hometown?

YOU I like the food, especially the street food, and the, the hills which are near the city. In the weekend we can go for a small trek.

EXAMINER How has your hometown changed over the years?

YOU It has changed a lot. Before there were less buildings and now there are many malls and flyovers. Also the population is increased so there is more traffic.

Speaking — transcript · Part 2 — Long turn

EXAMINER Describe a time you gave a speech.

YOU Okay, so, um, I would like to talk about a time when I gave a speech. It was, uh, last year in March, I think, and it was in my college, at the annual day function. Um, I was asked by my professor to give a, a welcome speech to all the, the guests and the parents who came for the function.

So the speech was about, um, our college and what we did in the whole year, like the projects and, uh, the sports events and also some, some achievements of the students. I prepared it for almost two weeks and I wrote everything on a paper because I was, I was very nervous that I will forget. On the day there were about, I think, three hundred people in the hall, and, uh, when I went on the stage my hands were, were shaking a little bit.

I looked at the paper too much in the beginning, but then I saw my friends in the front row and they were smiling, so I felt more relaxed. After sometime I could speak more slowly and I even made a small joke, and people laughed. Um, how I felt about it? Actually, I felt very proud after finishing, because it was my first time to speak in front of so many people, and my professor said me that I did a good job.

But, to be honest, I was speaking too fast and I forgot to, to say thanks to the principal. So next time I want to practise more and look at the audience, not at the paper.

Speaking — transcript · Part 3 — Discussion

EXAMINER What kind of music do people in your country like?

YOU Um, I think most people like Bollywood music, because it is in all the films and also in the weddings. Young people also listen to English pop and some, some hip-hop now.

EXAMINER Do you think it should be compulsory for children to learn a musical instrument?

YOU I don't think it should be compulsory, because not every child is interested. But schools can offer it as a option, so the children who like music can learn it.

EXAMINER Is it easy to learn to play musical instruments? Why or why not?

YOU It is not very easy, I think. You need to practise every day for a long time, and, uh, you need a good teacher. My sister is learning the guitar and she says it is quite difficult in the beginning.

EXAMINER How is a live performance different from listening to recorded music?

YOU Live performance is more exciting because you can see the singer and feel the energy of the crowd. Recorded music is more comfortable, you can listen anywhere, but it is not same feeling.

EXAMINER Why do people play loud music at parties?

YOU Maybe because people want to dance and to forget their stress. Also with loud music they don't need to talk much, they can just enjoy.

EXAMINER What can you do if your neighbour plays loud music?

YOU First I would ask him politely to reduce the volume. If he doesn't listen, I can complain to the society office or, um, call the police in the late night.

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