Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

High Scorer's Choice

IELTS

5 Practice Tests

Academic Set 4
Tests No. 16-20

With downloadable
Listening and Speaking
Recordings for all tests

Simone Braverman
Robert Nicholson

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

High Scorer's Choice Series

IELTS 5 Practice Tests

Academic Set 4

(Tests No. 16-20)

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

High Scorer's Choice Series, Book 7
IELTS 5 Practice Tests, Academic Set 4 (Tests No. 16–20)
ISBN 9780648000044
Copyright © 2019 Simone Braverman, Robert Nicholson.
First Edition June 2019
Updated June 2020

Available in print and digital formats
Accompanying audio recordings to be downloaded on the following webpage:
https://www.ielts-blog.com/ielts-practice-tests-downloads/

All rights reserved. No part of this work (including text, images, audio or video content) may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or any information storage and retrieval system without permission in writing from the authors.

IELTS® is a registered trademark of University of Cambridge ESOL, the British Council, and IDP Education Australia, which neither sponsor nor endorse this book.

To contact the authors:
Email: simone@ielts-blog.com
Website: www.ielts-blog.com

Acknowledgements

The authors hereby acknowledge the following websites for their contributions to this book (see the webpage below for a complete list):

www.ielts-blog.com/acknowledgements/

In memory of Peter, our wonderful narrator, whose voice accompanied thousands of IELTS test takers on their journey to success.

While every effort has been made to contact copyright holders it has not been possible to identify all sources of the material used. The authors and publisher would in such instances welcome information from copyright holders to rectify any errors or omissions

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Praise for
High Scorer's Choice Practice Tests

"I am a teacher from Australia. I had a Chinese friend who is studying for the exam and I used these [tests] to help him. I think the papers are very professional and useful. Many of the commercial practice papers are not culturally sensitive but this was not a problem with your tests."

- *Margaretta from Australia*

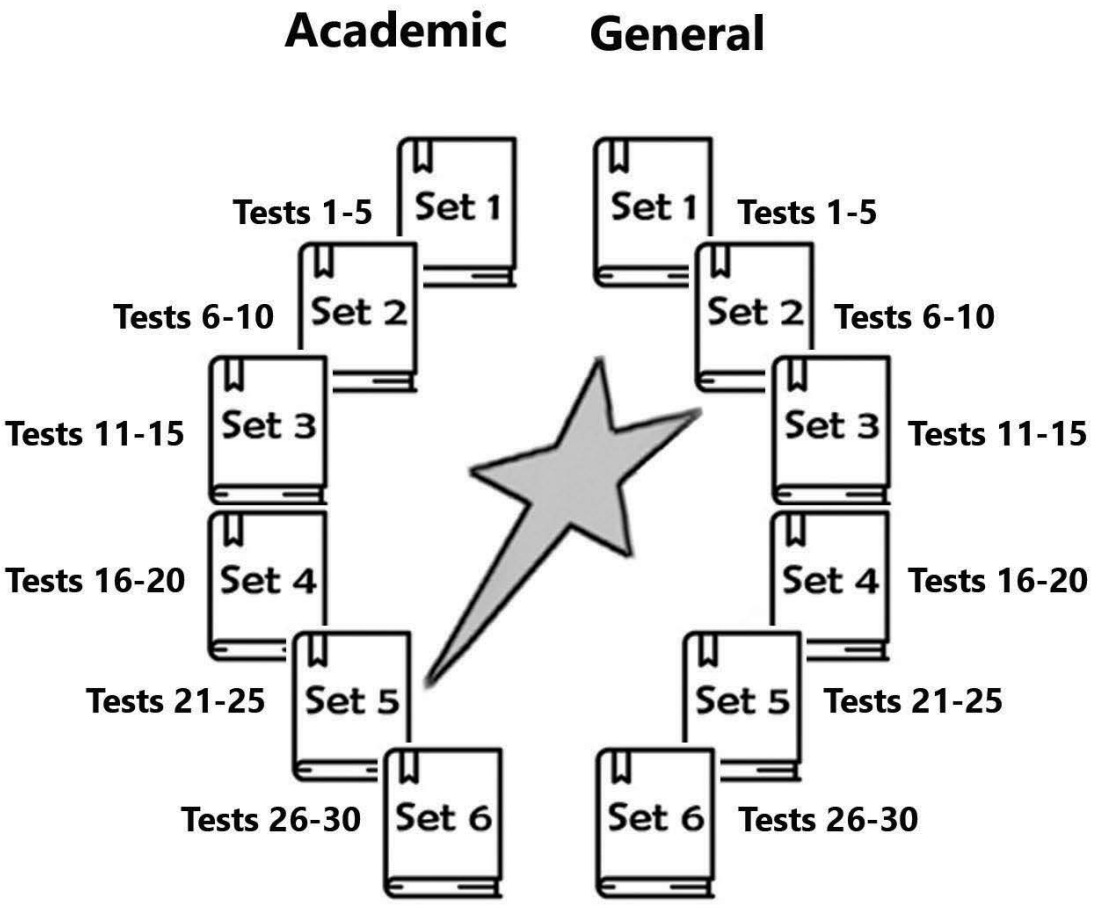
"I found out that your practice papers are excellent. I took my IELTS on March 11th and got an Overall Band 8 with listening – 8, reading – 9, writing – 7 and speaking – 7. I spent one month on preparation."

- *Dr Yadana from London, UK*

"I must tell you that the sample tests I have purchased from you have been the key to my preparation for the IELTS. Being employed full time I do not have the time to attend classes. I downloaded the material and made myself practice a few hours every 2 or 3 days for 3 weeks and was successful on my first trial. I was able to get an average of 7.5 and I was aiming at 7."

- *Oswaldo from Venezuela*

High Scorer's Choice IELTS Books



Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

CONTENTS

How to prepare for IELTS	.....	5
Practice Test 16	.....	7
Practice Test 17	.....	30
Practice Test 18	.....	53
Practice Test 19	.....	76
Practice Test 20	.....	98
Blank Answer Sheets	.....	122
Answers	.....	123
Reading Answers Help	.....	126
Example Writing Answers	.....	141
Speaking Examiner's Commentary	.....	147
Listening Transcripts	.....	154

Download Audio Content

In order to download the audio content please use a desktop computer (not a mobile device) with a reliable internet connection and open the following webpage in your browser:

https://www.ielts-blog.com/ielts-practice-tests-downloads/

Follow instructions on the webpage to save all audio files on your computer. The files are in mp3 format and you will need an audio player to listen to them (any modern computer has that type of software preinstalled).

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

How to prepare for IELTS

There are two ways for you to use these practice tests for your exam preparation. You can either use them to work on your technique and strategy for each IELTS skill, or you can use them to simulate a real exam and make sure you will do well under time pressure.

Option 1 **Use practice tests to work on your IELTS skills (no time limits)**

To prepare well for the IELTS exam you need to have a strategy for each sub-test (Listening, Reading, Writing and Speaking). This means knowing what actions to take, and in which order, when you receive a test paper. If you are working with the IELTS self-study book "**Target Band 7 – How to Maximize Your Score**", all the necessary tips are located in the book. You need to read and then apply these tips and techniques when you are practicing on some of these tests. Don't time yourself, concentrate on learning the techniques and making sure they work for you.

If you purchased the practice tests in digital format, you will need to print out some pages, for easier learning and to be able to work in the same way as in the real test (on paper). Print the Listening questions and the Reading passages and questions. You can read the Writing and Speaking questions from your computer or mobile device, to save paper and ink. If you have the paperback format, this doesn't apply to you. Use Table of Contents on the previous page to navigate this book.

If Listening is one of your weaker skills, use transcripts while listening to recordings, when you hear words or sentences that you don't understand. Stop the recording, rewind, locate in the transcript the sentence you had a problem with, read it, and then listen to the recording again.

If Reading is hard for you, after doing the Reading test use the Reading Answer Help section of these practice tests to understand why the answers in the Answer key are correct. It will show you the exact locations of the answers in the Reading passages.

To compare your own writing to high-scoring samples go to Example Writing Answers and read them. Note the way the information is selected and reported in Writing Task 1, and the way an essay is organised in Writing Task 2.

To practice in Speaking, either read to yourself the Speaking test questions or get a friend to help with that. Record your answers and then listen to the recording. Note where you make long pauses while searching for the right word, pay attention to your errors and your pronunciation. Compare your own performance to that of students in sample interviews, and read their Examiner's reports.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Option 2 **Use practice tests to simulate the real test (strict time limits)**

This option will require some prep work before you can start a simulated test. Print out or photocopy the blank Test Answer Sheets for Listening and Reading and prepare some ruled paper on which to write your Writing Task 1 and 2. Also, think of a way to record yourself in the Speaking sub-test. Get a watch, preferably with a timer. Allocate 3 hours of uninterrupted time.

1. Be in a quiet room, put the Listening questions in front of you and start playing the recording. Answer questions as you listen, and write your answers next to the questions in the book.

2. When the recording has finished playing, allocate 10 minutes to transfer all your Listening answers to the Listening Answer Sheet. While you are transferring the answers check for spelling or grammatical errors and if you missed an answer, write your best guess.

3. Put the Reading passages and questions in front of you and set the timer to 60 minutes. Begin reading passages and answering questions. You can write the answers next to the questions or straight on the Answer Sheet. Remember that you don't get extra time to copy answers to the Answer Sheet, and that when 60 minutes are up all your answers must be written on the Answer Sheet.

4. Put the Writing questions in front of you and set the timer to 60 minutes. Make sure you don't use more than 20 minutes for Task 1, including proofreading time, and that you don't use more than 40 minutes for Task 2, with proofreading included.

5. Put the Speaking questions in front of you and begin the interview (remember to record your answers). In Part 2 take the whole 1 minute to prepare your speech and make notes, and then try to speak for 2 minutes (set the timer before you start talking).

6. When you have finished the whole test, take some time to rest, as you may be tired and it may be hard for you to concentrate. Then check your answers in the Listening and Reading against the correct ones in the Answer key, compare your writing tasks to the Example Writing tasks and your recorded speaking to the example interview. Analyse and learn from any mistakes you may find, and especially notice any problems with time management you may have encountered.

   Remember, it is OK to make mistakes while practicing as long as you are learning from them and improving with every test you take.

   Good luck with your exam preparation!

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

PRACTICE TEST 16

LISTENING

Download audio recordings for the test here:
https://www.ielts-blog.com/ielts-practice-tests-downloads/

SECTION 1 *Questions 1 – 10*

Questions 1 – 5

Complete Kate's hotel booking form below.

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

The Seaside Hotel
Booking Form

Guest's Name:	George (**1**) _____
Postcode:	GU3 8WE
Address:	(**2**) _____ Brook Lane Guildford
Telephone:	Mobile: 07047 396 (**3**) _____
Dates of Stay:	14th May - (**4**) _____ May
Bill Paid By:	(**5**) _____

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Questions 6 – 10

Answer the questions below.

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

6 On which floor is the hotel's main dining room located?

7 What must swimmers wear in addition to a swimming suit in the pool?

8 Where will Mr. Hanson watch the football match?

9 Who will give Mr. Hanson a free city map?

10 At what time is Mr. Hanson's alarm call?

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

SECTION 2 *Questions 11 - 20*

Questions 11 – 15

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

*Write the correct letter in boxes **11 - 15** on your answer sheet.*

11 The Talbot Road library was initially closed because

A the library had become dangerous.
B the facilities were out of date.
C not enough people were using it.

12 The roof was renovated because

A the wood was rotten.
B some tiles were cracked.
C the roof was letting in water.

13 Most of the funds needed for the library renovation were met by

A the local council.
B a reading charity.
C local donations.

14 On Sundays

A the library is open during the morning.
B the library is closed all day.
C the library is open during the afternoon.

15 If someone orders a title from the inter-library loan service,

A the book is guaranteed to be available five days later.
B a small fee is charged.
C they will be contacted when it arrives.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

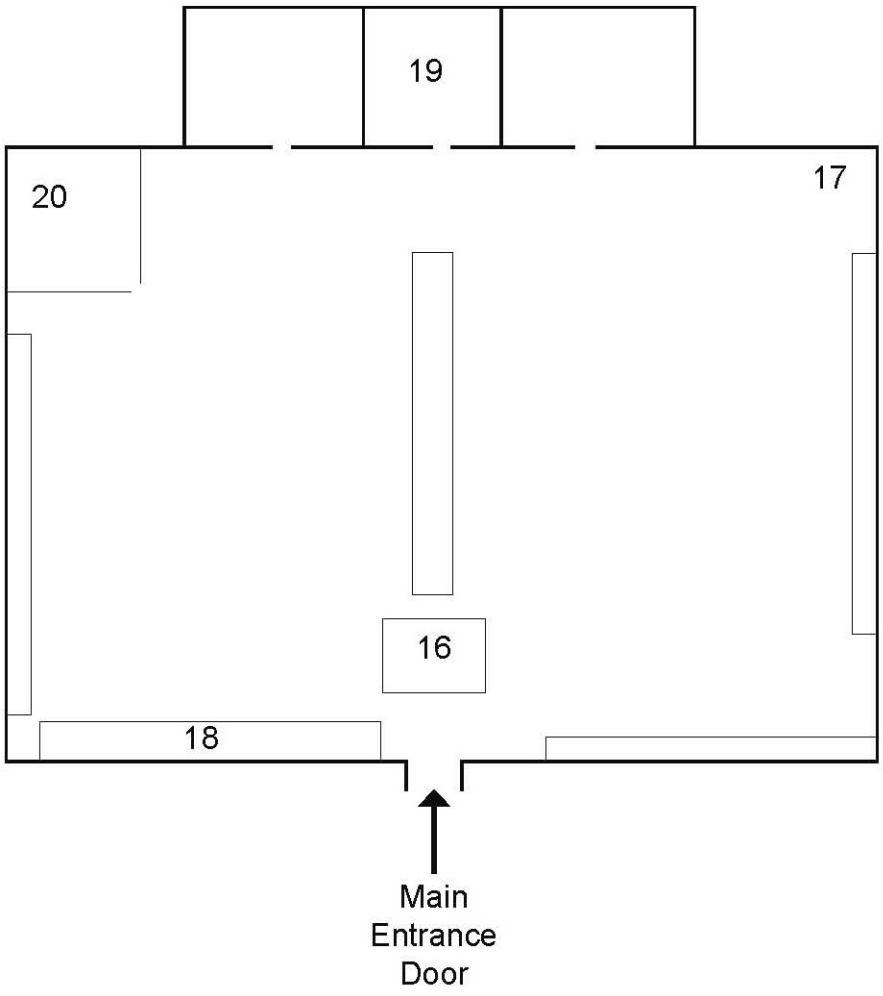
Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Questions 16 – 20

Label the plan below of the Talbot Road library.

*Choose **FIVE** answers from the box and write the correct letter (**A - J**) in the answer box (**questions 16 - 20**).*

Locations			
A	List of Opening Times	**F**	Reception
B	Public Computers	**G**	Children's Reading Room
C	Books for the Youngest Children	**H**	Public Study Desks
D	Student Study Zone	**I**	Children's DVD's
E	Other Periodicals	**J**	Public Bathrooms



Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

SECTION 3 *Questions 21 – 30*

Questions 21 – 25

Complete the table below.

*Write **NO MORE THAN TWO WORDS** from the listening for each answer.*

Photograph Type	**Inventor**	**Notes on the Process**
The Daguerrotype	Louis Daguerre	• Expose silver-copper plate to light. • Infuse the plate with mercury vapour. • Remove the light (**21**) _____ with various chemicals.
The Hillotype	Levi Hill	• A completely different process to the daguerreotype. • Hill based the (**22**) _____ of his invention on something Louis Daguerre did. • Claimed to produce a colour picture. • Hill and his invention were criticised – especially by (**23**) _____. • The hillotype process was secret at first and when publicised, people found it too complex. • Hill died soon after publication of his process, probably due to contact with the dangerous (**24**) _____ that he used in his experiments. • Later research shows some fake (**25**) _____ added and some genuine reproduction.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Questions 26 – 30

Complete Jane's notes below.

*Write **NO MORE THAN TWO WORDS** from the listening for each answer.*

Notes on my Presentation

Dr. Hart said I spoke clearly and engaged my (**26**) _____.

Dr. Hart pointed out that I should not read too much from the slides on my presentation.

Dr. Hart advised me to use only general points on my slides, so that I don't end up just reading them - this will help my eye contact with the people listening.

Dr. Hart praised my (**27**) _____. and that I presented lots of quotations and crucial (**28**) _____.

Dr. Hart offered two possibilities regarding how I should cite my (**29**) _____.

Dr. Hart informed me that all the presentation grades would be found on the (**30**) _____ of our department on the 14th of November.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

SECTION 4 *Questions 31 – 40*

Questions 31 - 34

Complete the summary related to the use of GPS in agriculture.

*Write **NO MORE THAN THREE WORDS** from the listening for each answer.*

GPS in Agriculture

GPS and GIS have allowed better precision agriculture. GPS and GIS together allow the combination of (**31**) _____ with accurate position information, leading to large-scale information management and analysis. GPS is used in precision farming in a variety of applications, as well as permitting farm work in various situations, where (**32**) _____ is poor, such as darkness. The difficulties that farmers used to have with profitable land management can now be overcome with more exact chemical dispersion, leading to fewer costs, better (**33**) _____ and a more sustainable environment. Precision agriculture allows agriculturists to be more specific in their land treatment. Its growing popularity relies on precise, cost effective and (**34**) _____ tools, such as computers, sensors and various time and position systems.

Questions 35 – 38

Complete the sentences below.

*Write **NO MORE THAN ONE WORD** from the listening for each answer.*

35 There is a widespread assumption that only farms with large cash _____ potential and previous knowledge with information technology can implement precision agriculture strategies.

36 GPS can allow farmers to optimise their soil treatments to deal with potential problems, which can safeguard the _____ of the natural world in the future.

37 Various information on the sizes of fields, farms and road infrastructure permits the creation of _____ of the agricultural land.

38 The ongoing _____ of GPS will allow further improvements in what GPS can provide.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

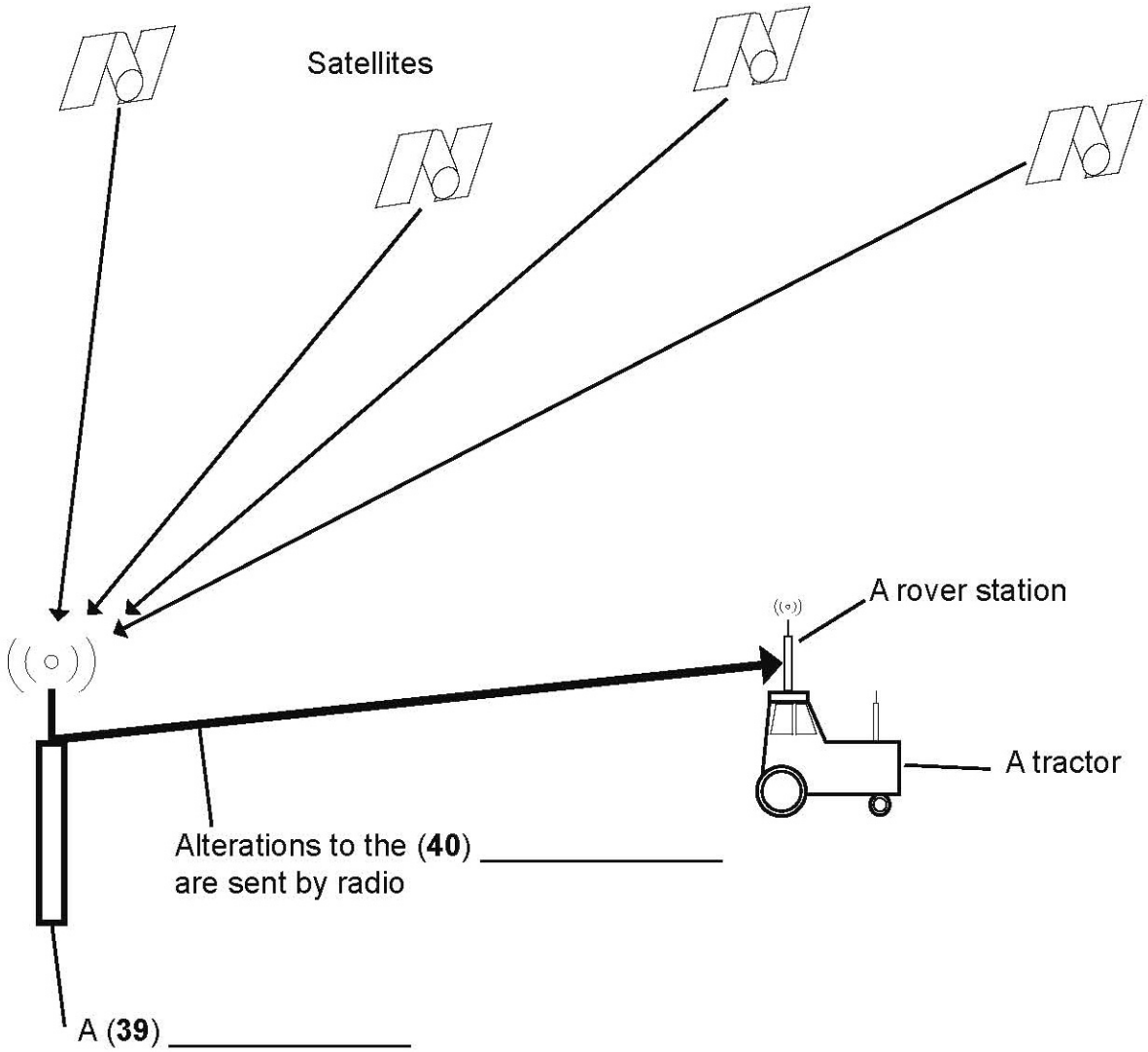
Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Questions 39 and 40

Complete the diagram below related to the variance GPS process.

*Write **NO MORE THAN THREE WORDS** from the listening for each answer.*

The Variance GPS Process



Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

READING

READING PASSAGE 1

*You should spend about 20 minutes on **Questions 1 - 13**, which are based on Reading Passage 1 below.*

Meditation

Meditation is a mind and body practice that has a long history of use for increasing calmness and physical relaxation, improving psychological balance, coping with illness, and enhancing overall health and well-being. There are many types of meditation, but most have four elements in common: a quiet location with as few distractions as possible; a specific, comfortable posture (sitting, lying down, walking, or in other positions); a focus of attention (a specially chosen word or set of words, an object, or the sensations of the breath); and an open attitude (letting distractions come and go naturally without judging them).

Although there is little recorded history on meditation, its roots go back to ancient times. Teacher and practitioner Mary Rogers explains: "Researchers speculate that primitive hunter-gatherer societies may have discovered meditation and its altered states of consciousness while gazing at the flames of their fires. Then, over thousands of years, meditation evolved into a structured practice." It seems meditation was first popular in the East with Indian scriptures known as 'tantras' mentioning meditation techniques five thousand years ago. Meditation took thousands of years to spread to Western societies and it was not until the twentieth century when it finally started to gain popularity in the West. Historian David Luttley describes how this happened: "Meditation spread to the West initially due to an increase in the popularity of Buddhism. Meditation being a central part of this religion meant that as Buddhism spread, other countries and cultures soon adopted many different forms of meditation."

Supporters of meditation claim that it can be a part of people's lives in different ways and is often practiced to acquire balance in people's physical, emotional, and mental states. Oliver Sachs, an Australian businessman, is an ardent fan. "I find that the deep rest that meditation gives me enables me to make better choices. I can work better all through the day and I sleep better at night." Meditation has also been used to help people quit smoking and conquer drug and alcohol addictions. Doctor Kristina Smith has researched meditation and found that there are definite biological and psychological benefits. "Proficient meditative practices help to integrate the brain functions and regulate various physiological mechanisms resulting in a state of mental and physical well-being."

One of the most important claimed benefits of meditation is how it releases stress from people's bodies. Psychologist Angela Matthews is an expert in this field and has theorised that there is a connection to mankind's development over time due to evolution. "When people's bodies are exposed to a sudden threat, they respond with the characteristic fight or flight reaction that is known as an adrenaline rush. If people are in extreme danger, these reactions are of great assistance and gain to them. The same response is now triggered in our daily lives when people are in a traffic hold-up or someone irritates us at work. If people do not confront things (and some things are beyond their control), they end up being in a permanent state of stress."

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Related to stress, a recent study found that meditation helped college students decrease psychological distress and increase coping ability. These kinds of students are also at high risk for developing hypertension, and the meditation was also associated with decreases in blood pressure. The study's researchers randomly assigned students to a meditation group or a control group. They also created a high-risk subgroup, based on blood pressure readings, family history, and weight. The meditation group received a seven-step course in meditation techniques, with invitations to attend refresher meetings, and kept track of how often they practised meditation. At the beginning of the study and after three months, researchers tested all participants for blood pressure and psychological measures. The study's director, Anton Hayden, was happy with the results, but also gave another suggestion. "These findings suggest that young adults at risk of developing hypertension may be able to reduce that risk by practicing meditation. However, we recommend that future studies of meditation in college students evaluate long-term effects on blood pressure and psychological distress, so that our short-term results can be endorsed."

Finally, it seems that meditation can have various beneficial effects on the brain. Long-term meditators apparently have better-preserved brains than non-meditators as they age, as well as an increase in the thickness of the hippocampus, which governs learning and memory. Meditators also have more development in the areas of the brain that play roles in emotion regulation and self-referential processing. Younger developing brains can also be beneficially affected and there has been increasing interest from educators and researchers in bringing meditation to school kids, who are dealing with the usual stressors inside school, and often additional stress and trauma outside school. San Francisco high school principal, Nicola Roberts, explains how her school has been transformed. "Although I was sceptical at first, we started a twice daily meditation program and saw suspensions decrease, GPA's increase and absenteeism decrease."

Although meditation has many detractors, those who practise it are vociferous in their support. More and more people are starting to take up meditation at home and work and increasing numbers of doctors are starting to prescribe it. Additional studies are also being conducted about the effects of meditation and, as more expertise is gathered, meditation will become a more accurately and frequently approved treatment.

Glossary

Hypertension - abnormally high blood pressure

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Questions 1 – 7

*Look at the following statements (questions **1 - 7**) and the list of people below.*

Match each statement with the correct person's initials.

*Write the correct initials in boxes **1 - 7** on your answer sheet.*

1 Meditation can help people enjoy a better night's sleep.

2 More research is required to confirm the effectiveness of meditation at lowering hypertension in young adults.

3 It is theorised that early civilisations developed what is now called meditation by staring into their fires.

4 Properly conducted meditation can lead to more effective performance in the brain.

5 Religion is theorised to be responsible for meditation first coming to the West.

6 Meditation has allowed attendances to increase in at least one US school.

7 Modern lifestyles can create situations of permanent stress for some people.

MR	Mary Rogers
DL	David Luttley
OS	Oliver Sachs
KS	Kristina Smith
AM	Angela Matthews
AH	Anton Hayden
NR	Nicola Roberts

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

 Telegram @Link_Library

Questions 8 – 13

Complete the sentences below.

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

*Write your answers in boxes **8 - 13** on your answer sheet.*

8 Meditation only became popular in the West in the _____.

9 One expert feels that the changes people have experienced from their _____ can result in reactions that lead to constant high stress.

10 Those participants in the college student stress study that were not in a meditation group were placed into a group used for _____.

11 Participants in the college student stress study had their _____ taken and their psychological well-being tested.

12 If the _____ of the hippocampus is enlarged, this can indicate long-term meditation use.

13 Meditation will probably be more commonly prescribed when there is more _____ available.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

READING PASSAGE 2

*You should spend about 20 minutes on **Questions 14 - 26**, which are based on Reading Passage 2 below.*

The History of Salt

Paragraph A
Since its discovery, several thousand years ago, salt has profoundly affected human life, not only with respect to the feeding habits or the ancient food preserving home industry, but also in human, economic, mythological and religious spheres. As a precious and portable good, salt has long been a cornerstone of economies throughout history. Salt was a greatly appreciated exchange commodity, so much that the so-called 'salt routes' were born, through which merchants transported and sold it in countries where it was not produced. The production and the transport of salt gave rise to new cities and to the construction of roads and it has been conjectured that the first civilisations began along the edges of the desert because of the natural surface deposits of salt found there. Finally, all of the working population today have an indirect link to salt, as Roman legionnaires were paid in salt. This was known as 'salarium,' the Latin origin of the word 'salary.'

Paragraph B
Salt was in general use long before history as we know it began to be recorded. About four thousand seven hundred years ago, there was published in China the Peng-Tzao-Kan-Mu, probably the earliest known treatise on pharmacology. A major portion of this writing was devoted to the first ever discussion of more than forty kinds of salt, including descriptions of two methods of extracting salt and putting it in usable form, both of which are amazingly similar to processes used today.

Paragraph C
Most people probably think of salt as simply a white granular food seasoning. In fact, only six per cent of all salt manufactured goes into food. Society uses salt in more than fourteen thousand different ways and it is crucial for many industries. Its compounds make it one of the most important materials in the chemical industry, since more than fifty per cent of chemical products depend on it at a stage of their manufacture. Salt therefore plays a role in the manufacture of a variety of commodities such as plastic, paper, glass, polyester, rubber and fertilisers, household bleach, soaps and detergents.

Paragraph D
A popular custom still in use in a number of European countries requires that a handful of salt be thrown in the coffin of a dead person before the burial. The salt was considered a symbol of incorruptibility and immortality and would thus keep away the devil. For the same reason in ancient Scotland, salt was added in the brewing of beer, which would otherwise have been ruined by witches and evil spirits. In point of fact, the added salt had the effect of preventing excessive fermentation in the brew and therefore stopped potential corruption. In some countries, if salt is dropped onto the floor, some should be picked up and thrown back over the left shoulder into the eye of the devil, who would be waiting behind.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

 Telegram @Link_Library

Paragraph E

Salt has also had military significance. For instance, it is recorded that thousands of Napoleon's troops died during his retreat from Moscow because their wounds would not heal as a result of a lack of salt. In December, 1864, Union forces in the US Civil War made a forced march and fought a 36-hour battle to capture Saltville, Virginia, the site of an important salt processing plant, essential to sustaining the South's beleaguered armies. Salt was considered so crucial in the US Civil War that Confederate President Jefferson Davis offered to waive military service to anyone willing to tend coastal salt kettles to supply the South's war effort.

Paragraph F

Throughout history, the fundamental importance of salt has subjected it to governmental monopoly and special taxes. The British monarchy supported itself with high salt taxes, leading to a bustling black market for the white crystal. In 1785, it was written that every year in England, 10,000 people were arrested for salt smuggling. French kings too developed a salt monopoly by selling exclusive rights to produce it to a favoured few that exploited the right to the point where the scarcity of salt was a contributing cause of the French Revolution. In more modern times, Mahatma Gandhi defied British salt laws as a means of mobilising popular support for self-rule in India. In recent years, the promotion of free trade through the World Trade Organization has led to abolition of many national monopolies, allowing the price of salt to be set by only market forces.

Paragraph G

Unsurprisingly, salt manufacture has often been found next to the sea. The town of Lymington on the south coast of the UK was a major salt-making hub and used a common method to create the product. Seawater was captured at high tide in a reservoir; this in turn was fed into a shallow pond by opening a sluice gate. Here, the seawater was left to partially evaporate. When the brine was of sufficient strength, it was pumped by windmill to a holding tank. From there, pipes fed it down to the metal pans in the boiling house, under which coal fires were lit and the brine was boiled until the moisture was evaporated, leaving the final product. The Lymington sea salt manufacture was seasonal and dependent on good weather, so an average season was sixteen weeks. Each pan would produce about three tons a week and the town supplied most of southern England with salt. Lymington salt was also exported in large quantities to the Newfoundland fisheries, as well as many other countries around the world.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Questions 14 – 20

*The text on the previous pages has 7 paragraphs (**A – G**).*

Choose the correct heading for each paragraph from the list of headings below.

*Write the correct number (**i – x**) in boxes **14 – 20** on your answer sheet.*

i	An Example Industry
ii	Salt and War
iii	An Invention that Revolutionised Manufacturing
iv	The First Record
v	Medical Uses
vi	Salt and Superstition
vii	A Source of Revenue
viii	Salt and Body Chemistry
ix	The Role in Industry
x	Salt's Early Importance

14 Paragraph A

15 Paragraph B

16 Paragraph C

17 Paragraph D

18 Paragraph E

19 Paragraph F

20 Paragraph G

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Questions 21 – 23

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

Which of the following sentences below are accurate descriptions of present and past uses of salt?

*Write the correct letter, **A - G**, in any order in boxes **21 - 23** on your answer sheet.*

A Salt is used in road construction.

B Salt was used to pay people for their work.

C Salt is used in the manufacture of writing ink.

D Salt is used in agriculture.

E Salt was used to stop wooden ships developing leaks.

F Salt is used to mix with fuel in the aviation industry.

G Salt was used to ensure the good production of beer.

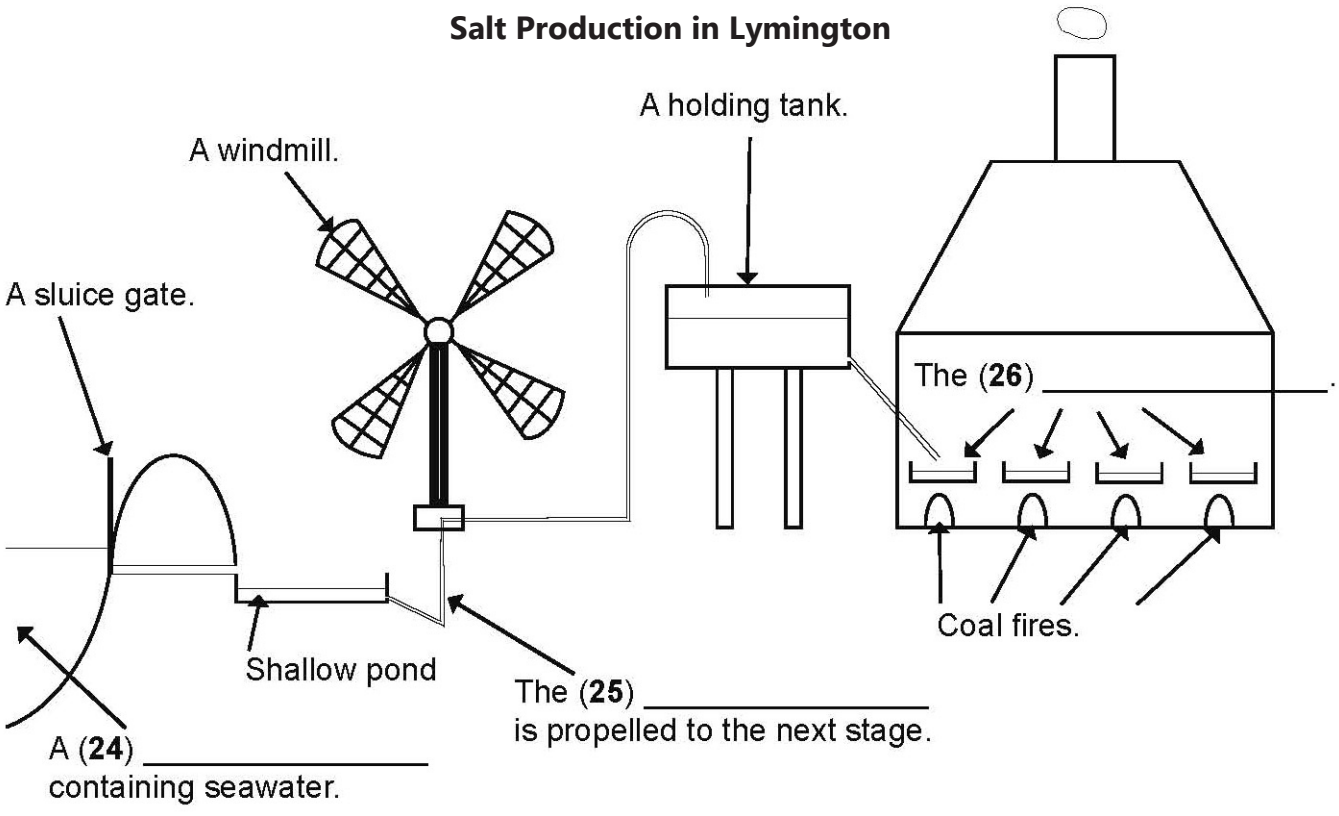
Questions 24 – 26

Label the diagram below.

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

*Write your answers in boxes **24 -26** on your answer sheet.*

Salt Production in Lymington



Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

READING PASSAGE 3

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

Corporal Punishment

Corporal punishment is a contentious and much debated issue within society. Corporal punishment is defined as the use of physical force towards a child for the purpose of control and/or correction, and as a disciplinary penalty inflicted on the body with the intention of causing some degree of pain or discomfort, however mild. Research has shown that corporal punishment is effective in achieving immediate child compliance. However, others have argued that the benefits associated with immediate child amenability can be offset by findings that indicate corporal punishment fails to teach a child self-control and inductive reasoning. Instead, corporal punishment teaches a child to avoid engaging in behaviour that is punishable by way of force while in an adult's presence, in contrast to teaching a child not to engage in the undesirable behaviour at all.

As part of their natural development, children sometimes challenge or test parental and adult expectations and authority and sometimes, children simply choose to misbehave in order to gain something, such as attention, an object, power or peer approval. This parental challenge is a significant part of the growth process of children and everyone agrees that, although it should not be discouraged, it should not be without consequence. This is how children learn right from wrong, acceptable from unacceptable. However, there are few issues parents feel more strongly about than those regarding the discipline and punishment of their children. Although people may use those terms interchangeably, they mean quite different things. The definition of discipline shows it is the process of teaching a child the difference between acceptable and unacceptable behaviour. Good discipline should be a positive force, focusing on what a child is allowed to do. The goal of discipline is to help a child change impulsive, random behaviour into controlled, purposeful behaviour, and discipline should be reinforced with teaching, firmness, and reminders. Corporal punishment is one technique of discipline. It may be physical – a spank or slap; or psychological - disapproval, isolation from others, or withdrawal of privileges. The goal of punishment is to inhibit unacceptable behaviour.

There is a significant group within society that supports the use of corporal punishment, though most supporters believe in its mild application. They believe that mild corporal punishment used sparingly within a nurturing environment teaches a child that one can press the patience of others past a point of reasonable endurance. The theory is that corporal punishment can serve to emphasise parental conviction, clear the air between parent and child, and relieve parental frustration when a child's behaviour is especially exasperating. Supporters are careful to point out, however, that corporal punishment should not be used in instances when a child's behaviour is beyond her control or truly accidental, such as spilling milk.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

 Telegram @Link_Library

The overwhelming majority nowadays oppose corporal punishment in any form. The view is that corporal punishment used as a method of discipline can result in undesirable and even damaging consequences. It is said that corporal punishment does not affect misbehaviour, and takes the responsibility for the misconduct away from the child. Child psychologist Anna Westin explains. "Children need to be accountable for their own behaviour in order to learn the inner control necessary to function as healthy, self-disciplined individuals. A child who is punished with spankings, shouts, and threats may learn how to avoid these punishments simply by not misbehaving in that particular way within sight of the person who punishes. There is no guarantee that the child's behaviour will be changed over time or when he or she is away from the person who punishes him or her."

Another criticism of corporal punishment is that it may lead to a child viewing punishment as an endorsement of aggression, and learning only that a large person has power over a smaller one. Corporal punishment may also arouse feelings of resentment, counter-aggression, and deep humiliation and a child may develop unfeeling attitudes toward another person's pain. Corporal punishment also increases the possibility of incidents of abuse, as it can be difficult for a parent to judge the severity of the punishment.

It is helpful to keep in mind the goals people have for children. If the goal is to help children learn to control their impulses and become self-directed adults, they must be helped by expanding the discipline repertoire to include more than mild punishments that serve only as temporary stopgap measures. This, however, does not need to include corporal punishment. It can be done, for example, by accompanying a mild punishment with a verbal explanation stating specifically what the child did wrong and what she can do to correct the misbehaviour in the future. Explaining to the child so that he/she can understand why the misbehaviour is not allowed makes the child think about acceptable versus unacceptable behaviour and helps him or her learn to make decisions about his or her own behaviour. This should not be confused with trying to get the child to be "reasonable." A child does not need to agree that parental rules are reasonable in order to abide by them. It is widely agreed that, ultimately, older children will do the right thing, not because they fear external reprisal, but because they have internalised a standard initially presented by parents and other care-takers. In learning to rely on their own resources rather than their parents, children gain self-confidence and a positive self-image.

In conclusion, it is clear that corporal punishment can be an emotive issue. Many nations have now made it illegal and so parents do not really have a choice of whether to use it or not, unless they wish to break the law of their country. What is clear though is that discussion of this issue will always begin again as every new generation comes into the world.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Questions 27 – 33

Do the following statements agree with the views of the writer of the text?

*In boxes **27 - 33** on your answer sheet write:*

YES	*if the statement agrees with the writer's views*
NO	*if the statement doesn't agree with the writer's views*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

27 Studies have proved the success of corporal punishment at making a child obedient.

28 Even young children have been known to fight back when corporal punishment is applied.

29 Parents should try and prevent their children from challenging an adult's authority.

30 The words 'discipline' and 'punishment' are often confused by people.

31 Corporal punishment is not part of what discipline is meant to be.

32 The use of corporal punishment has been condemned by the United Nations.

33 Supporters of corporal punishment believe it can help parents feel better in some situations.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

 Telegram @Link_Library

Questions 34 – 37

Complete the summary below.

*Write **NO MORE THAN ONE WORD** from the text for each answer.*

*Write your answers in boxes **34 - 37** on your answer sheet.*

Opposition to Corporal Punishment

Opponents of corporal punishment fear its (**34**) _____ and feel it removes children's (**35**) _____ for their misbehaviour. It's feared children's behaviour might only change only when they are observed. Children might also see corporal punishment as an (**36**) _____ of using force and create various negative feelings and effects. Children may also lose their feelings of empathy and they can become vulnerable to cruelty with adults getting the (**37**) _____ of the corporal punishment wrong.

Questions 38 – 40

*Complete each sentence (**38 - 40**) with the correct ending (**A - F**) below.*

*Write the correct letter (**A - F**) in answer boxes **38 - 40** on your answer sheet.*

38 Spoken justification to children for a punishment teaches them that

39 Children do not need to feel that

40 Children eventually learn that

A some unnecessary rules can be ignored.

B role models have displayed the proper behaviour.

C they should consider the acceptability of their actions.

D they will understand better when they grow up.

E rules are fair in order to follow them.

F they can learn better behaviour at home than at school..

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

WRITING

WRITING TASK 1

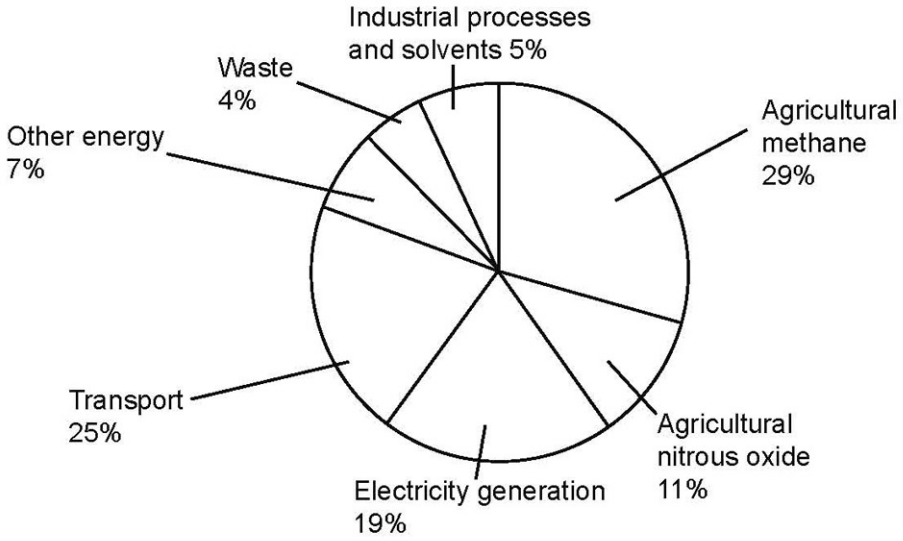
You should spend about 20 minutes on this task.

The pie charts below show the greenhouse gas emissions for last year by sector for Australia and New Zealand.

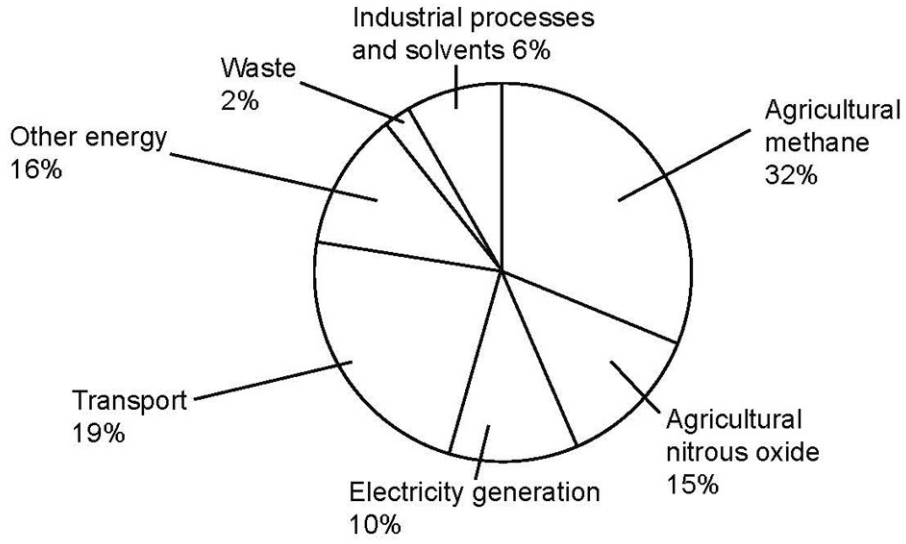
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

You should write at least 150 words.

Australia Greenhouse Gas Emissions for Last Year by Sector



New Zealand Greenhouse Gas Emissions for Last Year by Sector



Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

> **Some people today believe that it is acceptable to use physical force to discipline children, but others feel it is completely unacceptable.**
>
> **Discuss this view and give your opinion.**

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

You should write at least 250 words.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

SPEAKING

PART 1

- Can you tell me a little about where you are living at the moment?
- Do you prefer living in a house or an apartment? (Why?)
- What are the advantages of living in an apartment?

Topic 1 Weekends

- What are some of the things that you like to do at the weekend in the summer?
- What are some of the things that you like to do at the weekend in the winter?
- What are some of the things that families do together at the weekend in your country?
- Do you feel that it could be possible to have a three-day weekend in today's society? (Why/Why not?)

Topic 2 Shopping

- Do you like shopping? (Why/Why not?)
- How price sensitive are you when you go shopping?
- What do you feel about shopping online?
- Do you feel it is true that women like shopping more than men? (Why/Why not?)

PART 2

Describe a restaurant you like.
You should say:
when you first went there and how often you go now
what kind of food it serves
what kind of atmosphere it has
and explain why you like this restaurant so much.

PART 3

Topic 1 Food and Culture

- What cultural role does food play in society?
- How has food culture changed in your country over the last 20 years?
- How has fast food changed food culture in your country?
- Do you feel that organic food has a future in your country? (Why/Why not?)

Topic 2 Genetically Modified Food

- What are your feelings about the use of genetically modified food?
- What do you feel are some of the potential dangers of genetically modified food?
- What are some of the advantages of genetically modified food?
- How do you feel about the use of genetically modified medicines?

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

PRACTICE TEST 17

LISTENING

Download audio recordings for the test here:
https://www.ielts-blog.com/ielts-practice-tests-downloads/

SECTION 1 *Questions 1 – 10*

Questions 1 – 5

*Choose the correct letter **A, B, or C.** Write the correct letter in boxes **1 - 5** on your answer sheet.*

1 Mr. Johnson found out about Miss Irving

A from an Internet search.
B from an advertisement in a music shop.
C from a recommendation from someone he knew.

2 Emily will initially practice between lessons

A on her uncle's piano.
B on a rented piano.
C on a piano her father will buy.

3 Emily should initially practice for

A an hour and a half a week.
B half an hour a week.
C an hour a week.

4 Emily's piano lessons will be

A before school.
B after school.
C at the weekend.

5 Mr. Johnson will initially pay

A £25 an hour for Emily's piano lessons.
B £22.50 an hour for Emily's piano lessons.
C £20 an hour for Emily's piano lessons.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Questions 6 – 10

Answer the questions below.

*Write **NO MORE THAN TWO WORDS** from the listening for each answer.*

6 What does Mr. Johnson feel will be improved for Emily with individual lessons?

7 How will Emily travel to her piano lessons?

8 Who might also be in Miss Irving's house during Emily's piano lessons?

9 What does Miss Irving suggest that Emily brings with her to the piano lessons?

10 How will Mr. Johnson pay for Emily's piano lessons?

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

SECTION 2 *Questions 11 - 20*

Questions 11 – 15

Complete the table below.

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

Domestic Energy Conservation	
Electrical Appliances	Stop using (**11**) _____ and turn appliances off at the plug – this can create savings of up to $50 monthly.
Washing Machines	Cutting the washing temperature by 10 degrees Celsius can make a yearly saving of approximately $(**12**) _____.
Lights	Turning off lights when not using them can save $60 annually. Using (**13**) _____ in lights can save $60 annually.
Showers	If you don't have an (**14**) _____ shower, use a water efficient shower head – this could save households up to $250. Cutting shower time by (**15**) _____ can save $15 per person per year.

Questions 16 – 20

Complete the sentences below.

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

16 A householder should ensure that insulation is installed in the _____, in the walls and floors, and around pipes and tanks.

17 Draughts can be a problem in all but extremely _____ houses.

18 Over fifty per cent of a household's money spent on fuel is for heating and making _____.

19 A _____ change on a room's thermostat can save $120 annually.

20 Smart heating controls allow people to use a _____ to control the heating in their houses.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

SECTION 3 *Questions 21 – 30*

Questions 21 – 25

Match the information with the source in which it can be found.

*Choose **FIVE** letters, **A - C**, and write them in boxes **21 – 25** on the answer sheet.*

Information	
21	More relevant numerical data
22	Pest control
23	Planting more trees
24	Agricultural expansion
25	The beef industry

Sources	
A	The Green Pastures
B	Journal of Environmental Management
C	The Diminishing Forest and/or its Website

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Questions 26 – 30

Complete Kate's notes below.

*Write **NO MORE THAN TWO WORDS** from the listening for each answer.*

US Potential Action on Transgressions of Environmental Law

Civil Actions

Civil Administrative Actions (CAA'S)

Action taken by a state and with no legal (**26**) _____.

CAA'S can be: a notice of violation.
an order directing an individual, business or other organisation.
with or without penalties.

Civil Judicial Actions (CJA'S)

CJA'S are formal lawsuits against people or entities that have failed to:
follow statutory or regulatory requirements.
follow an administrative order.
pay for a clean-up or commit to a clean-up.

CJA'S are filed by the US Department of Justice on behalf of the appropriate (**27**) _____.

Criminal Actions

These are usually for the worst violations or for things done on purpose.
Convictions can lead to a financial penalty or (**28**) _____.

Civil Penalties

These are dependent on the offence's severity.
They are fines due to violation or noncompliance.
The penalties act as an (**29**) _____ to people and entities to observe regulations.
The penalties recover the (**30**) _____ of regulation breaking and act as compensation.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

SECTION 4 *Questions 31 – 40*

Questions 31 – 37

Complete the notes below.

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

Microplastics in the Oceans

- The Five Gyres Institute's recent study found that 5¼ trillion plastic particles (269,000 tons) float on the sea.
- Plastic pollution has steadily increased. Annual world trash production, of which (**31**) _____ is plastic, is assessed as being 4 billion tons. It's against the law for plastic to be dumped at sea, but some invariably reaches it.
- Various plastic monomers from consumer products (including polycarbonate plastics and endocrine disruptors) have been studied for their impact on people's (**32**) _____. These monomers have entered the environment.
- (**33**) _____ has enabled research into the health effects of plastics in water. Studies show microplastics easily accumulate in almost all water. Organisms absorbing these pass them up the (**34**) _____ to humans.
- Charting pollution to chemical exposure and documenting the resulting health effects are not the same thing. Human contact with chemicals is subject to many (**35**) _____ and is not yet properly calculated or evaluated in a broader context.
- Plastic in the sea is broken down by the sun, (**36**) _____, waves and wildlife. Microplastics (less than 5mm in diameter) are the most common plastic in the sea and different (**37**) _____ have been found in every part of the oceans. 90% of microplastics are 4.75 mm or smaller.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

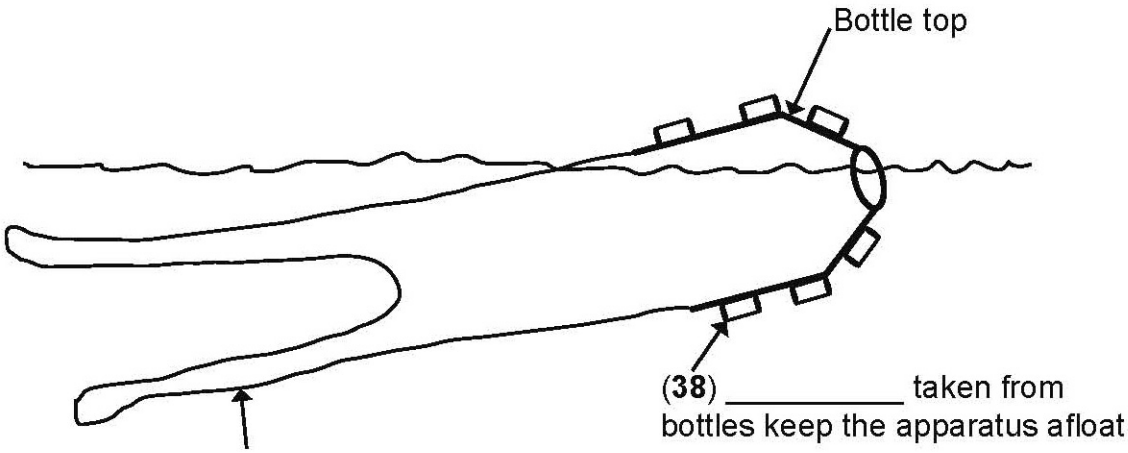
Questions 38 – 40

Label the diagram below.

*Write **NO MORE THAN TWO WORDS** from the listening for each answer.*

*Write your answers in boxes **38 - 40** on your answer sheet.*

Sketch Diagram of a Babylegs



Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

READING

READING PASSAGE 1

*You should spend about 20 minutes on **Questions 1 - 13**, which are based on Reading Passage 1 below.*

The Threats to Scottish Salmon

Paragraph A
Salmon have always had to cope with a variety of hazards in both freshwater and seawater environments in order to survive. Many threats are completely natural, like flash floods or predatory birds, larger fish and otters or seals. These threats have always existed, but it is the man-made dangers that have emerged over the last hundred years that are causing the real concern.

Paragraph B
One of the most significant threats to Scottish salmon comes from the Scottish salmon-farming industry. Farmed salmon production in the North Atlantic area has increased dramatically, particularly in Norway, but also on the west coasts of Ireland and in the sea lochs of the Scottish Highlands. This has led to various problems. The first is that fish farms have created high concentrations of sea lice, which multiply in the confined conditions of sea rearing cages. Wild migrating sea trout and salmon smolts can be very vulnerable to attack by these lice. In addition to the sea lice, there is an increase in the risk of the spread of salmon disease or parasitic infestation, such as infectious salmon anaemia and *Gyrodactylus salaris*. Another problem is that escapees of farmed fish are known to be able to interbreed with wild fish. Since stocks in individual rivers are locally adapted to optimise their survival, this interbreeding has been shown to reduce the fitness of wild stocks for their indigenous environment. Salmon farming also has led to pollution of the water environment through uneaten food, fish faeces, or medications used to treat farmed salmon in their cages.

Paragraph C
Pollution is a key factor in the survival of the Scottish Atlantic salmon. To be healthy, Atlantic salmon need cool, clean water that contains a lot of oxygen. Chemicals, oil and rubbish can all pollute a river and, if hot water is released into a stream, the water temperature may become too warm for the salmon and they will die. Problems with spawning can be caused by cattle walking in the river and stirring up mud, which can stick spawning gravels together and make it difficult for the salmon to make redds. Riverbank erosion, overgrazing and deforestation can likewise lead to mud being washed into streams and rivers, leading again to the gravel clogging. Afforestation can be another problem. If conifers are planted alongside rivers, the acidic needles can increase the acidity of the water, upsetting the natural balance. Conifers also block out light and prevent beneficial vegetation from growing alongside the rivers. Finally, organic pollution in the form of silage and slurry run off from farmland can cause problems in rivers. This increase in nutrients causes too many plants to grow in the water. Their subsequent decomposition leads to an excess of bacteria in the water, which uses up oxygen so that there is a fall in the amount of oxygen available for the Atlantic salmon.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

 Telegram @Link_Library

Paragraph D
In the sea, there are fisheries for lots of different kinds of fish. Sometimes, when a fishing boat is trying to catch one kind of fish, it will capture by-catch, which can include accidentally caught salmon smolts. Often, by the time a fishing boat realises it has caught the wrong type of fish, the fish are already dead. As salmon smolts move as a group in the sea, a fishing boat can sometimes catch (and kill) a lot of smolts all at once. Overfishing of fish that the salmon feed on also leads to depleted stocks of food for the salmon.

Paragraph E
Sometimes biologists call plants and animals aliens when they are found living somewhere where they would not occur naturally. One alien species that causes a problem for salmon is the American signal crayfish. This creature has been introduced to some rivers in Scotland, although it normally lives in North America. The crayfish is a predator, eating insects, fish eggs, fry and larger fish. The crayfish is not a normal part of the food chain in Scottish rivers and by eating these foods, it changes the way that energy moves through rivers. It also creates burrows in riverbanks, which make the banks weak and more likely to collapse.

Paragraph F
There are specific fisheries in the sea that target adult salmon returning from their feeding areas. Fishing here takes place in parts of the sea that do not belong to any one country and are called high seas fisheries. Adult salmon coming back to Scotland will tend to use the same general migration route across the sea, before choosing to go down either the west or east coast to return to their home river. It is when they are crossing the sea in a big group that they are vulnerable to high seas fisheries that track and plan the migration routes. In addition, once they follow the coast back to their home river, they can be caught in nets.

Paragraph G
Climate change is thought to have already had some effects upon Scottish Atlantic salmon and this may be partly to blame for decreasing numbers. There is also particular evidence that the temperature of the top of the sea may affect smolt survival. Climate change can affect salmon in different ways. It can alter their development rates and make their food less available. The numbers of fish and animals that hunt salmon may also be positively affected by temperature. Scientists do not know exactly what might happen if climate change continues and they are undertaking research to try and predict what might happen to Atlantic salmon under a variety of different climate conditions.

<u>Glossary</u>

Smolt – Young salmon over three years' old

Lice – A type of parasite that feeds on salmon

Spawning – The release of eggs by fish

Redd – A small depression in a riverbed in which salmon will lay their eggs

Fry – Young fish

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Questions 1 –7

*The text on the previous pages has 7 paragraphs **A - G**.*

Which paragraph contains the following information?

*Write your answers in boxes **1 – 7** on your answer sheet.*

1 Too many trees next to a river can have a negative effect on the river's environment.

2 Non native animal species can damage riverbanks.

3 Scottish salmon have always had a dangerous environment in which to live.

4 Studies are being done to see how ocean warming may affect Scottish salmon.

5 Young wild salmon are very susceptible to the parasites that are encouraged by salmon farming.

6 Young salmon can sometimes be caught by mistake.

7 Commercial fishermen's knowledge of Scottish salmon's migration patterns allows them to plan their fishing strategies.

Questions 8 – 10

Answer the questions below.

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

*Write your answers in boxes **8 - 10** on your answer sheet.*

8 What does the decay of increased plant growth in river water generate more of?

9 What are fish accidentally caught known as?

10 What threatens salmon that follow the shore to their river of birth?

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

 Telegram @Link_Library

Questions 11 – 13

Complete the summary using the words in the box below.

*Write your answers in boxes **11 - 13** on your answer sheet.*

Climate Change and the Scottish Atlantic Salmon

Climate change has also been blamed for Scottish Atlantic salmon problems, as temperature increases at the ocean's (**11**) _____ may affect salmon mortality. Higher temperatures may also affect salmon (**12**) _____ and food as well as (**13**) _____ numbers. Studies are being done to investigate this.

fishermen		growth	immunity
predator	quota	surface	bottom

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

READING PASSAGE 2

*You should spend about 20 minutes on **Questions 14 - 26**, which are based on Reading Passage 2 below.*

Aluminium

Aluminium is the most plentiful metallic element in the Earth's crust. Combined with oxygen and hydrogen, it forms bauxite, the ore most commonly mined in order to obtain aluminium. Metallic aluminium was first isolated in 1829 from aluminium chloride, but it was not commercially produced until 1886.

Aluminium is a silvery-white, tough, but lightweight metal. It is a good conductor of electricity as well as being very resistant to atmospheric corrosion and, because of these properties, it has become an important metal. In addition, aluminium alloys combine lightness with strength and, as a result, are used in a great variety of industries. In most countries, the construction industry is the most important consumer, though the car industry is also a major user.

Named after the French district of Les Baux, where it was first discovered in 1821, bauxite is produced by tropical or semitropical weathering of alumina-bearing rocks. It occurs over a variety of rocks as a weathered cover or blanket known as laterite. Because of the way it forms, bauxite deposits are generally very extensive. Bauxite is found on almost every continent, with the largest known economic resources being in Australia and the Republic of Guinea. In terms of ranking, these countries are followed by Brazil, Jamaica, and India. Although the USA, Japan, and Germany are the world's largest consumers of aluminium, they possess little or no bauxite deposits of their own.

Extraction of aluminium metal takes place in three main stages - the mining of bauxite ore, refining the ore to recover alumina and the smelting of alumina to produce aluminium. Bauxite is mined by surface methods, in which the topsoil and overburden are removed by bulldozers and scrapers. This is then usually used for re-vegetating the area and returning it to a sometimes better than original condition or converting it to agricultural land. The underlying bauxite is mined by front-end loaders, power shovels or hydraulic excavators. Sometimes, the bauxite is crushed and washed to remove some of the clay and sand waste and then dried in rotary kilns. Other bauxite may just be crushed or dried. The ore is then loaded into trucks, railway cars or onto conveyor belts and transported to refineries.

In almost all commercial refineries, alumina is extracted from bauxite by the Bayer refining process. The process, devised by Karl Bayer in 1888, consists of four stages: digestion, clarification, precipitation and calcination. All commercial production of aluminium from alumina is based on the Hall-Heroult smelting process, in which the aluminium and oxygen in the alumina are separated. This is done by passing an electric current through a molten solution of alumina and natural or synthetic cryolite. An inexpensive source of electricity is essential for the economic production of aluminium with this process.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

 Telegram @Link_Library

The aluminium industry initiated the development of technology for recycling aluminium-containing material and for setting up drink can collection centres. One of the industry's main incentives has been the reduced amount of energy it takes to produce one tonne of secondary aluminium compared with one tonne of primary aluminium. This involves a saving of ninety-five per cent of the energy required to produce molten aluminium from bauxite.

Cans are probably the most common aluminium consumer items to be recycled. The life cycle of an aluminium beverage can is just sixty days from "can to can." In this short time, a beverage can goes from the grocery store shelf to the consumer, and then on to a recycling facility where it can be re-melted into can sheet and reformed into another aluminium beverage can with exactly the same physical characteristics as the original can. Because aluminium can be recycled with no degradation in quality, aluminium cans are the ideal product for a closed-loop approach to recycling.

In the first step of recycling, bales of aluminium cans are shredded into pieces the size of a walnut in a 1,000-horsepower shredder. The shreds are then passed through a separator to remove any steel using magnetism that may have been mixed into the bale. Following the can shredding process, any lacquer or paint on the aluminium is removed by blowing hot air at around 550 degrees Celsius through the shreds on a slowly moving insulated conveyor. The exhaust gases from this process are first passed through an afterburner and are then used to heat incoming process air via a heat exchanger, minimising the energy requirements of the system. After being de-coated, the aluminium shreds are then fed into melting furnaces containing submerged stirrers that create a vortex in the pool of molten aluminium and drag the shreds quickly down into the melt. This process realises rapid melting rates and high yields. The molten metal is then transferred into a holding furnace, where it is treated to remove impurities before casting the aluminium. Ingots are cast by tilting the holding furnace and pouring the molten metal into a casting unit. The metal is treated in a two-stage process to remove any remaining microscopic non-metallic particles and gases, with chemical composition and metal cleanliness tested on each cast. As the metal flows into the moulds, it is chilled by jets of cool water pumped around and through the base of the mould. The aluminium ingot solidifies gradually during the casting process, which takes approximately three hours. The finished 18-ton ingots, each containing approximately 1.5 million used cans, are shipped to a mill for rolling into the sheet from which aluminium can makers subsequently produce new cans. Then the whole process begins again.

Glossary

Overburden - any soil or rock that covers a mineral deposit

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Questions 14 – 19

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

*In boxes **14 – 19** on your answer sheet write:*

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

14 The commercial exploitation of aluminium began almost immediately after it was first isolated.

15 The building industry only uses a small proportion of commercially created aluminium.

16 French scientists were the first to produce aluminium in a commercially successful way.

17 Japan does not mine much of its own bauxite.

18 Bauxite mines are sometimes used for farming after the mining operations have finished.

19 Bauxite often contains other valuable minerals that can be removed before the alumina is extracted.

Questions 20 – 22

Complete the notes below.

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

*Write your answers in boxes **20 - 22** on your answer sheet.*

The Production of Aluminium

- Alumina is commercially extracted from bauxite within (**20**) _____ and is usually done with the four-stage Bayer process.
- The creation of aluminium from alumina is usually done through the Hall-Heroult process, which uses (**21**) _____ to separate the oxygen and aluminium in alumina; a cheap (**22**) _____ is therefore needed to use this process.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

 Telegram @Link_Library

Questions 23 – 26

Complete the flow chart below.

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

*Write your answers in boxes **23 – 26** on your answer sheet.*

The Aluminium Can Recycling Process

Cans are shredded and put in a (**23**) _____ to extract any steel.

↓

Extremely (**24**) _____ then removes any lacquer or paint on the aluminium.

↓

Melting furnaces with submerged stirrers then melt the aluminium – this is a fast process and achieves (**25**) _____.

↓

Impurities are removed before the aluminium is cast into ingots; the metal is further purified and then chilled.

↓

The ingots are then turned into sheet aluminium in a (**26**) _____, so that the aluminium can again become cans.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

READING PASSAGE 3

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

Plastic Surgery

Plastic surgery is the process of reconstructing or repairing parts of the body by the transfer of tissue, either in the treatment of injury or for cosmetic reasons. It can involve a number of different techniques to move and manipulate body tissue.

In the independent healthcare sector, aesthetic surgery has increased in popularity, showing the increased consumer desire for it. Many people regard aesthetic surgery as a panacea for their personal and relationship difficulties. Active and aggressive media, which were almost absent fifty years ago, have made our society ambitious, and the media have globalised the perception of what is attractive, desirable, and sexy. Society's current obsession with looks may reflect the modern image-obsessed culture, but it can also be due to entrenched insecurities in people's psychological make-up.

In the past few years, a lack of respect for ethical principles in plastic surgery has become increasingly noticeable. As the concepts of beauty undergo change, wrinkles, fat deposits and sun-damaged skin no longer fit into our concept of a neat society. Now that these real or perceived ageing problems receive greater attention from patients and doctors, the ethical considerations also need to be focused upon. Enhancement versus therapy, risks, patient autonomy, beneficence and informed consent are issues that need to be reconsidered and emphasised when considering aesthetic surgery. Principles that could help guide health care professionals include a respect for autonomy, beneficence, non-maleficence and justice.

In general, competent adults have the right to decide whether they wish to undergo a surgical procedure or not. The patients' wishes and thereby their right to an informed decision have to be taken into account, provided they have been given sufficient information, which must include the risks together with alternative options. These principles apply even more to aesthetic operations, where patients are not suffering from any 'illness'. These treatments, which may lead to long-term adverse effects on body function and health, involve serious ethical concerns. In such situations, the patient's right for autonomy may contradict the physician's principle of non-maleficence, and therefore, proper consideration is needed before deciding on such treatments. Surgeons must therefore ensure that the patients' expectations are reasonable.

The beneficence principle requires that medical practitioners act in the best interests of patients. Undertaking surgery to improve a patient's self-image and esteem is acceptable. However, defining the patient's best interests can be very difficult. Many people are extremely self-conscious about their appearance and these groups may benefit from aesthetic surgery. Body Dysmorphic Disorder (BDD) is a psychiatric syndrome, characterised by a preoccupation with a non-existent or minimal cosmetic 'defect' associated with persistent attempts to have the defect surgically corrected. BDD is increasingly recognised, and may be becoming more prevalent.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

The principle of non-maleficence ensures that an aesthetic surgeon never acts against a patient's welfare or in a way that may harm a patient. Consultant aesthetic surgeons may decline to operate on patients if they do not believe that the surgery is to the patients' benefit.

Aesthetic surgeons should be reluctant to operate on those with unrealistic expectations, as the risks of surgery may outweigh any benefits. Patients with serious health problems are also at increased risk of complications under general anaesthesia, and again the risks may outweigh the benefits. All such assessments need to be made on an individual basis. In the past, there has been a perception that surgeons have a potential conflict of interest in the independent sector. No surgeon should ever proceed with an operation merely for personal pecuniary gain. All aesthetic surgeons need to take their duty of care to their patients very seriously.

The justice principle requires doctors to ensure that medical care is available to all. Equitable access to healthcare is regarded by many as a basic entitlement. However, resources are limited and it is not possible for any health service to provide aesthetic surgery for all those who would like it. Rationing takes place on the basis of clinical necessity. Inevitably, this introduces subjective judgement about whose need is greater. In the private sector, those who can afford to pay undergo surgery.

Requests for aesthetic surgery occur in all social classes. However, as stated earlier, because of economic considerations, there are no social systems in the world that covers aesthetic surgery, except for some particular interventions. The case of adolescents is especially problematic. The deformity, physical and emotional maturity and the desired outcome for each adolescent patient must be carefully evaluated before any decisions are made. Additional consultations and long discussions before aesthetic surgery are always necessary and this may require expert psychological assessment.

At present, aesthetic surgery is passing through an identity crisis as well as posing an acute ethical dilemma. A closer look from an ethical viewpoint makes it evident that the doctor who offers aesthetic interventions faces many serious ethical problems to do with the identity of the surgeon as a healer. Aesthetic surgery makes profit from the ideology of a society that serves only vanity, youthfulness and personal success, and one which is losing sight of the real values. The real value of a person cannot be reduced to his/her appearance, and medicine as an art should feel the obligation to resist these modern ideologies and should attempt to help people get a more realistic attitude about themselves. Plastic surgeons must resist aesthetic measures in children and adolescents, particularly operations which are totally cosmetic. Nevertheless, exceptions do exist and convincing arguments may support aesthetic measures with children and adolescents to prevent stigmatisation in selected cases.

Glossary

Panacea - a cure for everything

Non-maleficence - non-harming or inflicting the least harm possible to reach a beneficial outcome

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Questions 27 – 29

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

*Write the correct letter in boxes **27 - 29** on your answer sheet.*

27 The rise in plastic surgery procedure numbers

A reflects the number of surgeons now available.
B reflects the growth in demand.
C reflects the lower fees now charged.
D reflects how media companies have acquired a financial interest in the processes.

28 People's obsession with appearance could stem from exposure to modern culture or

A the ubiquity of celebrities in the media.
B the desire to fit in with everyone else.
C predictable evolutionary development.
D people's deep-rooted anxieties.

29 Plastic surgery ethics have recently

A been discussed more in the media.
B been made official for professionals in the industry.
C been abused by those involved in the industry.
D been discussed by politicians.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Questions 30 – 39

Complete the table below.

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

*Write your answers in boxes **30 - 39** on your answer sheet.*

Suggested Principles for the Plastic Surgery Industry	
Respect for Autonomy	• Adults should decide for themselves, so their decision must be respected if they've had sufficient information, including the (**30**) _____ and other possibilities. • This is especially important with aesthetic surgery, which may cause enduring negative effects. • Patient (**31**) _____ should be realistic.
Beneficence	• Surgeons must bear in mind patients' best interests and ensure that the negative aspects of surgery are outweighed by the benefits. • People with BDD can have a (**32**) _____ to do with correcting a minor or non- existent flaw. • BDD is more easily recognised nowadays.
Non-maleficence	• Surgeons must always act with the patients' welfare in mind. • Patients with health problems can be at risk of complications whilst undergoing general anaesthesia during surgery. • Decisions regarding surgery should be made on an (**33**) _____. • Surgeons can experience a possible (**34**) _____ regarding the need to earn money.
Justice	• Access to healthcare is generally thought of as a fundamental (**35**) _____. • In reality, restrictions in resources lead to (**36**) _____, which is dependent on need – subjective judgement is needed to make the choices. • Private treatment is available to people who can afford it.
Aesthetic Surgery	
• The needs for cosmetic surgery span social classes, but (**37**) _____ do not usually pay the costs. • In particular, a variety of factors must be considered when deciding on cosmetic surgery for adolescents. • Ethical considerations also cause dilemmas for doctors due to issues from deriving (**38**) _____ from possibly ill-conceived societal ideologies. • Purely aesthetic factors should maybe be considered to avoid (**39**) _____ in young people.	

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Question 40

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

*Write the correct letter in box **40** on your answer sheet.*

40 What is the writer's purpose in Reading Passage 3?

A To provide an overview of the ethics relating to plastic surgery.

B To show the reasons why plastic surgery can be beneficial.

C To highlight the dangers of plastic surgeons who prioritise their own earnings.

D To describe the risks inherent in plastic surgery procedures.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

WRITING

WRITING TASK 1

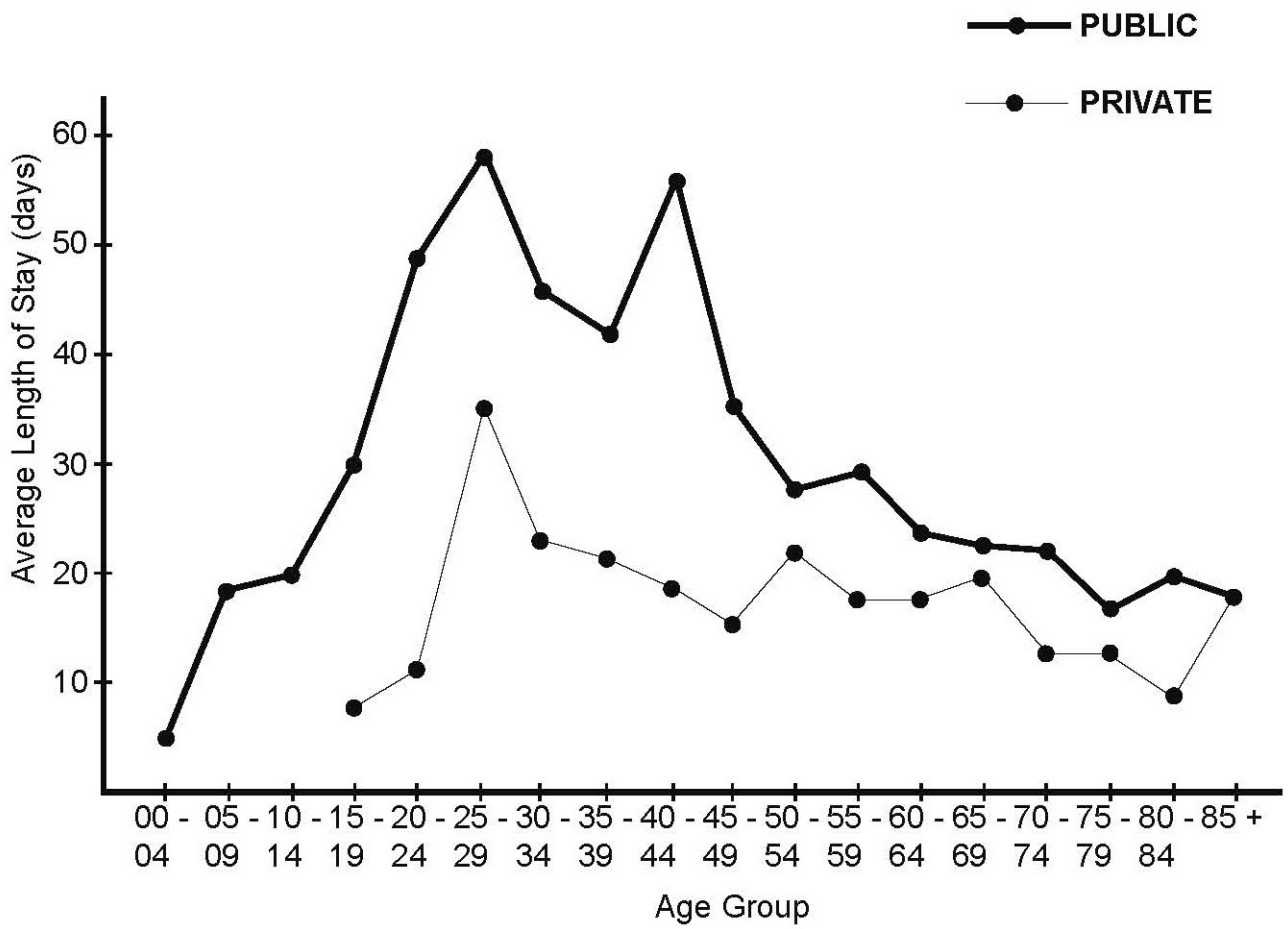
You should spend about 20 minutes on this task.

The graph below shows the average length of stay last year (in days) for serious injuries for different age groups in private and public hospitals in Queensland, Australia.

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

You should write at least 150 words.

Last Year's Average Length of Stay at Private and Public Hospitals for Serious Injuries - Queensland, Australia



Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

> **One of the major problems that faces today's governments is creating enough satisfactory housing for their increasing populations, whilst still trying to protect the environment.**
>
> **Discuss this statement and give your opinion.**

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

You should write at least 250 words.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

SPEAKING

PART 1

- Can you tell me a little about your work/studies?
- Do people like to cycle to work/studies in your country? (Why/Why not?)
- Would you prefer to travel to work in your own car or by public transport? (Why?)

Topic 1 Sport

- Do you like to play any sports? (Why/Why not?)
- What sports are popular in your country?
- What are some of the benefits of playing sport?
- Why do you think football is such a popular sport around the world?

Topic 2 Sleep

- How much sleep do you need every night?
- What are your sleep habits?
- What are some of the things that can keep you awake at night?
- Do you have any strategies for getting to sleep when you can't fall asleep?

PART 2

Describe a film that you particularly like.
You should say:
when and where you saw the film
what happened in the film
who were the actors and actresses
and explain why you like this film so much.

PART 3

Topic 1 The Film Industry

- Does your country have a successful film industry? (Why/Why not?)
- Do you feel films should be subject to any form of censorship? (Why/Why not?)
- Do you feel it should be illegal to stream films on the Internet? (Why/Why not?)
- Do you feel that actors are paid too much for what they do? (Why/Why not?)

Topic 2 Entertainment

- What do people do for entertainment in the evenings and at weekends in your country?
- How has entertainment changed in your country over the last 50 years?
- How does advertising affect the entertainment industry in your country?
- Are there any types of entertainment that you feel should be banned? (Why/Why not?)

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

PRACTICE TEST 18

LISTENING

Download audio recordings for the test here:
https://www.ielts-blog.com/ielts-practice-tests-downloads/

SECTION 1 *Questions 1 – 10*

Questions 1 – 5

Complete Steve's new member's details form below.

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

Bruntwood Sports Centre
New Member's Details Form

Member's Name:	Alice (**1**) _____
Address:	(**2**) _____ Austen Way Bruntwood BR5 8HY
Date of Birth:	13th July (**3**) _____
Occupation:	(**4**) _____
Telephone	Home: 01763 973 644 Mobile : 07772 021 (**5**) _____

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Questions 6 – 10

Complete the table below.

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

Notes on the Bruntwood Sports Centre	
Classes	Early (from 6 a.m.) - aerobics, spinning + (**6**) _____ Later (from 4 p.m.) - aerobics, keep fit + spinning Later (from 6 p.m.) - pilates + yoga Schedules change but can be checked by consulting the (**7**) _____
Swimming	Early hours have special lanes for swimming at different speeds People can swim from 6 a.m. – (**8**) _____ p.m.
The Gym	Good for improving my core strength and preventing injuries Open during the Centre's opening hours New users must take part in an (**9**) _____ Steve recommended using a (**10**) _____ for my sessions

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

SECTION 2 *Questions 11 – 20*

Questions 11 – 15

Label the plan below of the Sun and Sand Resort.

*Match a letter (**A - K**) with the locations given in questions **11 - 15**.*

11 The Bus Stop _____

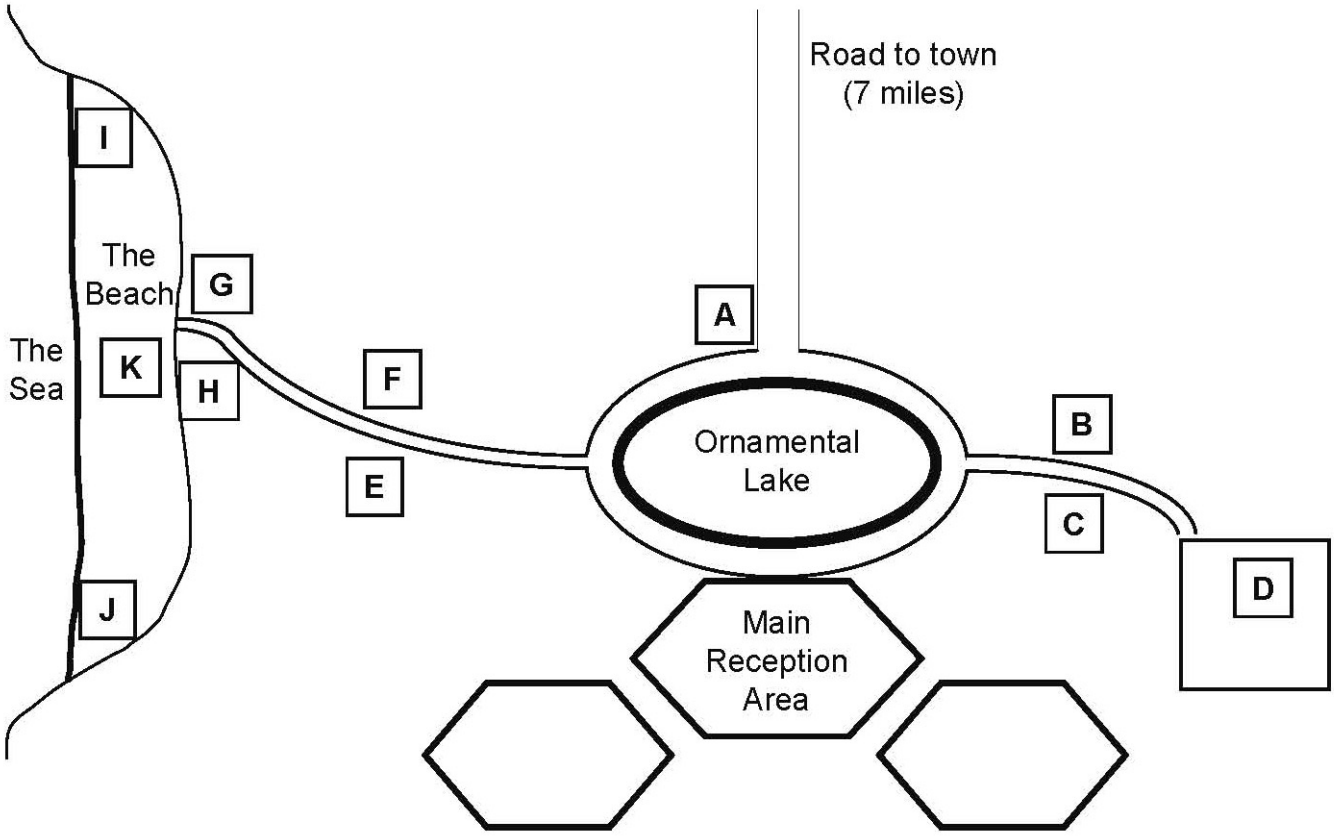
12 The Swimming Pool _____

13 The Tennis Courts _____

14 The Activities Office _____

15 The Adult Beach _____

The Sun and Sand Resort



Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Questions 16 – 20

*Choose **FIVE** letters, **A - N**, and write them in any order in boxes **16 - 20** on your answer sheet.*

*What **FIVE** activities at the Sun and Sand Resort are not free?*

A The hotel bus service

B The hotel taxi service

C Use of the swimming pool

D Exercise classes

E Use of the gym

F Playing squash

G Playing tennis

H Recreational beach equipment

I Drinks at the beach snack bar

J Deep sea fishing

K Food and drink at dinners

L Evening entertainment acts

M The weekly quiz

N Comedy evenings

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

SECTION 3 *Questions 21 – 30*

Questions 21 – 25

Complete the summary below.

*Write **NO MORE THAN TWO WORDS** from the listening for each answer.*

Our Geography Field Trip

Our field trip is focused on the River Stour, which runs near to where we live (handy for (**21**) _____). Starting at the (**22**) _____ of the river, we'll evaluate how the River Stour functions as part of the local area's watersheds. We'll need to take water samples, but to find information on (**23**) _____, we'll need to visit the National River Authority in Stourbridge. A helpful water officer will meet us on our visit there and give us access to the (**24**) _____ to find the data that we need. Watersheds involve a variety of water systems, but we'll focus on the River Stour's (**25**) _____ in the area's watersheds rather than study the entire system.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Questions 26 – 30

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

*Write the correct letter in boxes **26 - 30** on your answer sheet.*

26 The students' project is due to be given in on

A an as yet undisclosed date.
B the 1st October.
C the 1st November.

27 Students' appendices to their projects

A have a separate word count.
B are not part of the project word count.
C are not obligatory.

28 Dr. Rogers advises that Samantha and Eric's field trip equipment should be

A borrowed for free from the department.
B rented from the department.
C bought on the Internet.

29 Dr. Rogers warns that the river is especially dangerous

A when people are conducting experiments.
B when people are away from towns.
C when there are elevated water levels.

30 Dr. Rogers also warns the students about

A students' hands being hurt.
B students getting sick.
C eye infections from the river.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

SECTION 4 *Questions 31 – 40*

Questions 31 – 38

Complete the notes below.

*Write **NO MORE THAN ONE WORD** from the listening for each answer.*

Notes on The Tasmanian Devil

The Tasmanian devil's name derives from its sound, appearance and apparent (**31**) _____.

The (**32**) _____ record shows it was once common all over mainland Australia, until (**33**) _____ and the dingo led to its extinction there.

The Tasmanian devil was originally exterminated as a (**34**) _____, but is now an icon.

The Tasmanian devil escaped extinction with protection by law.

The Tasmanian devil is found in nearly all Tasmanian habitats in varying (**35**) _____, although they tend to be most numerous near where they can find a good availability of food.

The Tasmanian devil usually lives underground and doesn't like to move. Therefore, (**36**) _____ of dens can be very disruptive.

The Tasmanian devil will scavenge on most dead animals – this helps prevent the spread of disease, as their feeding prevents the breeding of maggots.

The Tasmanian devil is a famously noisy eater – this behaviour allows it to establish (**37**) _____ amongst its peers.

The Tasmanian devil is nocturnal and can travel quite a long way at night. The young are more agile and can climb.

The Tasmanian devil is not (**38**) _____, but remains usually in one area.

Although seemingly aggressive, the alarming sounds from a Tasmanian devil stem from fear rather than aggression.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

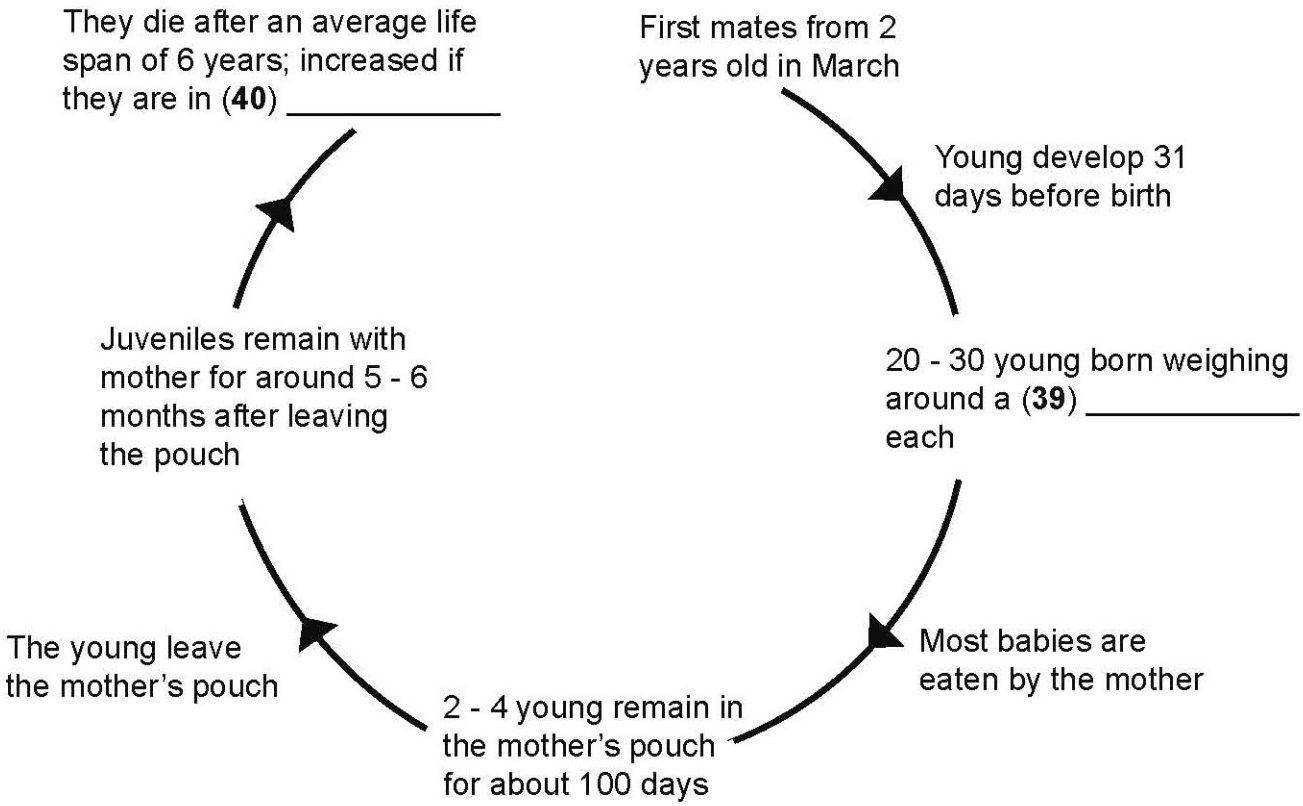
Questions 39 and 40

Label the diagram below.

*Write **NO MORE THAN ONE WORD** from the listening for each answer.*

*Write your answers in boxes **39 and 40** on your answer sheet.*

The Life Cycle of the Tasmanian Devil



Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

READING

READING PASSAGE 1

*You should spend about 20 minutes on **Questions 1 - 13**, which are based on Reading Passage 1 below.*

Antarctica, like all large landmasses, contains minerals, oil and gas. There is no government of Antarctica in the way that people understand it in the rest of the world. This is largely because there are no indigenous inhabitants; the only habitations are scientific stations that people visit for short time periods, usually from a couple of months to just over a year. The current status of mining in the Antarctic is the result of a complex history involving a variety of disciplines – geology, economics and the politics of international agreements.

The Protocol on Environmental Protection to the Antarctic, also known as The Madrid Protocol, bans all mineral resource activities in Antarctica other than for the purpose of research. Mining was banned in Antarctica for a variety of reasons, but mainly because mining poses a real menace to the ecological integrity of the continent. This protocol was not the first negotiated relating to Antarctica. In the 1980's, the question of possible mineral exploitation (including the extraction of oil and gas) was addressed by the nations of the Antarctic Treaty. The participants negotiated an agreement called the Convention on the Regulation of Antarctic Mineral Resource Activities (CRAMRA), which would have regulated mining should it have ever been contemplated. CRAMRA, however, did not come into force, as the Madrid Protocol came into effect instead.

Mining in Antarctica would be difficult. A common way of commencing mineral exploration elsewhere is to pan for gold or heavy metals or minerals in rivers. More detailed exploration involves river water sampling to locate likely ore bodies. Antarctica, however, does not have many rivers, and those that do exist are very small, seasonal and drain limited areas. Thus, heavy mineral placer deposits are very unlikely. Similarly, because of the different oceanographic conditions and lack of beaches, the heavy mineral beach sands so important in Australia are unavailable. In addition to this, there are various other problems facing possible mining in Antarctica: the cold, the ice covering land and sea, drifting icebergs that could collide with platforms and mining infrastructure, the remoteness from inhabited places and the sheer cost of operations.

Minerals have been discovered in Antarctica as a result of geological studies. However, there are some features of Antarctica that dramatically reduce the chance of mineral availability. Firstly, ninety-eight per cent of the continent is overlain by ice up to four kilometres thick and thus very little area is accessible for exploration. Secondly, many types of minerals that are important elsewhere on Earth cannot be expected in Antarctica. Thirdly, certain mineral occurrences, such as bauxite (the ore of aluminium), some iron ores or even some nickel-bearing laterites are formed by the long-term leaching of a parent rock. As a result, virtually all of the parent is altered and dissolved away to leave a commonly soft, insoluble residue. Antarctica does not have the weathering conditions (it is too cold) nor the dissolving power (water is almost absent) to create this leaching, and glacial activity removes anything soft or that was formed in ages past.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

 Telegram @Link_Library

Another related occurrence missing from Antarctica is 'supergene enrichment' to produce a porous, iron-rich surface material known as gossans. These form over some ore bodies, (very often even where no valuable ore exists at depth) and often cover a larger area than the ore body. These aid geologists in locating where ore may be found. A feature of such supergene enrichments is that, as the parent rocks weather, through water and other action, the residual gossans are enriched in gold and some forms of copper, including native copper. Such supergene enrichments are absent from Antarctica because of unfavourable weathering conditions and their removal by moving ice. Therefore, any mineral search in Antarctica would need to find the parent ore body directly, a very difficult proposition.

Some scientists have claimed that, due to extremely unusual oceanic circumstances around Antarctica, some yet unknown mechanisms may be concentrating minerals. However, there is no evidence of this so far. An argument often asserted to suggest that East Antarctica is mineral-rich is based on the fact that if continents were placed in their original location in the ancient supercontinent of Gondwana, parts would lie against the mineral rich ancient rocks of Western Australia. However, along the south coast of Western Australia is the Albany-Fraser block, which has almost totally defied concerted efforts to find mineral wealth. The geological story of West Antarctica is very different, but the mineral resource potential seems also to be very low.

The Antarctic Peninsula, the main exposed part of West Antarctica, was formed by complex processes nearly 200 million years ago as the seafloor was subducted under the Peninsula. This process has also occurred in New Zealand and along the west coast of South America. The process formed the rich copper ores of Chile, and hence the Peninsula has been theorised as a potential copper province. Again, the facts do not support this hypothesis. Copper in Chile only occurs north of the capital Santiago, not along the entire west coast of South America.

There are minerals, coal and almost certainly oil in Antarctica and under the surrounding seas. At the moment, it is not economically viable to attempt to recover them. In the future, however, as technology improves and especially if global warming leads to deglacierisation and reduced sea-ice, thus exposing more areas and improving access, recovery of at least some of these natural resources will take place.

Glossary

To subduct – the geological verb that describes how one tectonic plate moves under another tectonic plate and sinks into the mantle as the plates converge

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Questions 1 – 8

Complete the sentences below.

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

*Write your answers in boxes **1 - 8** on your answer sheet.*

1 The lack of native _____ is the main reason why Antarctica does not have a traditional-style government.

2 _____ is the reason for mineral extraction under The Madrid Protocol.

3 The threat to Antarctica's natural _____, along with the severe environmental difficulties, are the reasons for the veto on mining on the continent.

4 Panning for gold in Antarctica is almost impossible because of the lack of _____ there.

5 _____ have found the existence of minerals in Antarctica.

6 The weathering conditions that can lead to the _____ of rock in Antarctica are not present.

7 _____ created by supergene enrichment are also absent from Antarctica due to adverse conditions.

8 There is a theory that very rare _____ in the seas may have led to unidentified processes amassing minerals.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

 Telegram @Link_Library

Questions 9 – 13

Complete the table below.

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

*Write your answers in boxes **9 - 13** on your answer sheet.*

Mineral Possibilities in Antarctica	
East Antarctica	• Theories on mineral wealth here are based on ancient geology and East Antarctica's (**9**) _____ in Gondwana. • This was next to the mineral rich area of Western Australia. • Western Australia, however, is also made up of the mineral poor Albany-Fraser block and most likely has few minerals.
West Antarctica	• The (**10**) _____ in West Antarctica for mineral resources appears to be low.
The Antarctic Peninsula	• Complex processes created the Antarctic Peninsula by pulling the (**11**) _____ under what is now modern Chile. • Possibilities for (**12**) _____ deposits, however, do not seem likely.
Conclusion	• Unless technology improves and/or global warming changes conditions, mining will probably not be financially (**13**) _____ in Antarctica.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

READING PASSAGE 2

*You should spend about 20 minutes on **Questions 14 - 26**, which are based on Reading Passage 2 below.*

The Slow Destruction of the Zachariae Isstrom Glacier

The Zachariae Isstrom glacier is the latest in a string of Greenland glaciers to undergo rapid change in the warming world. A new NASA study has found that Zachariae Isstrom has broken loose from a glaciologically stable position and entered a phase of accelerated retreat. It is expected that the consequences will be felt for decades to come.

The reason for these long-term effects is the size of the Zachariae Isstrom glacier. It drains ice from an area of 91,780 square kilometres, which is about 5 per cent of the Greenland Ice Sheet. All by itself, it holds enough water to raise global sea level by 46 centimetres if it were to melt completely. The Zachariae Isstrom glacier is currently crumbling, losing 5 billion tons of mass every year, which is disintegrating into the North Atlantic Ocean. Jeremy Close, one of the researchers on the NASA study, explains: "North Greenland glaciers are changing rapidly and especially the form and dynamics of Zachariae Isstrom have been transformed over the last few years. The melting glacier will now result in rising sea levels for decades to come."

The cause of the change in the Zachariae Isstrom glacier is solely due to warmer water temperatures. Greenland marine scientist Sophie Boldt explains the situation. "The warmer waters have caused the end of the glacier to float free from a ridge of bedrock below sea level on which it had rested until just recently. Without that natural brake, the glacier is now sliding more quickly and more icebergs are snapping off, adding a net five billion tonnes of ice a year to the oceans."

The NASA team used data from aerial surveys conducted by NASA and satellite-based observations acquired by multiple international space agencies coordinated by the Polar Space Task Group. The various tools used, including a highly sensitive radar sounder, gravimeter and laser profiling systems, coupled with radar and optical photographs from satellites, monitored and recorded changes in the shape, size and position of glacial ice over long time periods. This provided precise data on the state of Earth's polar regions. The scientists determined the bottom of Zachariae Isstrom is being rapidly eroded by warmer ocean water mixed with growing amounts of melt water from the ice sheet surface. "Ocean warming has played a sole role in triggering the glacier's retreat," said section leader Joanna Morgan, "but we need more oceanographic observations in this critical sector of Greenland to determine the glacier's prognosis."

Adjacent to Zachariae Isstrom is another large glacier that is also melting rapidly, but is receding at a slower rate because it is protected by an inland hill. The two glaciers make up twelve per cent of the Greenland ice sheet and would boost global sea levels by more than ninety-nine centimetres if they fully collapsed. The sector where these two glaciers reside is one of three major marine-based basins in Greenland, along with Jakobshavn Isbrae in central west Greenland and the Petermann-Humboldt sector in central north Greenland. Glaciologist, Tom Ellis, explains that

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

 Telegram @Link_Library

potential danger is imminent within the latter two areas. "The Jakobshavn Isbrae and the Petermann-Humboldt basins hold enough water to raise global sea level by over half a metre each, and both are also undergoing significant changes related to warming at present. Even a small increase in sea levels can have devastating effects on shoreline habitats, and half a metre is not a small increase." As rising seawater reaches farther inland, it can cause destructive erosion, flooding of wetlands, contamination of aquifers and agricultural soils, and lost habitat for fish, birds, and plants. In addition, hundreds of millions of people live in areas that will become increasingly vulnerable to flooding. Higher sea levels would force them to abandon their homes and relocate. Low-lying islands could be submerged completely. One of the NASA study's authors, Paulina Weiler, summarises the study's conclusion. "It is likely that many of these Greenland glaciers will lose their ice shelves in coming years, further increasing Greenland's future contributions to global sea level rise. It is unlikely that world governments will take the necessary decisions to stop the melting and it is actually moot whether any action taken now would create the required changes in time."

The actual process of polar glacier iceberg calving into the sea is similar in most situations of glaciers that are situated next to the sea. First of all, the glacier must, of course, extend into the sea. This part has usually become rather thin, due to relatively warm circumpolar water that flows in from the deep and causes melting to the underside of the glacier. This water is cooled and then moves away from the sub-ice cavity in shallower water. The warm water continues to erode the underside of the glacier, particularly at the grounding line, which is where the glacier comes into contact with glaciomarine muds, on which it rests. The weight of the thinning glacier as it extends into the sea causes crevasses to form on the top side and these will in turn snap off and calve the icebergs of the future. Higher up in the glacier, ice thinning is present and these fractures will eventually become the crevasses lower down.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Questions 14 – 19

*Look at the following statements (questions **14 - 19**) and the list of people below.*

Match each statement with the correct person's initials. Sets of initials may be used twice.

*Write the correct initials in boxes **14 - 19** on your answer sheet.*

14 The Zachariae Isstrom glacier is creating more and more icebergs.

15 What is happening to the Zachariae Isstrom glacier could affect many of the world's coastal ecosystems.

16 The shape of the Zachariae Isstrom glacier has changed a lot recently.

17 Political action on the environment might not even affect what is happening.

18 The loss of an attachment of the Zachariae Isstrom glacier to a physical underwater feature has led to movement forward of the glacier.

19 More research is required in order to evaluate the future of the Zachariae Isstrom glacier.

JC	Jeremy Close
SB	Sophie Boldt
JM	Joanna Morgan
TE	Tom Ellis
PW	Paulina Weiler

Questions 20 – 23

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

*In boxes **20 – 23** on your answer sheet write:*

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

20 The melting of the Zachariae Isstrom glacier could raise sea levels by half a metre.

21 One tool used by the NASA research team was images taken from space.

22 The NASA research team is made up of scientists from all over the world.

23 The warming of the sea is the only reason that the Zachariae Isstrom glacier is melting.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

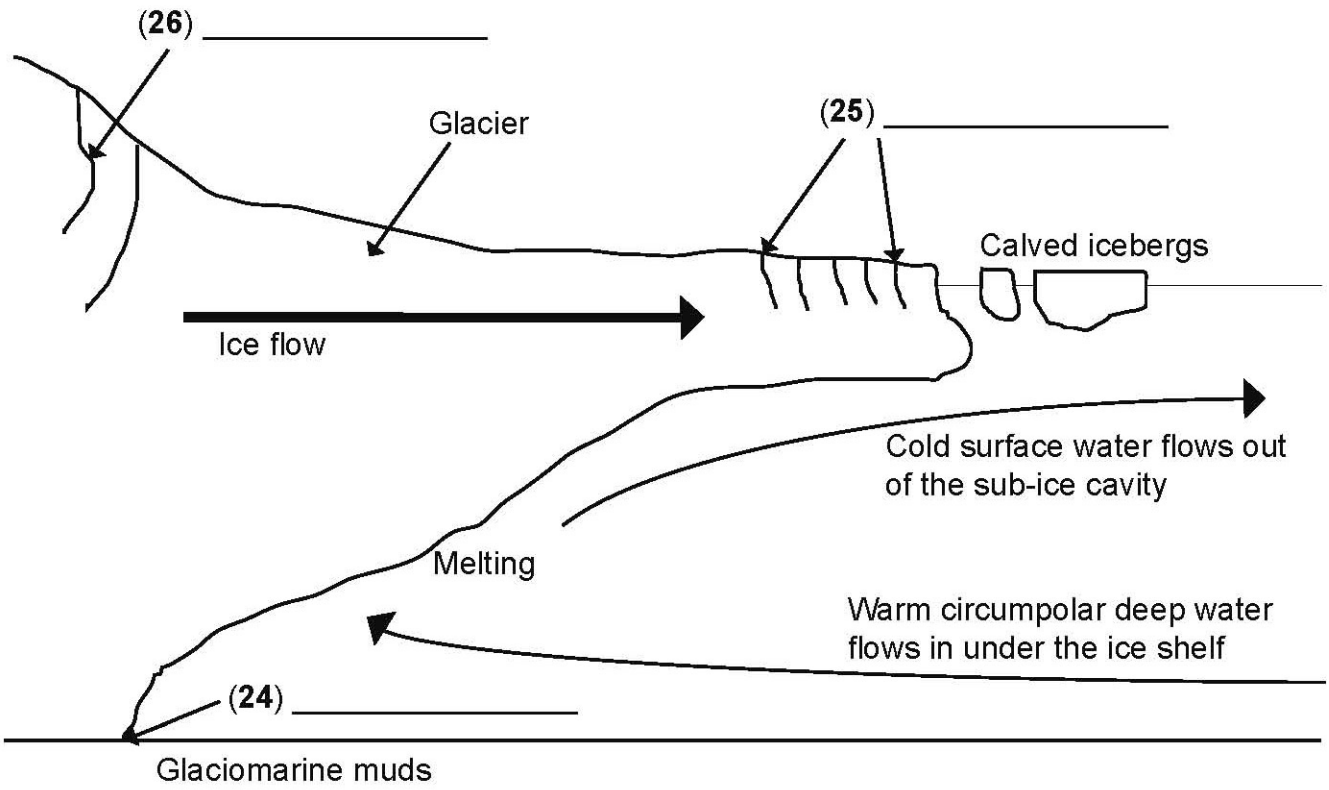
Questions 24 – 26

Label the diagram below.

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

*Write your answers in boxes **24 - 26** on your answer sheet.*

The Process of Icebergs Calving from a Glacier



Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

READING PASSAGE 3

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

Hybrid Cars

Most people these days are now aware of the real possibility of choosing to buy a hybrid car. Hybrid electric vehicles (HEVs) are powered by an internal combustion engine or other propulsion source that can be run on conventional or alternative fuel and an electric motor that uses energy stored in a battery. HEVs combine the benefits of high fuel economy and low emissions with the power and range of conventional vehicles. A wide variety of hybrid electric vehicles is currently available. Although HEVs are often more expensive than similar conventional vehicles, some costs may be recovered through fuel savings or state incentives. HEVs are powered by an internal combustion engine and an electric motor, which uses energy stored in batteries. The extra power provided by the electric motor allows for a smaller engine. Additionally, the battery can power auxiliary loads like sound systems and headlights and reduce engine idling when stopped. Together, these features result in better fuel economy without sacrificing performance.

HEVs can be either mild or full hybrids, and full hybrids can be designed in series or parallel configurations. Mild hybrids, also called micro hybrids, use a battery and electric motor to help power the vehicle and can allow the engine to shut off when the vehicle stops (such as at traffic lights or in stop-and-go traffic), further improving fuel economy. Mild hybrid systems cannot power the vehicle using electricity alone. These vehicles generally cost less than full hybrids, but provide less substantial fuel economy benefits than full hybrids. Full hybrids have more powerful electric motors and larger batteries, which can drive the vehicle on just electric power for short distances and at low speeds. These systems cost more than mild hybrids, but provide better fuel economy benefits.

There are different ways to combine the power from the electric motor and the internal combustion engine. Parallel hybrids, for example, the most common HEV designs, can connect the internal combustion engine and the electric motor to the wheels through mechanical coupling. Both the electric motor and the internal combustion engine drive the wheels directly. Series hybrids, on the other hand, use only the electric motor to drive the wheels and are sometimes found in plug-in hybrid electric vehicles.

Hybrid cars have been around longer than most people realise. A man by the name of Goldsworthy Gurney invented a steam car in 1825, which made an 85-mile road trip in ten hours. In 1897, the London Electric Cab Company produced a fleet of cars known as the Bersey Cabs. This fleet was powered by a 40-cell battery and a three horsepower electric motor. Around the same time, the Pope Manufacturing Company of Hartford, Connecticut, manufactured approximately 500 electric cars over 2 years. Within the first few years of the twentieth century, thousands of electric and hybrid cars were manufactured, but when Henry Ford introduced the assembly line approach to manufacturing cars along with the technology to produce a self-starting engine, the hybrid concept quickly declined.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

The discussion of whether to buy a hybrid car revolves around a variety of issues. Firstly, a country that had a large number of hybrid cars would be less reliant on imported petroleum, which would increase the country's energy security. Last year, for example, the United States imported about thirty-three per cent of the petroleum it consumed, and transportation was responsible for nearly three-quarters of total U.S. petroleum consumption. With much of the world's petroleum reserves located in politically volatile countries, the United States is vulnerable to price spikes and supply disruptions. This has led many countries' governments to offer incentives to people owning a hybrid car.

Another advantage of HEVs is that they achieve better fuel economy and have lower fuel costs than similar conventional vehicles, although because they rely in whole or part on electric power, their fuel economy is measured differently than in conventional vehicles. It must be taken into account that the fuel economy of HEVs is highly dependent on the load carried and the duty cycle, but in the right applications, they can maintain a strong fuel-cost advantage over their conventional counterparts.

The environmental issue is often a deciding factor for those deciding about a hybrid car. Hybrid and plug-in electric vehicles can have significant emissions benefits over conventional vehicles. HEV emissions benefits vary by car model and type of hybrid power system. HEV's also produce no tailpipe emissions when in all-electric mode.

One deterrent for people considering the purchase of a hybrid car is that retail prices are more expensive. While hybrids can save a lot of money on petrol, making the initial investment is often a bit more than some people are willing to make up front. A better way to look at it is as an investment in the future of our planet. People will also realise that they will recoup the difference over time and in the long run save money.

Another negative side for hybrid ownership is the fact that when a hybrid car is in an accident, it is more difficult for rescuers to get people out of the car due to the electric motor and the increased risk of electrocution. The cost of a replacement battery for hybrid cars has also been a concern in the past, with replacements costing thousands of dollars. It should be taken into consideration that these hybrid battery packs are made to last for the life of the car and the warranty covers batteries for somewhere between eight and ten years. The real concern with the batteries for many environmentally conscious folk is toxicity upon disposal. This does not need to be a concern nowadays, however, because most hybrids manufactured today use batteries that can be recycled without a problem.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Questions 27 – 30

*Complete each sentence with the correct ending (**A - G**) below.*

*Write the correct letter (**A - G**) in boxes **27 - 30** on your answer sheet.*

27 The smaller engine of a HEV is

28 The vehicles driven by a mild hybrid system are

29 The electric and traditional systems can be

30 The early development of the hybrid car was

A often plagued by breakdowns.

B used to turn the vehicle's wheels in a parallel hybrid.

C compensated for by the power supplied from the electric motor.

D stopped because of a new type of car production.

E originally funded by the US government.

F always in need of their internal combustion engines while being driven.

G not tested as often as traditional car systems.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

 Telegram @Link_Library

Questions 31 – 39

Complete the notes below.

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

*Write your answers in boxes **31 - 39** on your answer sheet.*

The Pros and Cons of Hybrid Cars

Pros

- Reduces countries' reliance on petroleum and would therefore improve the countries' (**31**) _____.
- (**32**) _____ can therefore be obtained by people buying a hybrid car.
- Hybrids are cheaper on fuel, although the calculation is different for finding out their (**33**) _____, which in turn is also dependent on how much is carried in the car and the vehicle's (**34**) _____.
- Hybrids are better for the environment due to their better emissions, which depend on the vehicle (**35**) _____ and the propulsion operation.

Cons

- The purchase price is higher, although costs of buying (**36**) _____ are lower.
- People should be educated to regard the move as a way of saving the planet.
- The danger of (**37**) _____ when being rescued after an accident is greater.
- Batteries are a worry for some and a (**38**) _____ should be always issued with a purchase.
- Many people are also worried about the disposal of batteries after use, due to the batteries' (**39**) _____.

Question 40

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

*Write the correct letter in box **40** on your answer sheet.*

40 What is the writer's purpose in Reading Passage 3?

A To evaluate the benefits of hybrid cars.
B To document the development of hybrid cars.
C To explain how hybrid cars work and their benefits and drawbacks.
D To explain how technology has driven the development of hybrid cars.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

The table below shows the total amount of road traffic in the London borough of Enfield for the years 2008 - 2015.

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

You should write at least 150 words.

Total Road Traffic in the London Borough of Enfield, 2008 – 2015

Total Traffic on major roads, in thousand vehicle miles, from 2008 – 2015								
YEAR	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**
Pedal Cycles	1542	1594	1710	1712	1626	1213	1017	1360
Motorcycles	6653	6492	6200	5616	5955	6070	6107	6021
Cars	618,673	584,209	603,942	644,208	578,072	610,590	579,516	605,323
Buses & Coaches	8511	8496	8521	7844	9214	8615	8353	7718
Light Goods Vehicles	110,150	104,053	99,240	87,397	90,437	99,579	97,876	115,311
Heavy Goods Vehicles	61,213	71,840	69,095	65,546	61,910	70,687	76,282	70,051
All Motor Vehicles	806,742	776,684	788,708	812,323	747,214	796,754	769,151	805,784

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

> **The fact that enormous sums are paid for pieces of art is not acceptable at a time when many people around the world live in poverty.**
>
> **Discuss this statement and give your opinion.**

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

You should write at least 250 words.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

SPEAKING

PART 1

- Can you tell me about a park near where you live?
- Why do you think people like visiting parks?
- Do you think dogs should be banned from public parks? (Why/Why not?)

Topic 1 Newspapers

- Do you read newspapers? (Why/Why not?)
- Why do you think people like to read newspapers?
- Would you prefer to read a national or local newspaper? (Why/Why not?)
- Do you think the Internet will ever completely replace paper newspapers? (Why/Why not?)

Topic 2 Pets

- Do you have a pet or know of anyone who has a pet?
- What animal do you think makes the best pet? (Why?)
- What are some of the advantages and disadvantages of owning a pet?
- Do you think a pet is a good idea in a house with children? (Why/Why not?)

PART 2

Describe an old person who you know and admire.
You should say:
who this person is and how you know him/her
where this person lives
what this person does from day to day
and explain why you admire this person so much.

PART 3

Topic 1 The Elderly

- What are some of the dangers of retiring too early?
- What problems are created in society by an increasingly elderly population?
- Do you feel people should be responsible for the elderly in their own family? (Why/Why not?)
- What problems do elderly people face today that they didn't face previously?

Topic 2 Pensions and Health

- Do you think pensions should be provided by governments? (Why/Why not?)
- Do you think pensions should be taxed? (Why/Why not?)
- What changes to the health situation for the elderly do you think will happen over the next 50 years?
- What sort of things should elderly people do to give them a good quality of life?

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

PRACTICE TEST 19

LISTENING

Download audio recordings for the test here:
https://www.ielts-blog.com/ielts-practice-tests-downloads/

SECTION 1 *Questions 1 – 10*

Questions 1 – 5

Complete Tony's new customer form below.

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

Alpha Insurance - New Customer Details

Type of Cover	(**1**) _____
Customer's Name	Sarah Bright
Customer's Address	(**2**) _____ Primrose Avenue Perth Western Australia
Customer's Postcode	6151
<u>Customer's Property Details</u>	
Size	approx. (**3**) _____ square metres
Number of bedrooms	3
Other rooms	Bathroom, toilet, kitchen, living room, work room, utility room, garage
Garden	Yes - at front and back
Existing security	Windows have (**4**) _____ Front + back doors have a five lever mortice deadlock Four (**5**) _____ (including in the kitchen) Burglar alarm

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Questions 6 – 9

*What **FOUR** things from the list below (**A - L**) are mentioned as **NOT** being covered by the basic contents insurance policy?*

*Write the appropriate letter (**A - L**) in any order in boxes **6 – 9** on your answer sheet.*

A	Bicycles	**G**	Carpets
B	Cash kept at home	**H**	Company Credit cards
C	Gold	**I**	New locks
D	Jewellery	**J**	Fur coats
E	Passports	**K**	Paintings
F	Valuable stamps or coins	**L**	Tents

Question 10

*What **ONE** thing from the list below (**A - F**) is **NOT** mentioned as being covered by the personal possessions cover policy?*

*Write the appropriate letter (**A - F**) on your answer sheet.*

A A mobile phone

B A laptop

C A camera

D A purse

E A book

F Sunglasses

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

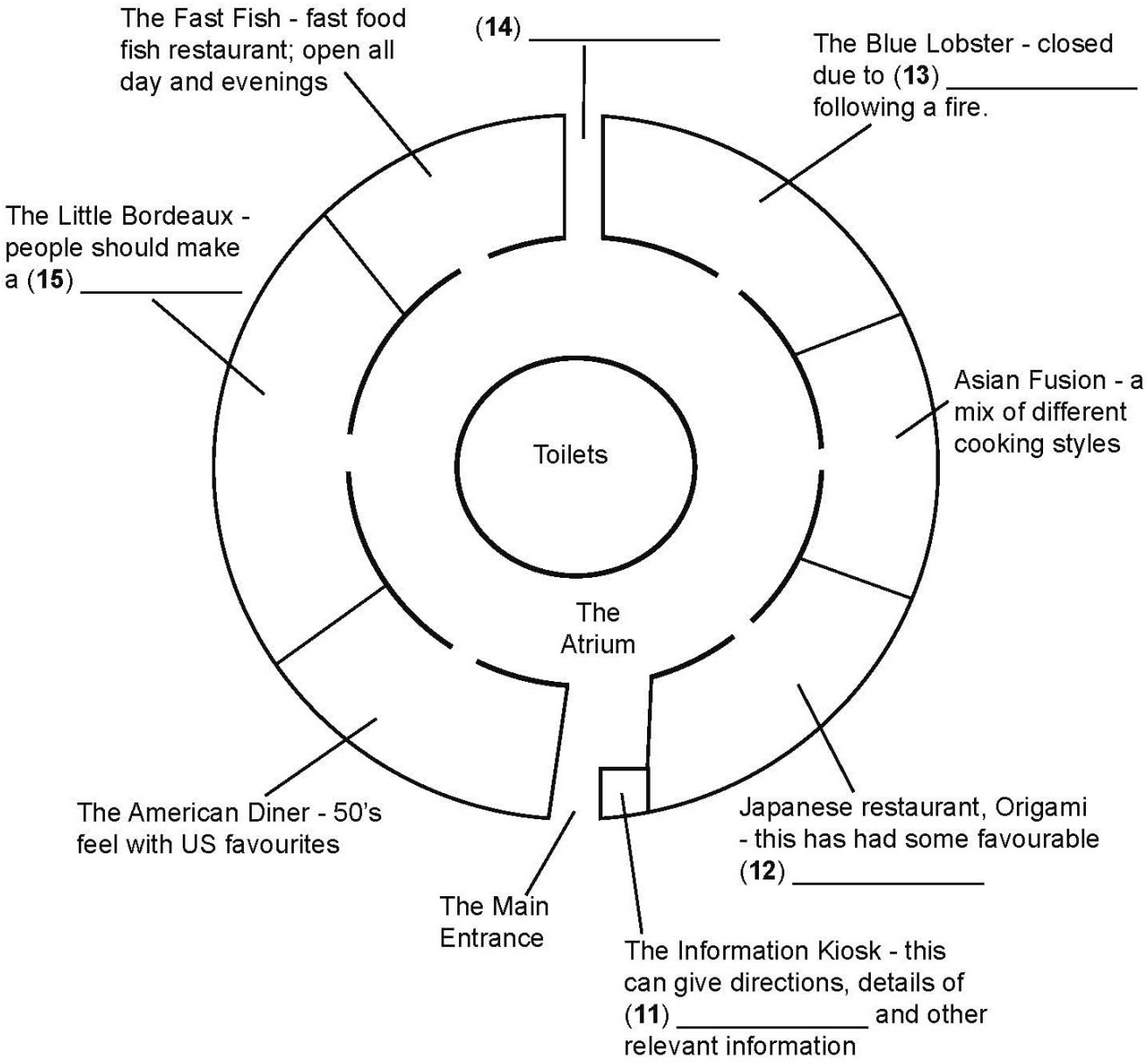
SECTION 2 *Questions 11 – 20*

Questions 11 – 15

Label the plan below.

*Write **NO MORE THAN THREE WORDS** from the listening for each answer.*

Plan of the New Culinary Village



Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Questions 16 – 20

*Questions **16 - 20** state pieces of information regarding the new culinary village. The box below states where this information can be found (**A - G**). Match the information with where it can be found.*

*Choose **FIVE** letters, **A - G**, and write them in boxes **16 - 20** on the answer sheet.*

Information

16 Opening Hours for Public Holidays

17 The Fine Dining Festival

18 Complaining about the Culinary Village's Amenities

19 The Tipping Policy

20 Free Access to the Toilets

Where the information is to be found	
A	The Waiting Staff
B	The Local Newspaper
C	Next to the Menus outside Restaurants
D	The Culinary Village Website
E	The Restaurant Maître D'
F	The Restaurants' Websites
G	The Information Kiosk

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

SECTION 3 *Questions 21 – 30*

Questions 21 – 25

Complete the student notes below.

*Write **NO MORE THAN ONE WORD** from the listening for each answer*

Our Presentation

- The students' presentation will be done at the start of their next (**21**) _____.
- For the criteria knowledge and understanding, examples and analysis, (**22**) _____, we will be graded together and for relevant language usage we will be graded separately.
- Rubrics can be found by consulting the (**23**) _____.
- Emily needs to borrow a (**24**) _____ to finish what she's responsible for.
- The students will need a special (**25**) _____ to link to the projector in the room where their presentation will be.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

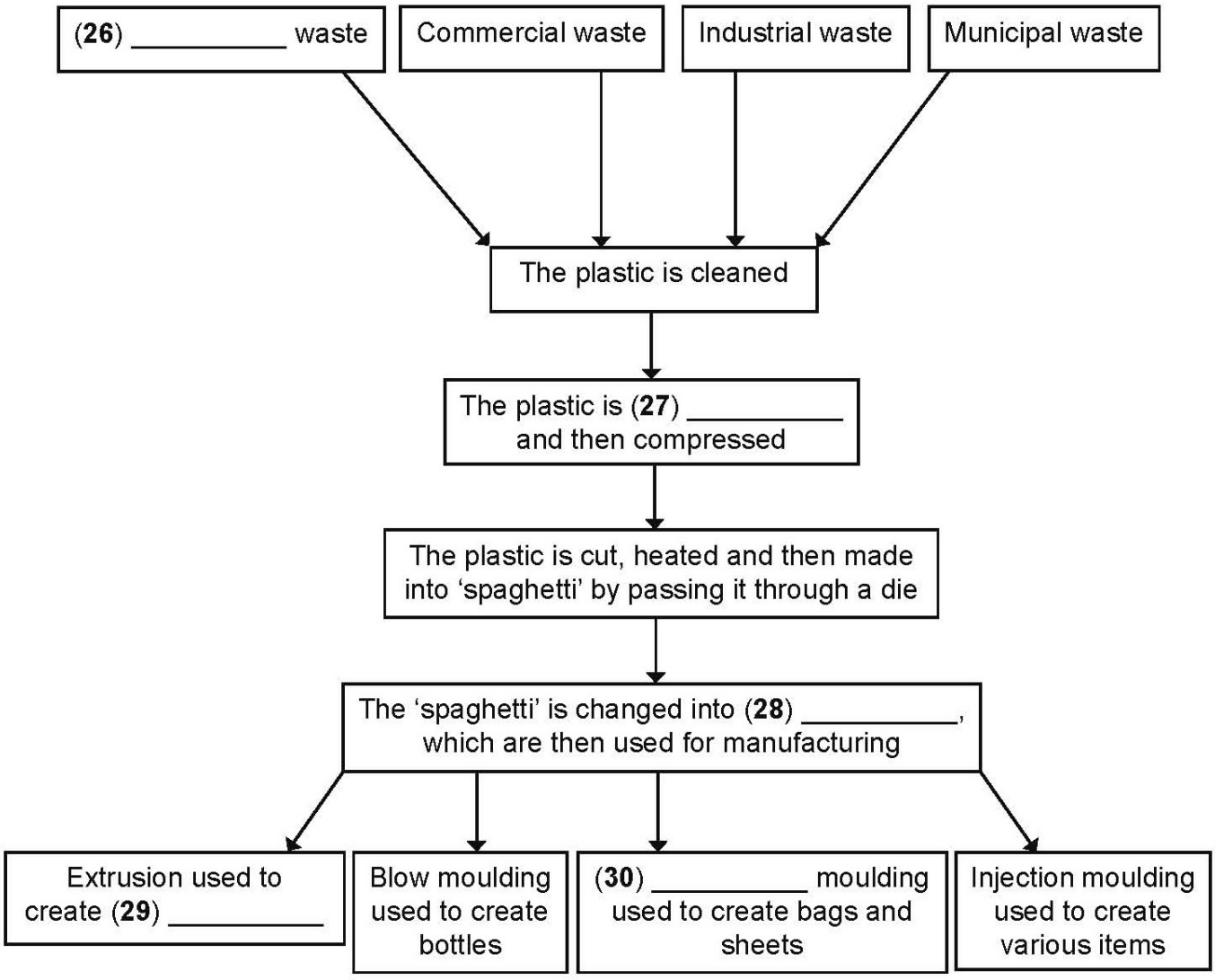
Telegram @Link_Library

Questions 26 – 30

Complete the flow chart describing the process for the recycling of plastic.

*Write **NO MORE THAN ONE WORD** from the listening for each answer.*

The Recycling of Plastic Process



Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

SECTION 4 *Questions 31 – 40*

Questions 31 – 34

Complete the sentences below.

*Write **NO MORE THAN TWO WORDS** from the listening for each answer.*

31 Personality inventories are very often conducted in the form of _____.

32 As personality is made up of a complex synthesis of items, measurement of only one _____ should be avoided.

33 The 5-Factor Model can measure extroversion, emotional steadiness, agreeableness, conscientiousness, and how open people are to a new _____.

34 Research on _____ shows that some components of the 5-Factor Model will be more applicable than others for forecasting job performance.

Questions 35 – 40

Complete the table below.

*Write **NO MORE THAN TWO WORDS** from the listening for each answer.*

Example Personality Inventories	
The Woodworth's Personal Data Sheet (WDDS)	***** The WDDS was initially created to assess potential stress in (**35**) _____ during conflict. ***** The WDDS (and other tests) was later used to avoid employing workers in industry who might cause (**36**) _____ at work.
The Bernreuter Personality Inventory (BPI)	***** The BPI consists of 125 items and produces scores on six variables. ***** The BPI was very popular, but its helpfulness and (**37**) _____ were criticised. ***** The BPI nevertheless continued to be widely used.
The Minnesota Multi-phasic Personality Inventory (MMPI)	***** The MMPI is the most widely used personality inventory for identifying severe (**38**) _____. ***** The MMPI consists of 150 true / false / cannot say statements. ***** Although originally for severe cases, the MMPI is also useful for less severe cases or patients starting (**39**) _____.
The California Psychological Inventory (CPI)	***** The CPI is less extreme than the MMPI and measures various personality traits, some relevant to (**40**) _____.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

READING

READING PASSAGE 1

*You should spend about 20 minutes on **Questions 1 - 13**, which are based on Reading Passage 1 below.*

Speed Cameras - Good or Bad?

Speed cameras register the speeds of vehicles, working so that if a vehicle exceeds the speed limit, the camera will record the number plate and a fine will be issued. Supporters of speed cameras say that they reduce accidents and deaths, but critics say they are merely money generation machines.

New research carried out by a team based at an Australian University claims it has produced evidence to support the use of speed cameras. Dr. Tim Stephan explains. "Although our research was conducted in only three towns, our findings show that, when speed cameras are in place, the number of vehicles that exceed local speed limits is lower, and the number of collisions and the number of people killed or injured are also reduced." These results are topical, because the Australian government has recently claimed that local authorities could have relied too heavily on speed cameras to reduce numbers of road crashes.

Sarah Colley gives further support, saying it's not just the speed itself that is bad. "Inappropriate speed also intensifies other driver errors, such as driving too close or driving when fatigued or distracted, multiplying the chances of these types of driving causing an accident. Even where speed is not the main factor in a crash, it fundamentally affects both the likelihood of the crash occurring, and its severity for those involved."

There are also financial arguments for speed cameras, but not just the revenue generation aspect. UK civil servant Sophie Anderson explains. "Road accidents are extremely expensive in financial terms, both for those involved and for local governments. Safety cameras more than pay for themselves, and so from a purely financial point of view, cutting them does not make sense." Statistics seem to support Anderson's point. A four-year evaluation of the national safety camera programme estimated that the annual economic benefit of cameras in place at the end of the fourth year was over £258 million, compared with enforcement costs of about £96 million. Most savings came from less infrastructure and time needed to deal with accidents.

The police claim that cameras are not about money generation. Police chief Mark Cameron makes the point. "Cameras are an effective way of identifying drivers who would benefit from attending a Speed Awareness Course, and so they provide a good opportunity to re-educate, and not just punish drivers who are caught speeding. Even when drivers are fined and given penalty points, this acts as a warning to the driver to consider his or her driving before they run the risk of being disqualified after being caught too often."

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

 Telegram @Link_Library

John Thatcher, an anti-speed camera campaigner, explains the counter arguments. "Statistics from different local governments show a slight reduction in accident numbers in the nine months since the devices were removed in some towns. This is evidence that speed cameras have a minimal effect on road safety, and are simply a means of generating cash for local governments."

Naturally, strong supporters of speed cameras are the companies that manufacture them. These companies have been criticised sometimes for their cynical tactics in introducing speed cameras. Councillor Jim Beaton clarifies. "It's easy to quiet opposition of speed cameras by saying that the cameras will be installed in school zones. Who wants to be seen as being against improving the safety of children? What the ticket camera companies fail to mention is that they intend to use the school zone cameras to make it easier to push them through everywhere else later. They also don't mention that many of these school zone speed cameras are in use 24/7, 365 days a year, even if school isn't in session."

In response to statistics opposing speed cameras, some local governments have shut them down. This does not mean though that the decision makers don't change their minds. Tom Ellison, the mayor of one New Zealand city, has returned backing for decommissioned speed cameras to support cyclists. "While the number of those killed or seriously injured on our roads has reduced recently, there are still too many incidents, especially those involving pedestrians and cyclists and I have asked officers to start work on preparing speed cameras to be switched back on. These measures will boost other efforts to improve the way we all get around the city, such as the forty kph zones that are currently being rolled out."

One different criticism of speed cameras is that they affect drivers' behaviour. Pete Best, a road safety expert explains. "When a lot of people see speed cameras, they panic break and slow down their cars more quickly than they would normally be expected to on a road. This can lead to the car behind going into the car in front. On roads with higher speed limits, this can lead to cars travelling at markedly different speeds, leading to accidents, rather than preventing them. Road safety is not measured in miles an hour. People should be encouraged to drive safely, rather than just slowly."

It doesn't look like supporters and opponents of speed cameras are going to agree any time soon. However, at a local radio discussion recently, Mrs. Sharon Davis, a telephone caller, made a point that cuts through a lot of the rhetoric. "If all motorists complied with the law and drove within the speed limit in the first place, there would be no need for speed cameras." This is true and maybe it's just down to everyone to drive according to the law.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Questions 1 – 9

*Look at the following statements (questions **1 - 9**) and the list of people below.*

Match each statement with the correct person's initials.

*Write the correct initials in boxes **1 - 9** on your answer sheet.*

1 This person has reversed a decision on speed cameras.

2 This person criticises speed camera manufacturers' strategies in introducing the cameras.

3 This person admits his research is based on limited areas.

4 This person says that the identification of bad drivers for education is a key function of speed cameras.

5 This person says that speed cameras can create the situation of cars being driven at dangerously different speeds.

6 This person claims that speed cameras are just for creating fines.

7 This person says that speeding magnifies other mistakes that drivers make.

8 This person says that speed cameras save governments the costs of dealing with accidents.

9 This person says that if people didn't break the rules, speed cameras wouldn't be needed.

TS	Tim Stephan
SC	Sarah Colley
SA	Sophie Anderson
MC	Mark Cameron
JB	Jim Beaton
JT	John Thatcher
TE	Tom Ellison
PB	Pete Best
SD	Sharon Davis

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

 Telegram @Link_Library

Questions 10 – 13

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

*In boxes **10 – 13** on your answer sheet write:*

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

10 The UK took the idea of speed cameras from its French and German neighbours who first used them.

11 The Australian government has accused local governments of depending too much on speed cameras to reduce accident numbers.

12 A four year evaluation of the national safety camera programme has estimated that the enforcement costs of speed cameras is actually greater than their annual economic benefit.

13 One New Zealand city will use lower speed limits in conjunction with speed cameras.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

READING PASSAGE 2

*You should spend about 20 minutes on **Questions 14 - 27**, which are based on Reading Passage 2 below.*

Glass through the Ages

Paragraph A
From our earliest origins, man has been making use of glass. Archaeologists have discovered that a form of natural glass was the first use of it by man as tips for spears. This was obsidian, which was formed within the mouth of a volcano as a result of sand melting in the intense heat of an eruption. Archaeologists have also found evidence of man-made glass which dates back to 4000 BC. It was not until 1500 BC that the first hollow glass container was made by covering a sand core with a layer of molten glass.

Paragraph B
Glass blowing became the most common way to make glass containers from the First Century BC. However, the glass made during this time was highly coloured, due to the impurities of the raw material. It was not until the First Century AD that colourless glass was first produced and then it could be purposely coloured by the addition of colouring materials. The Romans were accomplished glass makers, however, the skills and technology required to make glass were closely guarded by them and it was not until the Roman Empire disintegrated that skills for glass making spread throughout Europe and the Middle East. Later, the Venetians in particular gained a reputation for technical skill and artistic ability in the making of glass bottles, and a fair number of the city's craftsmen left Italy to set up glassworks throughout Europe. A major milestone in the history of glass occurred with the invention of lead crystal glass by Englishman George Ravenscroft. He attempted to counter the effect of clouding, that sometimes occurred in blown glass by introducing lead to the raw materials used in the process. The new glass he created was softer and easier to decorate and had a higher refractive index, adding to its brilliance and beauty, and it proved invaluable to the optical industry. It's thanks to Ravenscroft's invention that optical lenses, astronomical telescopes, microscopes and the like became possible.

Paragraph C
The modern glass industry only really started to develop in Britain after the repeal of the Excise Act in 1845 relieved the heavy duty that had been enforced. Before that time, excise duties were placed on the amount of glass melted in a glasshouse and this was levied continuously from 1745 to 1845. From 1848, glass was allowed to be manufactured on a larger scale and this led to its larger use in buildings. Joseph Paxton's Crystal Palace at the Great Exhibition of 1851 marked the beginning of the discovery of glass as a building material. The revolutionary new building encouraged the use of glass in public, domestic and horticultural architecture. Early use of building glass was of course to allow vision whilst providing protection from the environment. The glass used in today's windows and facades has more functions, such as security, self-cleaning and fire and noise resistance.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

 Telegram @Link_Library

Paragraph D

Modern glass making is a hi-tech industry operating in a fiercely competitive global market where quality, design and service levels are critical to maintaining market share. Modern glass plants are capable of making millions of glass containers a day in many different colours, although "clear" remains the most in demand. Few people can imagine modern life without glass. It features in almost every aspect of our lives - in our homes, our cars and whenever we sit down to eat or drink. Glass packaging is used for many products. Due to its ability to be sterile, most drinks can come in glass, as can medicines and cosmetics, not to mention numerous foodstuffs.

Paragraph E

With increasing consumer concern for the environment, glass has again come into its own proving itself to be an ideal material for recycling. Glass makes up a large component of household and industrial waste due to its weight and density. The glass component in municipal waste is usually made up of bottles, broken glassware, light bulbs and other items. Adding to this waste is the fact that many manual methods of creating glass objects have a defect rate of around forty percent. Glass recycling is good news for the environment. It saves used glass containers being sent to landfill and less energy is needed to melt recycled glass than to melt down the raw materials, thus saving energy. Every 1,000 tonnes of recycled glass that is used in this way saves 345,000 kWh of energy, 314 tonnes of CO_2, 1,200 tonnes of raw material and 1,000 tonnes of landfill. Recycling also reduces the need for raw materials to be quarried, thus saving precious resources. After glass is collected, it is crushed and melted, and then moulded into new products such as bottles and jars. It may also be used for alternative purposes such as brick manufacture.

Paragraph F

Glass as a material in its own right will always exist. Also, many new applications and manufacturing processes will involve glass in combination with other materials. With the increasing sophistication of opto-electronic devices, there is an increasing need to combine optical and electronic devices for many applications, such as transmission of audio, video and data information. Glasses and ceramics, either alone or composite with other materials, will find increasing application in biological and medical areas. Materials such as photochromic, electrochromic and thermochromic glasses, which respond to external stimuli, are being developed with various and sometimes unusual applications.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Questions 14 – 19

*The text on the previous pages has 6 paragraphs (**A – F**).*

Choose the correct heading for each paragraph from the list of headings below.

*Write the correct number (**i – ix**) in boxes **14 – 19** on your answer sheet.*

i	Trade Disputes over Glass
ii	The First Glass
iii	The Future of Glass
iv	Reprocessing
v	The Early Manufacturers
vi	A Dangerous Method of Production
vii	Glass Today
viii	Military Uses
ix	Ending Taxes and the Implications

14 Paragraph A

15 Paragraph B

16 Paragraph C

17 Paragraph D

18 Paragraph E

19 Paragraph F

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Questions 20 – 23

*Complete each sentence with the correct ending (**A - G**) below.*

*Write the correct letter (**A - G**) in answer boxes **20 - 23** on your answer sheet.*

20 The first glass seems to have been...

21 Glass was often very coloured, due to the...

22 Romans made good glass, but they were...

23 Ravenscroft used lead in his production method to stop...

A ... impure nature of the raw materials used for glass production.

B ... expensive due to the inefficient production methods.

C ... clouding in glass made with the blowing method.

D ... useful as part of a weapon.

E ... important nature of the industry.

F ... secretive about sharing their production methods.

G ... dark and cracked products that were produced.

Questions 24 – 27

Answer the questions below.

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

*Write your answers in boxes **24 - 27** on your answer sheet.*

24 In what year was tax on glass production abolished?

25 What is the most popular colour for glass today?

26 What alternative use for recycled glass is given in the text?

27 To what will photochromic, electrochromic and thermochromic glasses be made to respond to?

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

READING PASSAGE 3

*You should spend about 20 minutes on **Questions 28 - 40**, which are based on Reading Passage 3 below.*

Building the Hoover Dam

On July 7th 1930, the construction of the Hoover Dam began. Over the next five years, a total of twenty-one thousand men would work ceaselessly to produce what would be the largest dam, as well as one of the largest man-made structures of its time.

Although the dam would take only five years to build, its construction was nearly thirty years in the making. Arthur Powell Davis, an engineer from the Bureau of Reclamation, originally drew up his engineering report for the Hoover Dam back in 1902, and it was this that was the basis of the construction project, when plans were finally made to begin the dam in 1922.

Herbert Hoover, the 31st president of the United States and a committed conservationist, played a crucial role in making Davis' vision a reality. As secretary of commerce in 1921, Hoover devoted himself to what would become the Hoover Dam in Boulder Canyon, Colorado. The dam would supply flood control, which would prevent damage to downstream farming communities that suffered each year when snow from the Rocky Mountains melted and joined the Colorado River. The dam would allow better farming opportunities with the expansion of irrigation in the desert, and it would also provide a supply of water and electricity for the city of Los Angeles and other towns of southern California. The Boulder Dam generates, on average, 4 billion kilowatt-hours of hydroelectric power each year for use in Nevada, Arizona, and California - enough to serve 1.3 million people. From 1939 to 1949, the Boulder Powerplant was the world's largest hydroelectric installation and today it is still one of the largest in the US.

Even with Hoover's backing and a regional consensus regarding the need to build the dam, congressional approval and individual state cooperation were slow in coming. For many years, Colorado River water rights had been a source of contention among the western states bordering it. To address this issue, Hoover negotiated the Colorado River Compact, which broke the river basin into two regions. Hoover then had to introduce and re-introduce the bill to build the dam several times over the next few years, before the House and Senate finally approved it in 1928. Once negotiations and preparations were made, the Hoover Dam's construction went forward quickly. The contractors finished their work two years ahead of schedule and millions of dollars under budget.

Just before the onset of building, the dam location was shifted from Boulder Canyon to Black Canyon. The United States' Great Depression ensured that there were plenty of men in need of work, who would come to this desolate, wild, and hot area to earn a living. Arriving with families, a tent community was born. No electricity, an average temperature of 119 degrees Fahrenheit (48 degrees Celsius) during the day, poor sanitary conditions and poor water set the stage for communities known as "Ragtowns." In order to improve their quality of life and to save people from disease, electricity came to the area and Boulder City was established. A school, church, post office and other supporting facilities were created for the families.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

 Telegram @Link_Library

Before the dam construction could begin, the Colorado river needed to be re-routed through tunnels. This would allow the water to bypass the dam foundation site and later on to be used for the electric plant generators. Building tunnels directly through the canyon rock walls required dynamite, rock removal and structure for support to be built. Great hazards were created in the tunnels. The use of machines could cause carbon monoxide poisoning and, of course, there was the blasting and drilling in the rock, which was also dangerous work. Once the first two tunnels were in place, cofferdams were built to divert the Colorado River. These two cofferdams were constructed in order to isolate the construction site, and protect it from flooding. Before the cofferdams could be constructed, 250,000 cubic yards of river silt had to first be removed to provide a firm foundation. Construction of the upper cofferdam began in September, 1932, even though the river had not yet been completely surveyed. Work on the lower cofferdam was delayed because of flooding. The cofferdams were completed before the spring floods of 1933 and the engineers watched nervously the dams successfully holding back the water. This allowed the dam construction to begin.

As in any construction project, the dam's base was a major factor in building an enduring structure. This required the men to excavate the mud and muck at the river bottom. With the aid of power shovels, the men removed over half a million cubic yards to reach bedrock forty feet below. Simultaneously, the "high scalers" worked the canyon walls. Earning $5.60 a day, this was one of the highest paying jobs at the site. These men would blast the walls to create a smooth joining surface for the dam.

The hydroelectric system had to be included within the structure of the dam. For efficient use for power generation, the intake had to be as far above the turbines as possible (a high 'head'). The water intake at the Boulder Dam comes in through filters half way down the dam's wall. The water flows down through a waterway known as the penstock, until it comes into contact with the turbines. The water then flows down pipes to the bottom of the dam, where it rejoins the river. The turbines rotate long steel poles that go up to the generator, where the turning creates the magnetic field, which in turn generates electricity. The electricity leaves the generator and goes to a substation, before being carried by power lines to its places of use.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Questions 28 – 31

Complete the sentences below.

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

*Write your answers in boxes **28 - 31** on your answer sheet.*

28 The construction plans for the Hoover Dam were based on a 1902 _____ by Arthur Powell Davis.

29 Farms downstream on the Colorado River would be protected by the _____ regulation that the Hoover Dam would provide.

30 Farming would also be assisted by the increased _____ that the water from the Hoover Dam reservoir would provide.

31 There had long been friction between western states over the _____ to use the Colorado River's water.

Questions 32 – 37

Do the following statements agree with the views of the writer of the text?

*In boxes **32 - 37** on your answer sheet write:*

YES	*if the statement agrees with the writer's views*
NO	*if the statement doesn't agree with the writer's views*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

32 Hoover was responsible for an agreement over water access for the relevant western states.

33 The building of the Hoover Dam was in part financed by the issue to part-ownership shares.

34 Early in the Hoover Dam's construction, the planned site was changed.

35 Extra police had to be drafted in to cope with workers striking over working conditions and pay.

36 During the dam's construction, the Colorado River's water flow did not need to be diverted.

37 A large amount of river mud had to be added to the location of the dam, so that a firm base could be created.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

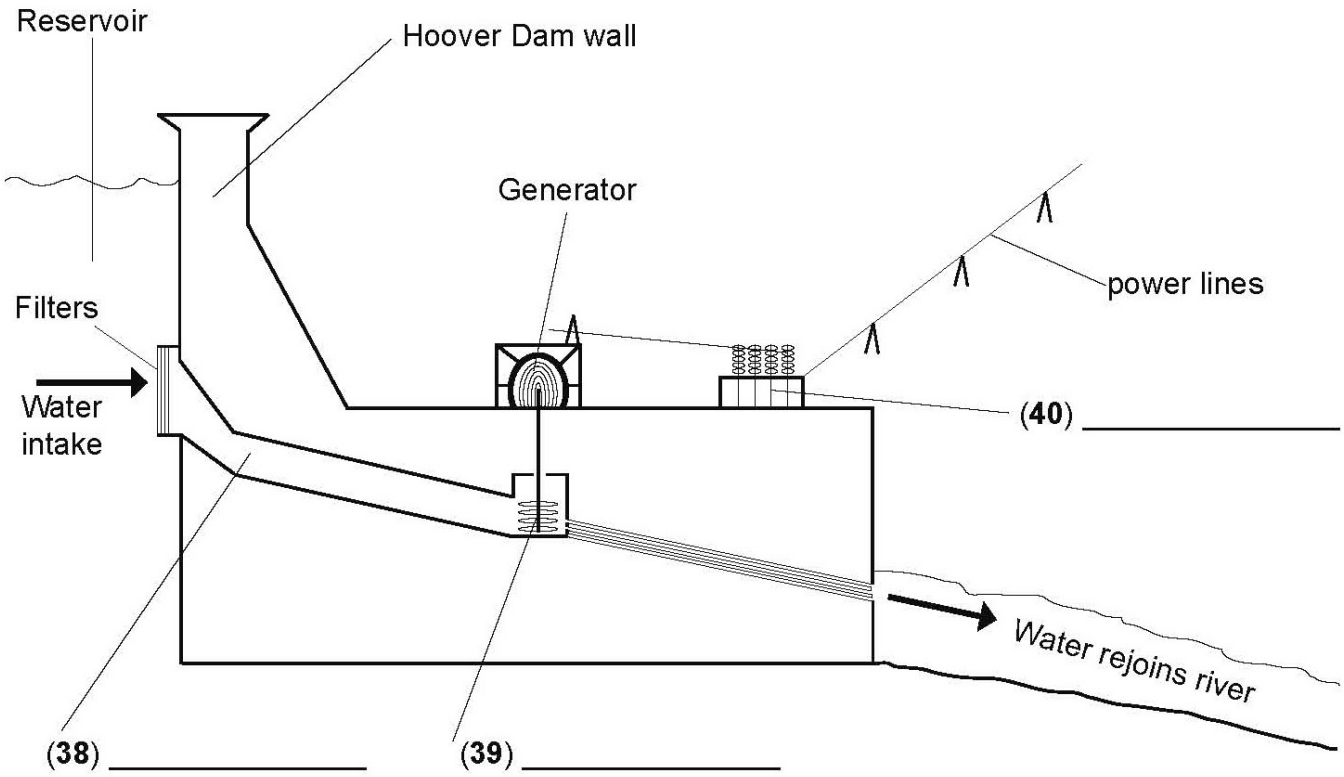
Questions 38 – 40

Label the diagram below.

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

*Write your answers in boxes **38 - 40** on your answer sheet.*

THE HOOVER DAM HYDROELECTRIC SYSTEM



Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

WRITING

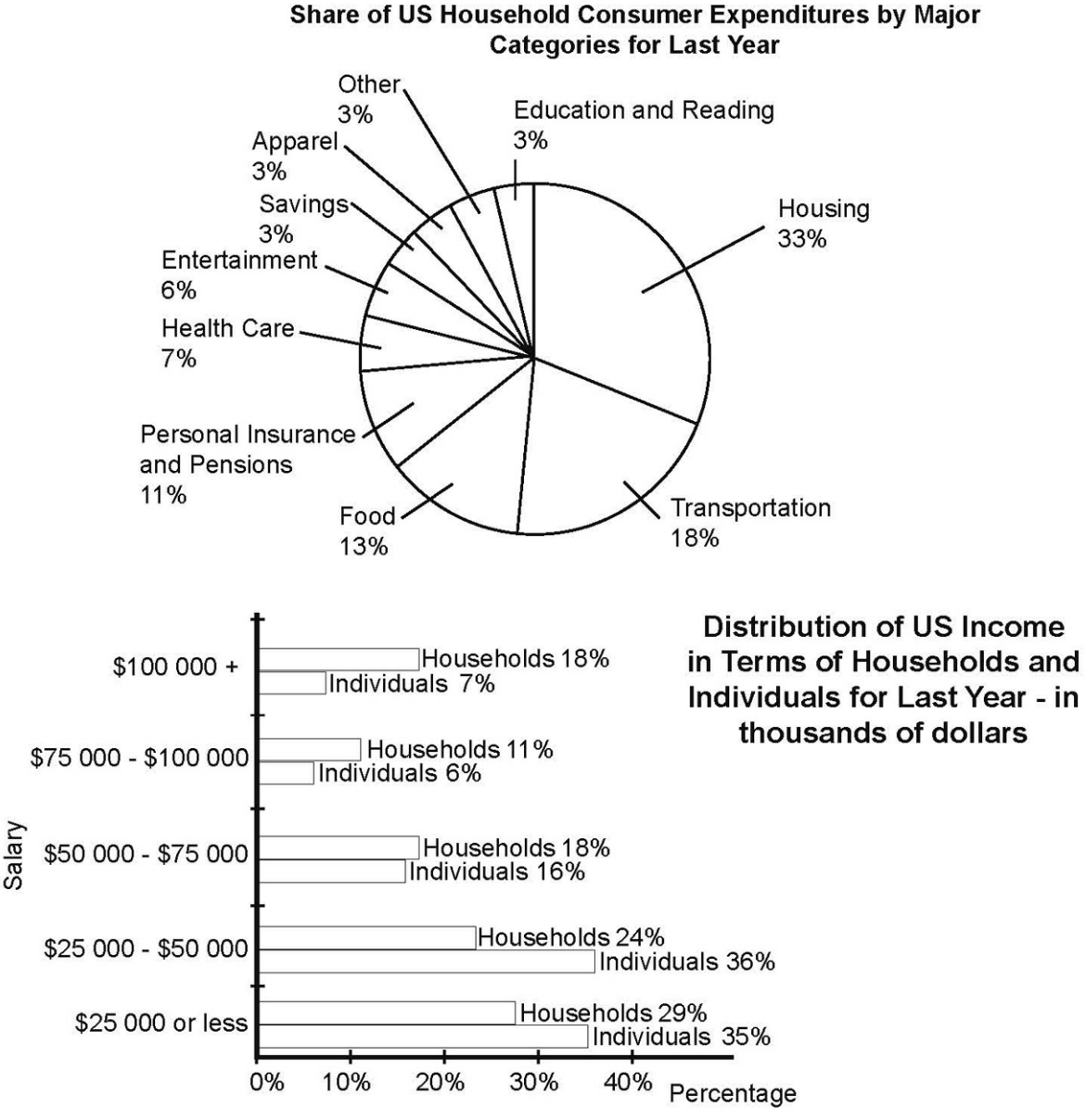
WRITING TASK 1

You should spend about 20 minutes on this task.

The pie chart below shows the share of US household consumer expenditures by major categories for last year. The bar chart shows the distribution of income in terms of households and individuals for the same year.

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

You should write at least 150 words.



Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

> **In some countries, boys and girls are educated separately after the age of about ten years old.**
>
> **Discuss this view and give your opinion.**

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

You should write at least 250 words.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

SPEAKING

PART 1

- Can you tell me a little about your family?
- How often do you get to meet up with all your family?
- Do you feel it's important to keep strong family connections? (Why?)

Topic 1 Parties

- Do you like going to parties? (Why/Why not?)
- What do you think makes a good party?
- What kinds of things happen at a party in your country?
- What kinds of things do you need to think about if you're planning a party?

Topic 2 Bicycles

- Do you ever use a bicycle to travel?
- What are some of the benefits of using a bicycle?
- Do you think bicycles will be used more or less in the future? (Why?)
- How can governments encourage people to use bicycles more?

PART 2

Describe a successful businessman/ businesswoman that you know.
You should say:
who he/she is and how you know him/her
what his/her business is
how you think this person's business will do in the future
and explain why you think he/she is successful.

PART 3

Topic 1 The Business World

- What is the business environment like in your country?
- How important is it to speak English in the business world?
- How important is customer service in your country?
- What kind of character should a successful businessman have?

Topic 2 Motivation and Leadership

- What motivates you when you are at work or study?
- What can businesses do to better motivate their workforces?
- What qualities does a successful leader have?
- Do you think that people can learn to be an effective leader? (Why/Why not?)

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

PRACTICE TEST 20

LISTENING

Download audio recordings for the test here:
https://www.ielts-blog.com/ielts-practice-tests-downloads/

SECTION 1 *Questions 1 – 10*

Questions 1 – 5

Complete Liz's new student form below.

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

The Modern Cookery School
New Student Form

Name:	Luke (**1**) _____
Phone:	07770 376 (**2**) _____ (mobile)
Address:	(**3**) _____ Albert Road, Bradstock
Postal Code:	(**4**) _____ 8AF
Payment:	Luke will pay in (**5**) _____ by direct debit every month

Questions 6 – 10

Answer the questions below.

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

6 For how long will Luke's whole cooking course last?

7 Where can Luke watch the lesson that he has missed?

8 What should Luke sign up for if he wants to know a lot about Indian cooking?

9 What must students bring to every cooking course?

10 How will the end of the course be celebrated?

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

SECTION 2 *Questions 11 - 20*

Questions 11 – 13

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

*Write the correct letter in boxes **11 - 13** on your answer sheet.*

11 How did the village council find out the views of the village residents?

A All the village residents were visited personally.
B A postal survey was carried out.
C All village residents were surveyed by telephone.

12 Why did the original children's playground have to close?

A The village park was extended.
B A traffic congestion plan.
C The county council ordered it closed.

13 The ground by the village hall is possibly not feasible as a site for a children's playground due to

A the costs of buying the land.
B an existing structure on the land.
C local resident objections.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Questions 14 and 15

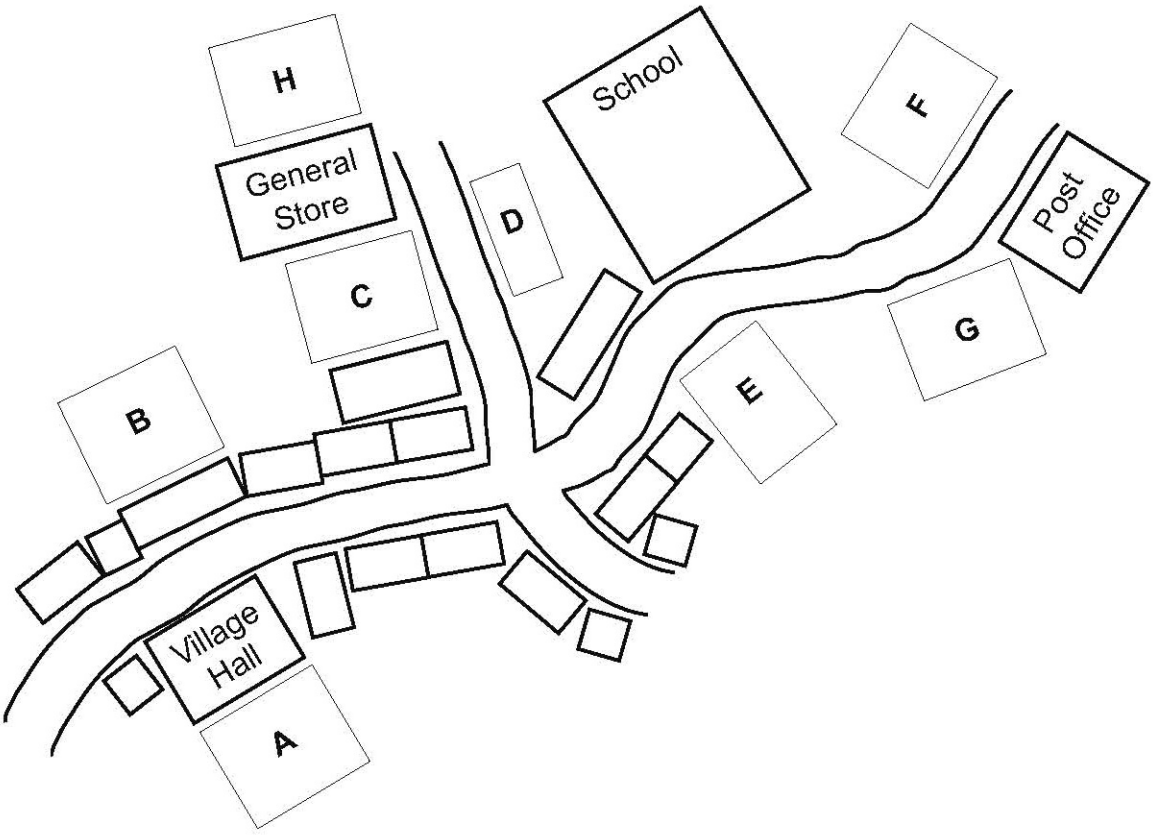
*Identify the last **TWO** of the three proposed locations of the village's new children's playground.*

*Choose **TWO** letters (**A - H**) from the plan below and write them in any order in boxes **14 and 15** on your answer sheet.*

Question **14** _____

Question **15** _____

Proposed Locations for the New Children's Playground



Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Questions 16 – 20

Match the issue discussed by the village council with the action.

*Choose **FIVE** letters from the box below, **A - J**, and write them on the answer sheet.*

Issue Discussed by the Village Council

16 The village Youth Club

17 The village Post Office

18 The village Annual Fair

19 The village council elections

20 Power cuts in the village

Action Taken

A Nothing will be done

B The people concerned will be reported to the Police

C The people concerned will be visited

D The people concerned have resolved the problem through maintenance

E The people concerned have been written to

F The people concerned will be replaced

G The people concerned have changed the relevant location

H The people concerned should wait for further details to be made public

I The people concerned have been visited

J The people concerned have employed a company to look into the issue

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

SECTION 3 *Questions 21 – 30*

Questions 21 – 24

Complete the sentences below.

*Write **NO MORE THAN TWO WORDS** from the listening for each answer.*

21 The students' project for the competition is about generating power from wind at a _____ location in the local area.

22 The students will try and create an apparatus that is _____ than the models already on the market.

23 As the students' apparatus will not be installed by qualified _____, users will not be able to sell their excess production.

24 The students decided not to focus their design on _____ wind turbines.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

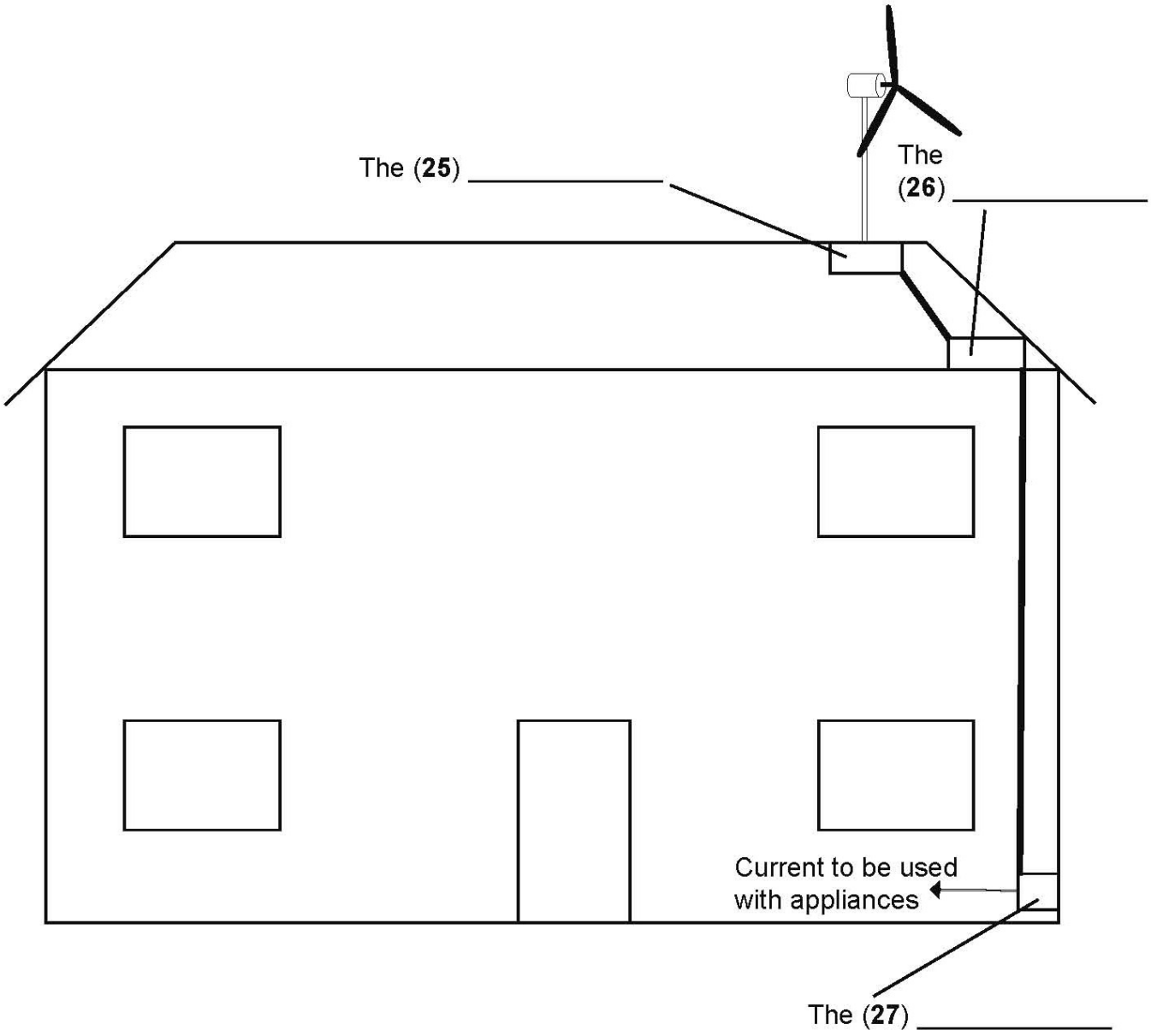
Telegram @Link_Library

Questions 25 – 27

Label the diagram below.

*Write **NO MORE THAN TWO WORDS from the listening** for each answer.*

Domestic Wind Power Generation



Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Questions 28 – 30

Complete Johnny's notes below.

*Write **NO MORE THAN ONE WORD** from the listening for each answer.*

Notes on Our Competition Project

All three of us will research the (**28**) _____ that is already in roof generation models on the market. We will make notes on ideas and designs that we like.

This fits the competition rules – our research will only be on models with no (**29**) _____ and in the public domain.

We'll meet next week at the same time and in the same place – we'll have 6 six months to create our apparatus after that.

Amy will look into getting a (**30**) _____ to help us buying the parts – maybe her bank (we'll need to use the bank's logo).

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

SECTION 4 *Questions 31 – 40*

Questions 31 – 34

Complete the flow chart describing the process for genetically modifying plants.

*Write **NO MORE THAN ONE WORD** from the listening for each answer.*

The Process of Genetically Modifying Plants

Find a plant with a desired (**31**) _____.

↓

Remove the relevant gene from the plant's DNA.

↓

Attach the removed gene to a (**32**) _____ (bacterial DNA - plasmid).

↓

Attach a marker gene to identify the new gene (optional).

↓

The new gene then reproduces.

↓

The new genes are inserted into the plant to be modified (2 ways of doing this).

Insertion can be done by attaching the new genes to tiny particles of gold or tungsten (both are chemically inert and therefore non-reactive).	Insertion can be done by infecting plant tissue with a bacterium from the (**33**) _____ (the bacterium is also modified, so that it doesn't affect the plant).

↓

The GM plant is grown and checked by leaving the plant to (**34**) _____ and then re-growing the descendants and monitoring the new gene (this latter process is repeated).

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Questions 35 – 40

Complete the notes below.

*Write **NO MORE THAN TWO WORDS** from the listening for each answer.*

The Benefits and Safety of GM Foods

- Benefits depend on the alteration:

  e.g. Soybeans with modified fatty acid to create better oil for (**35**) _____.
  Plants that require less water.

- Safety issues are often the same for conventional foods.
- A safety assessment is implemented before GM material enters the (**36**) _____ – various tests are done.

- Because pre-market safety assessment is accepted as assuring GM food safety, post-market monitoring is not necessary to test for long-term adverse health effects.
- The (**37**) _____ of post-market monitoring to test for long-term adverse health effects would be difficult.
- (**38**) _____ long-term effects on health would also be difficult to measure.

- GM food grown to feed (**39**) _____ can also be regarded as safe if it is fed to humans as the same safety assessments usually apply.
- The usual (**40**) _____ is now to ensure that GM food only for livestock is now also assessed for human consumption - this allows for the possibility of accidental mixing of different animal feeds.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

READING

READING PASSAGE 1

*You should spend about 20 minutes on **Questions 1 - 13**, which are based on Reading Passage 1 below.*

The Welsh in Argentina

In the middle of the 19th century, some individuals in Wales and the United States were inspired by the idea of establishing a Welsh settlement in Argentina. Their hope was that the Welsh could live and keep their language and traditions alive, without any external influences. At first sight, it is curious that some Welsh were of U.S. origin, but Welsh travelers had headed earlier towards North America. The problem in the U.S. was that American society had a strong influence on the language and traditions of Welsh migrants. Some therefore decided to set up colonies in other somewhat far-away places of the world, so that the lack of contact with other cultures would encourage the preservation of their own culture. They finally chose Patagonian Argentina, due to its isolation and because the Argentine government offered a grant of twenty-five acres of land per family.

Initially, it was problematic to raise funds and gather public support and the long negotiations with the Argentine government were very difficult. However, the first group of Welsh settlers finally began the long journey to Patagonia on the 28th May 1865. Some 150, in total, sailed from Liverpool on board the Mimosa.

The reality of life in Patagonia, a barren and inhospitable place, was to prove extremely challenging for the early settlers. The settlers had to face many adversities, such as bad harvests, floods and the lack of a direct way out to the ocean in order to sell their goods. Some of them, as a result, decided to emigrate to other areas. The population decreased and because of this, it became important that more Welsh came from Wales. Some of the settlers went back to Wales in order to convince them and two more waves took place during the years 1874 and 1876. In time, the settlers established their own Welsh-speaking communities, where they built farms and schools.

By the mid-twentieth century, the influx from Wales had ceased altogether and people of different cultural backgrounds from other parts of Argentina migrated to the territory. During this time, there was little connection between Wales and Patagonia, because of the two world wars, and the depression years of Argentina. The Welsh community was at that time in a minority and, when the first generations of Welsh colonists disappeared, the sense of relationship between Wales and Patagonia weakened and Welsh cultural activity was drastically reduced.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

 Telegram @Link_Library

This decay of the settlers' Welsh traditions continued. Although Argentina had gained independence in 1816, it wasn't until the 20th century that Spanish became the official language of the country. This and the process of the Argentinian authorities becoming actively involved in the governance of the settlement made the Welsh settlers more and more Argentinian and less and less Welsh. The number of people speaking Welsh in Patagonia also reduced rapidly during the early twentieth century. However, the 1960's saw a revival in relations between Wales and Patagonia, which led to an increase in interest in all things Welsh amongst the descendants of the first settlers. Many Welsh people visited the region in 1965 to celebrate the colony's centenary and since then, the number of Welsh visitors has increased.

Today, the Welsh Institute, which is responsible for gathering data on Welsh culture there, has reported that out of approximately 150,000 people living in the province where the Welsh areas of Patagonia are located, there are approximately 20,000 who are descendants of the Welsh. Many of them speak Welsh naturally, and many more are able to speak Welsh to differing levels. The latter are people and children, who either have received some amount of Welsh at home, or have learned Welsh as a second language in the classroom. Approximately six hundred people of all ages take up learning Welsh as a second language annually. The Welsh heritage of Patagonia is visible throughout the entire province, even in villages in the middle of the Patagonian desert, with Welsh names and signs seen in the street on the shop fronts. Educators are sent to teach the language and to train local tutors, and there is some sort of prestige in knowing the language, even among those who are not of Welsh descent. The Welsh language education is mainly funded by the Welsh government and other UK institutions.

It seems like a wonderful story, but not everyone agrees with this point of view. Academics researching aspects of Welsh involvement in Patagonia say the migration has to be seen now more as cultural colonialism than a benign settlement of the region. This act of migration was underpinned by a contradiction. Those involved were fleeing England's cultural dominance while failing to grasp that they would pose the same threat to indigenous Patagonians. Some opponents feel that Wales' involvement in the region has escaped the criticism levelled at, for example, British expansion in places like India and Africa, because received wisdom has always portrayed the Welsh as colonised and disempowered. Finally, modern anthropological researchers have reported that there are no actual native Welsh speakers remaining in Patagonia. Claims about Welsh language speakers actually refer to second language speakers or language learners. Nevertheless, there are currently three bilingual Welsh-Spanish schools in Patagonia.

Whatever the point of view, there is no escaping the fact that there is now a small island of Wales in the centre of Argentinian Patagonia.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Questions 1 – 6

Complete the sentences below.

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

*Write your answers in boxes **1 - 6** on your answer sheet.*

1 The Welsh settlers wished to found a settlement in Patagonia to not only nurture their culture, but also their _____.

2 The early Welsh settlers in the U.S. noticed that their language and culture were particularly affected by _____.

3 The Argentinian government gave the new Welsh settlers twenty-five acres of land per family, but not before lengthy _____.

4 Poor harvests and floods were just two of the numerous _____ that the first settlers faced in Patagonia.

5 Visits to Wales by settlers in led to further _____ taking place.

6 The world wars and period of _____ in Argentina ensured few relations between Wales and Patagonia in the mid twentieth century.

Questions 7 – 10

Answer the questions below.

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

*Write your answers in boxes **7 - 10** on your answer sheet.*

7 In which century did Spanish become the official language of Argentina?

8 What did many Welsh visitors come to Patagonia to celebrate in 1965?

9 Which organisation in Patagonia collects information on Welsh culture?

10 About how many people today take up learning the Welsh language in Patagonia every year?

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Questions 11 – 13

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

*Write the correct letter in boxes **11 - 13** on your answer sheet.*

11 What example is given of current Welsh help to foster Welsh culture in Patagonia?

A Teachers are sent out
B Argentinian Welsh speakers are given scholarships to study in Wales
C New emigration is funded
D Cultural events are sponsored

12 What contradiction is identified by academics regarding cultural colonialism?

A Many settlers experienced a worse life in Patagonia than back in Wales
B The settlers escaping from English cultural colonialism inflicted it on indigenous Patagonians
C The settlers who wanted to preserve their Welsh identity intermarried with the indigenous Patagonians
D The settlers were there, but not in a location that they wished

13 Why is it stated by some critics that the Welsh settlement was not classed as colonialism?

A Because the Welsh settlers were welcomed by the indigenous Patagonians
B Because Wales as a country was too weak and itself colonised
C Because the Welsh settlers were happy to include the indigenous Patagonians in their villages
D Because the Welsh settlers embraced Argentine nationality

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

READING PASSAGE 2

*You should spend about 20 minutes on **Questions 14 - 27**, which are based on Reading Passage 2 below.*

The Greatest Animal Migrations

Massive animal migrations are among nature's most inspiring events. Whether by wing, fin or hoof, the distance some creatures travel in search of a new habitat is paralleled only by what they endure to survive.

A The Leatherback Turtle

Most sea turtles migrate seasonally between foraging and nesting grounds in spring and summer. Often, these migrations take them hundreds and even thousands of miles. The leatherback turtle is the record holder, travelling an astounding ten thousand miles or more each year in search of jellyfish, crossing the entire Pacific Ocean from Asia to the West Coast of the US. Sea turtles nest in tropical and subtropical regions around the globe. Both males and females will migrate to nesting areas to breed, generally in the area where they were born. It is not known exactly how adult turtles are able to navigate to their birth beaches, however, researchers think they may use a number of clues such as the Earth's magnetic field and water chemistry. Also, while research efforts on nesting beaches are ongoing, relatively little is known about how leatherbacks exploit oceanic pathways.

B The Dragonfly

Dragonflies are capable of long-distance migrations, but until recently, scientists had no idea how far they travelled. In 2009, scientists discovered an eight to fifteen thousand mile dragonfly migration route that spanned from India to the Maldives, the Seychelles, Mozambique, Uganda and back again. Incredibly, the epic migration spans four generations of dragonflies, with each generation playing its part in the journey much like a relay race. It is easily the longest insect migration ever discovered and migrating insects might be the foundation of an airborne ecosystem that wings its way north and south from year to year. The migratory patterns and apparent decision rules of dragonflies are strikingly similar to those proposed for songbirds, and may represent a general migration strategy for long-distance migration of organisms with high self-propelled flight speeds.

C The Wildebeest

Perhaps the most famous animal migration is the journey of Africa's Serengeti wildebeest herds, which travel by the millions in search of greener pastures. The great Serengeti wildebeest migration is the movement of vast numbers of these Serengeti animals, accompanied by large numbers of zebra, and smaller numbers of Grant's gazelle, Thompson's gazelle, eland and impala. They migrate throughout the year, constantly seeking fresh grazing and, it's now thought, better quality water. The precise timing of the Serengeti wildebeest migration is entirely dependent upon the rainfall patterns each year.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

D The Caribou

North America's caribou populations migrate the furthest of any terrestrial mammal, a journey that can span more than three thousand individuals in a group annually. As summer approaches, caribou herds head north in one of the world's great large-animal migrations. They may travel more than nine hundred and sixty-five kilometers along well-trodden annual routes. At the end of their journey, they spend the summer feeding. In these rich grounds, an adult caribou can eat five kilograms of food each day. This is where they will breed. When the first snows falls each year, the caribou turn south and complete the migration cycle. They spend the winter in forested areas for easier foraging and survive by feeding on lichens. Caribou have large hooves that are useful tools for life in the harsh northlands. The hoof's underside is hollowed out like a scoop and used for digging through the snow in search of food. Its sharp edges give the animal good grip on rocks or ice.

E The Zambian Fruit Bat

Although only a few bat species are migratory, the ones that travel seasonally do so in spectacular fashion. In fact, the world's largest air mammal migration is the annual journey of Zambia's straw-colored fruit bats. An astounding eight million Zambian fruit bats blanket the air during the migration, as they travel to feed on their favorite delicacy, the musuku fruit. The concentration of the bats is very dense during the migration, with up to hundreds of bats per square metre. When they are busy clinging on tree branches, the snakes and crocodiles are always waiting to devour the unlucky bats which fall below the trees. Where bats live is dependent on the availability of food. When the food supply declines, bats have two options. They can hibernate to pass through the low or non-existent food supply period, or migrate to a place with a more abundant food supply. In some areas, bats will also do a combination of both.

F Baleen Whales

While many of the world's species of marine mammals migrate, none go the distance like giant baleen whales. The gray whale, which travels as far as fourteen thousand miles round trip annually, and the humpback whale, which travels as far as sixteen thousand miles round trip annually, migrate a greater distance than any other mammal on Earth. Before they migrate, Baleen whales feed a lot in colder waters to store up enough food to make the trip and to compensate for the lack of prey in the warmer waters, where they migrate for the winter. As it's warmer, they use less energy, and thus need less food to live. Without the pressures of feeding, baleen whales turn their attention to another matter: calving. Breeding and birthing takes place in the warmer waters, and baleen whale calves remain in the area with their mothers for a while, gaining strength and size for the colder waters.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Questions 14 – 21

*Look at the following statements (questions **14 - 21**) and the list of animal migrations (**A - F**) below.*

Match each statement with the correct animal migration.

*Write the correct letter (**A - F**) in boxes **14 - 21** on your answer sheet.*

A if the statement refers to the leatherback turtle.

B if the statement refers the dragonfly.

C if the statement refers to the wildebeest.

D if the statement refers to the caribou.

E if the statement refers the Zambian fruit bat.

F if the statement refers to baleen whales.

14 This animal's migration depends on rainfall patterns.

15 Some of these animals migrate, but some do not move and hibernate.

16 It's thought this animal may use the Earth's magnetic field to navigate during the migration.

17 This animal spends lots of time building up its food intake to live off during the trip and winter.

18 It has only recently been found out how far this animal migrates.

19 This animal's feet are well adapted to its winter habitat.

20 This animal dies during its migration.

21 This animal can migrate further than any other.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Questions 22 - 26

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

*In boxes **22 – 26** on your answer sheet write:*

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

22 It's been proved that leatherneck turtles take advantage of a variety of ways to find their way to their birth beaches.

23 The Wildebeest joins other animals during its migration.

24 The caribou migration draws human hunters from all over North America.

25 Zambian Fruit Bats provide are an important source of food for predators during the bats' migration.

26 Baleen whales breed during the winter.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

READING PASSAGE 3

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

The Sauna

Paragraph A
Two thousand years ago, the itinerant Finns established a fur trade with Central Europe and gave up their wandering ways. As their numbers increased, they moved inland, turning to the soil for sustenance. Anthropologists know little about the Finns before the Middle Ages; therefore, the origin of the sauna is in question. Most researchers agree that Finns always had some form of sweat bath, as did most people around the world. It was one of the simplest and most efficient ways to satisfy people's innate need to keep clean. When the Finns were nomadic, they probably used a sweat lodge they could take with them, similar to those carried by the American Indians and still seen among nomadic tribes in central Asia. The first sauna was dug into an embankment in the ground with plank sides. Later saunas were built above ground with wooden logs for the floor, walls and roof. Rocks were heated in a stone stove with a wood fire until the rocks were super hot. This room did not have a chimney, but a small air vent in the back wall. It was a half-day process to heat this type of room and when the sauna reached the required temperature, the bathers entered after the smoke cleared. The walls and ceiling would become dark black and so this original sauna was called "savu" (Finnish for smoke).

Paragraph B
In the early 18th century, Scandinavian saunas lost their functional use in society and gathered opponents in Europe. The opponents of the sweat bath in Finland, Norway and Sweden were a coalition of economists, who maintained it wasted firewood. Their claims were not unfounded. People traditionally took a sauna every day, which consumed a considerable amount of firewood. Furthermore, the outside saunas rotted faster than other buildings, seldom lasting more than twelve years, and they were in need of constant renovation. This put pressure on family and community finances. Finns were under great duress from the Swedes to abandon the sauna. Propagandists warned against its harmful effects, claiming they caused illness, convulsions, tumors, premature loss of vision, and that they were particularly dangerous for children.

Paragraph C
The explosion of World War II halted this declining trend. Food became scarce, theaters and other forms of entertainment closed and life became bleak. Sauna was one of the few pastimes people could enjoy. The military also found the sauna essential. They used tents with special sauna heating units as means of delousing the soldiers and boosting morale. Often, a sauna left by an evacuated villager was repaired and heated by the freezing troops. After the war, the upward trend continued, helped by new companies creating better and cheaper to run saunas.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

 Telegram @Link_Library

Paragraph D

In modern times, the benefits of the sauna are known around the world. Although sauna bathing can cause various acute, transient cardiovascular and hormonal changes, it is well tolerated by most healthy adults and children. Various studies have indicated that long-term sauna bathing may help lower blood pressure in patients with hypertension, provide relief to patients with asthma and chronic bronchitis and also alleviate pain and improve joint mobility in patients with rheumatic disease. The use of extreme cold interspersed with the heat of the sauna has long been a perceived benefit of the sauna. Today, rather than jumping into an ice cold lake after the sauna, people are more likely to use a plunge pool, and this process gently cools and cleanses the skin while closing the skin pores. The mental benefits of this ancient practice are still reported by many users. The warm and quiet environment stimulates circulation and the discharge of endorphins, creating a sense of peaceful relaxation and well-being. The endorphin discharge also aids the relaxation of muscles. As the body temperature rises, blood vessels dilate and circulation increases, which is thought to aid muscle repair. This has the effect of soothing aches and pains acquired from exercise, making use of the sauna perfect for post-sports recovery and the breakdown of lactic acid. The sweating process also helps to detoxify the body. Sweat contains many salts and metals, such as mercury, that are difficult for the body to dispose of.

Paragraph E

Finns used the sauna for rites of passage. Children were born in the sauna, women went through the purification ritual before marriage, and old people often dragged themselves there to die. Even today, many middle-aged Finns boast of being born in the sauna. Besides its social value, the sauna was the only place that was warm, germ-free and with plenty of water. The sauna's smoke contained tannic acid that sterilised the surfaces of the sauna. The sauna was also used as an infirmary where blood cupping, blood letting and minor operations were performed by the barber, surgeon or village apothecary.

Paragraph F

Obviously, the traditional sauna, with its hundreds of kilos of rocks and logs, was not a marketable item. However, as innovations developed, saunas became cheaper to build, run and maintain. The vented, continuous wood-burning stove was manufactured for countryside saunas and, immediately after World War II, gas-heated stoves began heating city saunas. Later, electrical stoves came into use in most parts of Scandinavia, as it was more convenient to heat up the stones with electrical energy. This type of electrical heating is still used in many sauna houses of Scandinavia. Its use also curtailed the use of precious wood from the forest. High standards have helped the modern sauna's popularity and the success of the sauna industry can be attributed to the Finnish Sauna Society, whose engineers and draftsmen have imposed stern standards on the sauna companies. Government legislation also helps the regulation of the implementation of sauna innovation.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Questions 27 – 32

*The text on the previous pages has 6 paragraphs (**A – F**).*

Choose the correct heading for each paragraph from the list of headings below.

*Write the correct number (**i – ix**) in boxes **27 – 32** on your answer sheet.*

i	Sauna and Society Traditions
ii	The First Saunas
iii	A Spread of Disease
iv	Advantages to Health
v	Saunas for Children
vi	A Dip in Popularity
vii	Technology Helps Spread Saunas
viii	Saunas in the US
ix	Sauna Revival

27 Paragraph A

28 Paragraph B

29 Paragraph C

30 Paragraph D

31 Paragraph E

32 Paragraph F

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

 Telegram @Link_Library

Questions 33 – 37

Do the following statements agree with the views of the writer of the text?

*In boxes **33 - 37** on your answer sheet write:*

YES	*if the statement agrees with the writer's views*
NO	*if the statement doesn't agree with the writer's views*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

33 The early itinerant Finns probably had a portable version of a sweat bath.

34 The earliest version of the sauna had rock walls.

35 Special trees were planted to supply the wood to burn for 18th century saunas.

36 One reason that saunas lost popularity in the 18th century was that it was accused of causing sickness.

37 Saunas were used in World War 2 to clean soldiers of lice.

Questions 38 – 40

Complete the notes below.

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

*Write your answers in boxes **38 - 40** on your answer sheet.*

- Saunas well known for health benefits.
- Saunas can: stimulate the circulation
  release (**38**) _____
  relaxes muscles
  dilate blood vessels
  soothe aches and pains by breaking down lactic acid
  detoxify the body through sweating
- Saunas had spiritual meaning - birth and rites took place there
- Saunas were very sterile because of the smoke's (**39**) _____
- Various medical procedures were performed there
- Modern technology made saunas marketable; especially advances in stoves helped this
- The (**40**) _____ has ensured high quality with its strict requirements for workers and installers

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

WRITING

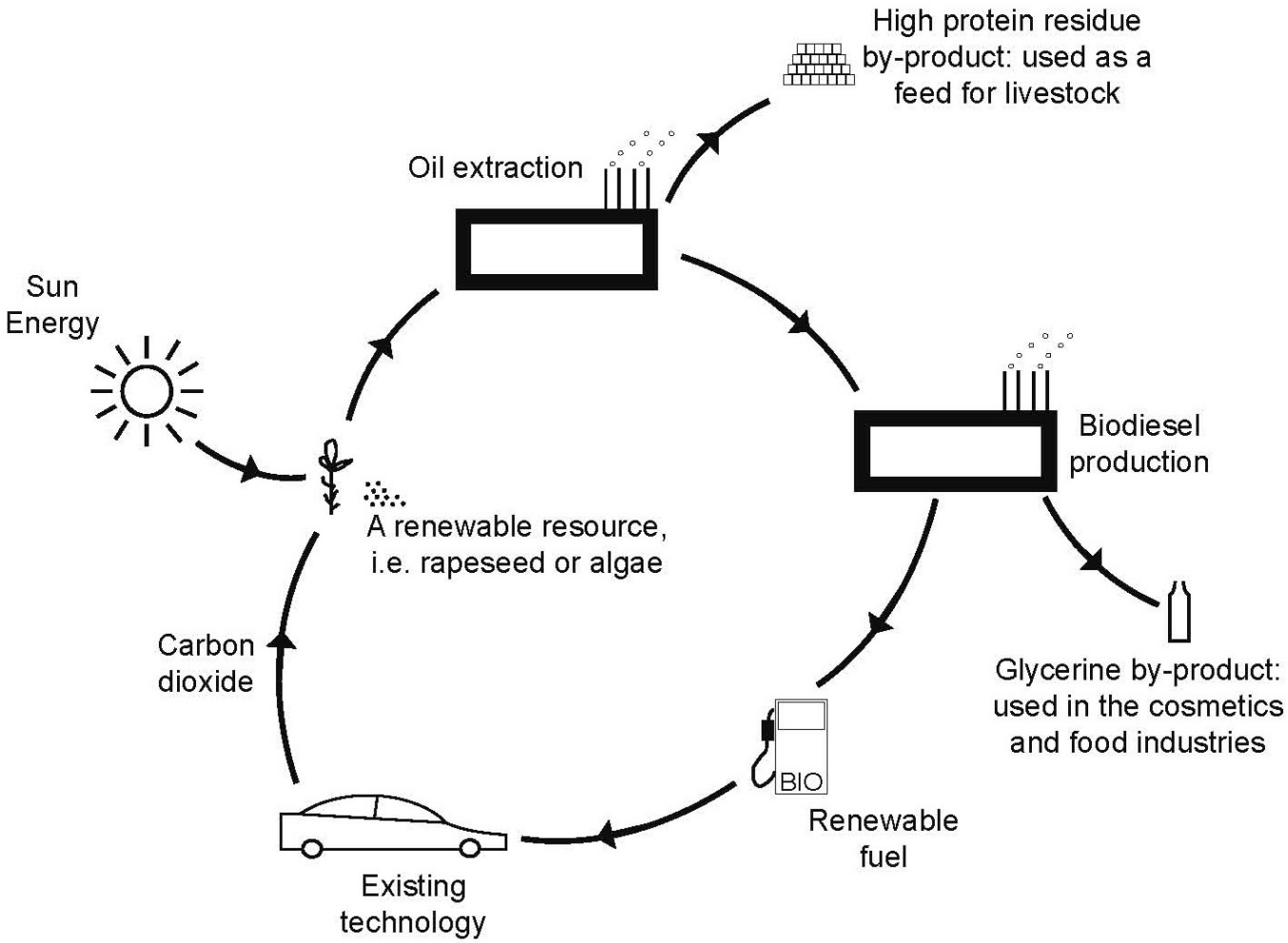
WRITING TASK 1

You should spend about 20 minutes on this task.

The diagram below represents the process for producing biodiesel.

Summarise the information by selecting and reporting the main features.

You should write at least 150 words.



Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

> **To ensure that children receive a more effective academic education, many schools today do not encourage sporting activity as much as in the past.**
>
> **Discuss this view and give your opinion.**

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

You should write at least 250 words.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

SPEAKING

PART 1

- Do you have a brother/sister? How was it growing up with them? / How was it growing up as an only child?
- Do you think having brothers and/or sisters is an advantage or a disadvantage? (Why?)
- How do relationships between brothers and sisters change as they grow older?

Topic 1 The United States

- What is your impression of the Unites States?
- Do you think many people still view the United States as a favourable place to live? (Why/ Why not?)
- How do you think the world role of the United States will change in the future?
- What effect do you think US media has on the world?

Topic 2 Exams

- How did you do at exams when you were at school?
- What were some of your strategies for doing well at exams at school?
- Do you feel children should be assessed by exams or not? (Why/Why not?)
- What alternatives are there to exams at school?

PART 2

Describe a memorable journey that you once took.
You should say:
what this journey was
why you took it
how long it took
and explain why you feel this journey was so memorable.

PART 3

Topic 1 Globalisation

- What do you understand by the term 'globalisation'?
- How has globalisation affected people's everyday lives?
- What are some of the advantages and disadvantages of globalisation?
- What role do you think the English language will play in an increasingly globalised world?

Topic 2 Social Networking

- How has social networking affected people's personal lives?
- How has social networking affected people's businesses?
- What are some of the dangers of social networking for young people?
- How do feel social networking will change over the next 20 years?

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Listening Test Answer Sheet

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

Reading Test Answer Sheet

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

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Answers

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

LISTENING ANSWERS

/ indicates an alternative answer ( ) indicates an optional answer

TEST 16	TEST 17	TEST 18	TEST 19	TEST 20
1. Hanson	1. C	1. Watson	1. Contents	1. Ashleigh
2. 30	2. B	2. 16	2. 33	2. 284
3. 847	3. A	3. 1996	3. 200	3. 14
4. 17th	4. C	4. Dental assistant	4. Double locks	4. BR6
5. Bank transfer	5. A	5. 388	5. Smoke alarms	5. instalments/installments
6. 2nd	6. Her motivation	6. fat burn	6. A*	6. 3 months
7. A (swimming) cap	7. On foot	7. website	7. E*	7. Online
8. The gym	8. The cleaner	8. 10	8. H*	8. A speciality/specialty course
9. The reception staff	9. A snack	9. induction	9. L*	9. (Your own) apron
10. 6 a.m.	10. Cash	10. personal trainer	10. E	10. (A) (big) dinner
11. A	11. standby (mode)	11. A	11. (special) offers	11. A
12. C	12. 50	12. C	12. reviews	12. B
13. B	13. energy saving bulbs	13. F	13. renovation	13. B
14. B	14. electric	14. H	14. The Fire Exit	14. C*
15. C	15. 1 minute	15. J	15. reservation	15. F*
16. F	16. roof	16. B*	16. D	16. I
17. I	17. new	17. F*	17. B	17. E
18. B	18. hot water	18. I*	18. G	18. A
19. J	19. 1-degree	19. J*	19. A	19. G
20. D	20. mobile app	20. M*	20. E	20. D
21. sensitivity	21. C	21. secondary visits	21. lecture	21. domestic
22. name	22. C	22. source	22. organisation/organization	22. cheaper
23. (professional) photographers	23. B	23. flow levels	23. website	23. engineers
24. chemicals	24. A	24. archives	24. laptop	24. free-standing
25. colour/color	25. A	25. role	25. adaptor	25. generator
26. audience	26. court process	26. A	26. Agricultural	26. inverter
27. research	27. state	27. B	27. sorted	27. fuse box
28. statistics	28. imprisonment	28. A	28. pellets	28. technology
29. sources	29. incentive	29. C	29. tubes	29. patent
30. notice board	30. economic benefit	30. B	30. Film	30. sponsor
31. (real-time) data	31. 10%	31. ferocity	31. interviews	31. characteristic
32. visibility	32. health	32. fossil	32. (specific) dimension	32. carrier
33. yields	33. Funding	33. aridity	33. experience	33. soil
34. user-friendly	34. food chain	34. nuisance	34. validity	34. seed
35. investment	35. variables	35. densities	35. soldiers	35. frying
36. resources	36. oxidation	36. disturbance	36. disturbances	36. food supply
37. maps	37. concentrations	37. dominance	37. theoretical basis	37. practicality
38. modernisation/ modernization	38. Corks	38. territorial	38. (psychological) disorders	38. Beneficial
39. (fixed) base station	39. (Baby's) tights	39. gram	39. psychotherapy	39. livestock
40. differential	40. bright colour/color	40. captivity	40. academic achievement	40. practice
	.	**Note:** * Answers for qu. 16 - 20: these answers in any order.	**Note:** * Answers for qu. 6 - 9: these answers in any order.	**Note:** * Answers for qu. 14 +15: these answers in any order.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

READING ANSWERS

/ indicates an alternative answer ( ) indicates an optional answer

TEST 16	TEST 17	TEST 18	TEST 19	TEST 20
1. OS	1. C	1. inhabitants	1. TE	1. language
2. AH	2. E	2. Research	2. JB	2. American / US society
3. MR	3. A	3. integrity	3. TS	3. negotiations
4. KS	4. G	4. rivers	4. MC	4. adversities
5. DL	5. B	5. geological studies	5. PB	5. waves
6. NR	6. D	6. leaching	6. JT	6. depression
7. AM	7. F	7. Gossans	7. SC	7. The 20th
8. twentieth century	8. Bacteria	8. circumstances	8. SA	8. The (colony's) centenary
9. evolution	9. By-catch	9. (original) location	9. SD	9. The Welsh institute
10. control	10. nets	10. potential	10. NOT GIVEN	10. 600
11. blood pressure	11. surface	11. seafloor	11. TRUE	11. A
12. thickness	12. growth	12. copper	12. FALSE	12. B
13. expertise	13. predator	13. viable	13. TRUE	13. B
14. x	14. FALSE	14. SB	14. ii	14. C
15. iv	15. FALSE	15. TE	15. v	15. E
16. ix	16. NOT GIVEN	16. JC	16. ix	16. A
17. vi	17. TRUE	17. PW	17. vii	17. F
18. ii	18. TRUE	18. SB	18. iv	18. B
19. vii	19. NOT GIVEN	19. JM	19. iii	19. D
20. i	20. refineries	20. FALSE	20. D	20. B
21. B*	21. an electric current	21. TRUE	21. A	21. F
22. D*	22. source of electricity	22. NOT GIVEN	22. F	22. FALSE
23. G*	23. separator	23. TRUE	23. C	23. TRUE
24. reservoir	24. hot air	24. The grounding line	24. 1845	24. NOT GIVEN
25. brine	25. high yields	25. Crevasses	25. Clear	25. NOT GIVEN
26. (metal) pans	26. mill	26. Fractures	26. Brick manufacture	26. TRUE
27. YES	27. B	27. C	27. External stimuli	27. ii
28. NOT GIVEN	28. D	28. F	28. engineering report	28. vi
29. NO	29. C	29. B	29. flood	29. ix
30. YES	30. risks	30. D	30. irrigation	30. iv
31. NO	31. expectations	31. energy security	31. rights	31. i
32. NOT GIVEN	32. preoccupation	32. Incentives	32. YES	32. vii
33. YES	33. individual basis	33. fuel economy	33. NOT GIVEN	33. YES
34. consequences	34. conflict (of interest)	34. duty cycle	34. NO	34. NO
35. responsibility	35. entitlement	35. model	35. NOT GIVEN	35. NOT GIVEN
36. endorsement	36. rationing	36. petrol	36. NO	36. YES
37. severity	37. social systems	37. electrocution	37. NO	37. YES
38. C	38. profit	38. warranty	38. The penstock	38. endorphins
39. E	39. stigmatisation	39. toxicity	39. The turbines	39. tannic acid
40. B	40. A	40. C	40. A substation	40. Finnish Sauna Society
Note: * Answers for qu. 21 - 23, in any order				

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

 Telegram @Link_Library

READING ANSWERS HELP

This section shows fragments of passages that contain the correct answers. If you have trouble locating the correct answer in the text, or can't understand why a particular answer is correct, refer to this section to understand the reasoning behind the answers. A group of answers with answers being preceded by * means that this group of answers may be given in any order. Answers in brackets () are optional answers.

ACADEMIC READING TEST 16

1. **OS** "I find that the deep rest that meditation gives me enables me to make better choices. I can work better all through the day and I sleep better at night."

2. **AH** However, we recommend that future studies of meditation in college students evaluate long-term effects on blood pressure and psychological distress, so that our short-term results can be endorsed.

3. **MR** Researchers speculate that primitive hunter-gatherer societies may have discovered meditation and its altered states of consciousness while gazing at the flames of their fires.

4. **KS** "Proficient meditative practices help to integrate the brain functions and regulate various physiological mechanisms resulting in a state of mental and physical well-being."

5. **DL** "Meditation spread to the West initially due to an increase in the popularity of Buddhism. Meditation being a central part of this religion meant that as Buddhism spread, other countries and cultures soon adopted many different forms of meditation."

6. **NR** "Although I was sceptical at first, we started a twice daily meditation program and saw suspensions decrease, GPA's increase and absenteeism decrease."

7. **AM** The same response is now triggered in our daily lives when people are in a traffic hold-up or someone irritates us at work. If people do not confront things (and some things are beyond their control), they end up being in a permanent state of stress.

8. **twentieth century** Meditation took thousands of years to spread to Western societies and it was not until the twentieth century when it finally started to gain popularity in the West.

9. **evolution** Psychologist Angela Matthews is an expert in this field and has theorised that there is a connection to mankind's development over time due to evolution. "When people's bodies are exposed to a sudden threat, they respond with the characteristic fight or flight reaction that is known as an adrenaline rush. If people are in extreme danger, these reactions are of great assistance and gain to them.

10. **control** The study's researchers randomly assigned students to a meditation group or a control group.

11. **blood pressure** At the beginning of the study and after three months, researchers tested all participants for blood pressure and psychological measures.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

12. **thickness** Long-term meditators apparently have better-preserved brains than non-meditators as they age, as well as an increase in the thickness of the hippocampus, which governs learning and memory.

13. **expertise** Additional studies are also being conducted about the effects of meditation and, as more expertise is gathered, meditation will become a more accurately and frequently approved treatment.

14. **x** Various information within Paragraph A.

15. **iv** Various information within Paragraph B.

16. **ix** Various information within Paragraph C.

17. **vi** Various information within Paragraph D.

18. **ii** Various information within Paragraph E.

19. **vii** Various information within Paragraph F.

20. **i** Various information within Paragraph G.

21. **B*** Roman legionnaires were paid in salt.

22. **D*** Salt therefore plays a role in the manufacture of a variety of commodities such as plastic, paper, glass, polyester, rubber and fertilisers, household bleach, soaps and detergents.

23. **G*** in ancient Scotland, salt was added in the brewing of beer, which would otherwise have been ruined by witches and evil spirits.

24. **reservoir** Seawater was captured at high tide in a reservoir;

25. **brine** When the brine was of sufficient strength, it was pumped by windmill to a holding tank.

26. **(metal) pans** From there, pipes fed it down to the metal pans in the boiling house, under which coal fires were lit

27. **YES** Research has shown that corporal punishment is effective in achieving immediate child compliance.

28. **NOT GIVEN** There is nothing in the text relating to this and so the answer is ‘not given’ in the text.

29. **NO** As part of their natural development, children sometimes challenge or test parental and adult expectations and authority and sometimes, children simply choose to misbehave in order to gain something, such as attention, an object, power or peer approval. This parental challenge is a significant part of the growth process of children and everyone agrees that, although it should not be discouraged, it should not be without consequence.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

30. **YES** However, there are few issues parents feel more strongly about than those regarding the discipline and punishment of their children. Although people may use those terms interchangeably, they mean quite different things.

31. **NO** Corporal punishment is one technique of discipline.

32. **NOT GIVEN** There is nothing in the text relating to this and so the answer is 'not given' in the text.

33. **YES** The theory is that corporal punishment can serve to emphasise parental conviction, clear the air between parent and child, and relieve parental frustration when a child's behaviour is especially exasperating.

34. **consequences** The view is that corporal punishment used as a method of discipline can result in undesirable and even damaging consequences.

35. **responsibility** It is said that corporal punishment does not affect misbehaviour, and takes the responsibility for the misconduct away from the child.

36. **endorsement** Another criticism of corporal punishment is that it may lead to a child viewing punishment as an endorsement of aggression,

37. **severity** Corporal punishment also increases the possibility of incidents of abuse, as it can be difficult for a parent to judge the severity of the punishment.

38. **C** It can be done, for example, by accompanying a mild punishment with a verbal explanation stating specifically what the child did wrong and what she can do to correct the misbehaviour in the future. Explaining to the child so that he/she can understand why the misbehaviour is not allowed makes the child think about acceptable versus unacceptable behaviour and helps him or her learn to make decisions about his or her own behaviour.

39. **E** A child does not need to agree that parental rules are reasonable in order to abide by them.

40. **B** It is widely agreed that, ultimately, older children will do the right thing, not because they fear external reprisal, but because they have internalised a standard initially presented by parents and other care-takers.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

ACADEMIC READING TEST 17

1. **C** Afforestation can be another problem. If conifers are planted alongside rivers, the acidic needles can increase the acidity of the water, upsetting the natural balance. Conifers also block out light and prevent beneficial vegetation from growing alongside the rivers.

2. **E** It (the American signal crayfish) also creates burrows in riverbanks, which make the banks weak and more likely to collapse.

3. **A** Salmon have always had to cope with a variety of hazards in both freshwater and seawater environments in order to survive.

4. **G** Scientists do not know exactly what might happen if climate change continues and they are undertaking research to try and predict what might happen to Atlantic salmon under a variety of different climate conditions.

5. **B** This has led to various problems. The first is that fish farms have created high concentrations of sea lice, which multiply in the confined conditions of sea rearing cages. Wild migrating sea trout and salmon smolts can be very vulnerable to attack by these lice.

6. **D** Sometimes, when a fishing boat is trying to catch one kind of fish, it will capture by-catch, which can include accidentally caught salmon smolts.

7. **F** It is when they are crossing the sea in a big group
that they are vulnerable to high seas fisheries that track and plan the migration routes.

8. **Bacteria** This increase in nutrients causes too many plants to grow in the water. Their subsequent decomposition leads to an excess of bacteria in the water

9. **By-catch** Sometimes, when a fishing boat is trying to catch one kind of fish, it will capture by-catch, which can include accidentally caught salmon smolts.

10. **nets** It is when they are crossing the sea in a big group
that they are vulnerable to high seas fisheries that track and plan the migration routes. In addition, once they follow the coast back to their home river, they can be caught in nets.

11. **surface** There is also particular evidence that the temperature of the top of the sea may affect smolt survival.

12. **growth** Climate change can affect salmon in different ways. It can alter their development rates

13. **predator** The numbers of fish and animals that hunt salmon may also be positively affected by temperature.

14. **FALSE** Metallic aluminium was first isolated in 1829 from aluminium chloride, but it was not commercially produced until 1886.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

15. **FALSE** In most countries, the construction industry is the most important consumer

16. **NOT GIVEN** There is nothing in the text relating to this and so the answer is 'not given' in the text.

17. **TRUE** Although the USA, Japan, and Germany are the world's largest consumers of aluminium, they possess little or no bauxite deposits of their own.

18. **TRUE** Bauxite is mined by surface methods, in which the topsoil and overburden are removed by bulldozers and scrapers. This is then usually used for re-vegetating the area and returning it to a sometimes better than original condition or converting it to agricultural land.

19. **NOT GIVEN** There is nothing in the text relating to this and so the answer is 'not given' in the text.

20. **refineries** In almost all commercial refineries, alumina is extracted from bauxite by the Bayer refining process.

21. **an electric current** All commercial production of aluminium from alumina is based on the Hall-Heroult smelting process, in which the aluminium and oxygen in the alumina are separated. This is done by passing an electric current through a molten solution of alumina and natural or synthetic cryolite.

22. **source of electricity** An inexpensive source of electricity is essential for the economic production of aluminium with this process.

23. **separator** The shreds are then passed through a separator to remove any steel using magnetism that may have been mixed into the bale.

24. **hot air** Following the can shredding process, any lacquer or paint on the aluminium is removed by blowing hot air at around 550 degrees Celsius through the shreds on a slowly moving insulated conveyor.

25. **high yields** After being de-coated, the aluminium shreds are then fed into melting furnaces containing submerged stirrers that create a vortex in the pool of molten aluminium and drag the shreds quickly down into the melt. This process realises rapid melting rates and high yields.

26. **mill** The finished 18-ton ingots, each containing approximately 1.5 million used cans, are shipped to a mill for rolling into the sheet from which aluminium can makers subsequently produce new cans.

27. **B** In the independent healthcare sector, aesthetic surgery has increased in popularity, showing the increased consumer desire for it.

28. **D** Society's current obsession with looks may reflect the modern image-obsessed culture, but it can also be due to entrenched insecurities in people's psychological make-up.

29. **C** In the past few years, a lack of respect for ethical principles in plastic surgery has become increasingly noticeable.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

30. **risks** The patients' wishes and thereby their right to an informed decision have to be taken into account, provided they have been given sufficient information, which must include the risks together with alternative options.

31. **expectations** Surgeons must therefore ensure that the patients' expectations are reasonable.

32. **preoccupation** Body Dysmorphic Disorder (BDD) is a psychiatric syndrome, characterised by a preoccupation with a non-existent or minimal cosmetic 'defect' associated with persistent attempts to have the defect surgically corrected.

33. **individual basis** All such assessments need to be made on an individual basis.

34. **conflict (of interest)** In the past, there has been a perception that surgeons have a potential conflict of interest in the independent sector. No surgeon should ever proceed with an operation merely for personal pecuniary gain.

35. **entitlement** Equitable access to healthcare is regarded by many as a basic entitlement

36. **rationing** However, resources are limited and it is not possible for any health service to provide aesthetic surgery for all those who would like it. Rationing takes place on the basis of clinical necessity.

37. **social systems** Requests for aesthetic surgery occur in all social classes. However, as stated earlier, because of economic considerations, there are no social systems in the world that covers aesthetic surgery, except for some particular interventions.

38. **profit** A closer look from an ethical viewpoint makes it evident that the doctor who offers aesthetic interventions faces many serious ethical problems to do with the identity of the surgeon as a healer. Aesthetic surgery makes profit from the ideology of a society that serves only vanity, youthfulness and personal success, and one which is losing sight of the real values.

39. **stigmatisation** Nevertheless, exceptions do exist and convincing arguments may support aesthetic measures with children and adolescents to prevent stigmatisation in selected cases.

40. **A** This is a holistic answer and involves synthesis of the whole text. This text in its entirety fits "To discuss which genres are best for child readers" better than the other three answers.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

 Telegram @Link_Library

ACADEMIC READING TEST 18

1. **inhabitants** There is no government of Antarctica in the way that people understand it in the rest of the world. This is largely because there are no indigenous inhabitants;

2. **Research** The Protocol on Environmental Protection to the Antarctic, also known as The Madrid Protocol, bans all mineral resource activities in Antarctica other than for the purpose of research.

3. **integrity** Mining was banned in Antarctica for a variety of reasons, but mainly because mining poses a real menace to the ecological integrity of the continent.

4. **rivers** Mining in Antarctica would be difficult. A common way of commencing mineral exploration elsewhere is to pan for gold or heavy metals or minerals in rivers. More detailed exploration involves river water sampling to locate likely ore bodies. Antarctica, however, does not have many rivers, and those that do exist are very small, seasonal and drain limited areas.

5. **Geological studies** Minerals have been discovered in Antarctica as a result of geological studies.

6. **leaching** Antarctica does not have the weathering conditions (it is too cold) nor the dissolving power (water is almost absent) to create this leaching,

7. **Gossans** Another related occurrence missing from Antarctica is 'supergene enrichment' to produce a porous, iron-rich surface material known as gossans.

8. **circumstances** Some scientists have claimed that, due to extremely unusual oceanic circumstances around Antarctica, some yet unknown mechanisms may be concentrating minerals.

9. **(original) location** An argument often asserted to suggest that East Antarctica is mineral-rich is based on the fact that if continents were placed in their original location in the ancient supercontinent of Gondwana, parts would lie against the mineral rich ancient rocks of Western Australia.

10. **potential** The geological story of West Antarctica is very different, but the mineral resource potential seems also to be very low.

11. **seafloor** The Antarctic Peninsula, the main exposed part of West Antarctica, was formed by complex processes nearly 200 million years ago as the seafloor was subducted under the Peninsula.

12. **copper** The process formed the rich copper ores of Chile, and hence the Peninsula has been theorised as a potential copper province. Again, the facts do not support this hypothesis. Copper in Chile only occurs north of the capital Santiago, not along the entire west coast of South America.

13. **viable** At the moment, it is not economically viable to attempt to recover them. In the future, however, as technology improves and especially if global warming leads to deglacierisation and reduced sea-ice, thus exposing more areas and improving access, recovery of at least some of these natural resources will take place.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

14. **SB** Without that natural brake, the glacier is now sliding more quickly and more icebergs are snapping off, adding a net five billion tonnes of ice a year to the oceans."

15. **TE** Even a small increase in sea levels can have devastating effects on shoreline habitats, and half a metre is not a small increase."

16. **JC** North Greenland glaciers are changing rapidly and especially the form and dynamics of Zachariae Isstrom have been transformed over the last few years.

17. **PW** It is unlikely that world governments will take the necessary decisions to stop the melting and it is actually moot whether any action taken now would create the required changes in time."

18. **SB** The warmer waters have caused the end of the glacier to float free from a ridge of bedrock below sea level on which it had rested until just recently. Without that natural brake, the glacier is now sliding more quickly

19. **JM** we need more oceanographic observations in this critical sector of Greenland to determine the glacier's prognosis.

20. **FALSE** All by itself, it holds enough water to raise global sea level by 46 centimetres if it were to melt completely.

21. **TRUE** The various tools used, including a highly sensitive radar sounder, gravimeter and laser profiling systems, coupled with radar and optical photographs from satellites, monitored and recorded changes in the shape, size and position of glacial ice over long time periods.

22. **NOT GIVEN** There is nothing in the text relating to this and so the answer is 'not given' in the text.

23. **TRUE** Ocean warming has played a sole role in triggering the glacier's retreat

24. **The grounding line** The warm water continues to erode the underside of the glacier, particularly at the grounding line, which is where the glacier comes into contact with glaciomarine muds, on which it rests.

25. **Crevasses** The weight of the thinning glacier as it extends into the sea causes crevasses to form on the top side

26. **Fractures** Higher up in the glacier, ice thinning is present and these fractures will eventually become the crevasses lower down.

27. **C** HEVs are powered by an internal combustion engine and an electric motor, which uses energy stored in batteries. The extra power provided by the electric motor allows for a smaller engine.

28. **F** Mild hybrids, also called micro hybrids, use a battery and electric motor to help power the vehicle and can allow the engine to shut off when the vehicle stops (such as at traffic lights or in stop-and-go traffic), further improving fuel economy. Mild hybrid systems cannot power the vehicle using electricity alone.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

29. **B** Parallel hybrids, for example, the most common HEV designs, can connect the internal combustion engine and the electric motor to the wheels through mechanical coupling.

30. **D** Within the first few years of the twentieth century, thousands of electric and hybrid cars were manufactured, but when Henry Ford introduced the assembly line approach to manufacturing cars along with the technology to produce a self-starting engine, the hybrid concept quickly declined.

31. **energy security** The discussion of whether to buy a hybrid car revolves around a variety of issues. Firstly, a country that had a large number of hybrid cars would be less reliant on imported petroleum, which would increase the country's energy security.

32. **Incentives** This has led many countries' governments to offer incentives to people owning a hybrid car.

33. **fuel economy** Another advantage of HEVs is that they achieve better fuel economy and have lower fuel costs than similar conventional vehicles, although because they rely in whole or part on electric power, their fuel economy is measured differently than in conventional vehicles. It must be taken into account that the fuel economy of HEVs is highly dependent on the load carried

34. **duty cycle** Another advantage of HEVs is that they achieve better fuel economy and have lower fuel costs than similar conventional vehicles, although because they rely in whole or part on electric power, their fuel economy is measured differently than in conventional vehicles. It must be taken into account that the fuel economy of HEVs is highly dependent on the load carried and the duty cycle,

35. **model** HEV emissions benefits vary by car model and type of hybrid power system.

36. **petrol** One deterrent for people considering the purchase of a hybrid car is that retail prices are more expensive. While hybrids can save a lot of money on petrol

37. **electrocution** Another negative side for hybrid ownership is the fact that when a hybrid car is in an accident, it is more difficult for rescuers to get people out of the car due to the electric motor and the increased risk of electrocution.

38. **warranty** It should be taken into consideration that these hybrid battery packs are made to last for the life of the car and the warranty covers batteries for somewhere between eight and ten years.

39. **toxicity** The real concern with the batteries for many environmentally conscious folk is toxicity upon disposal.

40. **C** This is a holistic answer and involves synthesis of the whole text. This text in its entirety fits "To explain how hybrid cars work and their benefits and drawbacks" better than the other three answers.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

ACADEMIC READING TEST 19

1. **TE** Tom Ellison, the mayor of one New Zealand city, has returned backing for decommissioned speed cameras to support cyclists. "While the number of those killed or seriously injured on our roads has reduced recently, there are still too many incidents, especially those involving pedestrians and cyclists and I have asked officers to start work on preparing speed cameras to be switched back on.

2. **JB** "It's easy to quiet opposition of speed cameras by saying that the cameras will be installed in school zones. Who wants to be seen as being against improving the safety of children? What the ticket camera companies fail to mention is that they intend to use the school zone cameras to make it easier to push them through everywhere else later. They also don't mention that many of these school zone speed cameras are in use 24/7, 365 days a year, even if school isn't in session."

3. **TS** Although our research was conducted in only three towns

4. **MC** Cameras are an effective way of identifying drivers who would benefit from attending a Speed Awareness Course, and so they provide a good opportunity to re-educate, and not just punish drivers who are caught speeding.

5. **PB** When a lot of people see speed cameras, they panic break and slow down their cars more quickly than they would normally be expected to on a road. This can lead to the car behind going into the car in front. On roads with higher speed limits, this can lead to cars travelling at markedly different speeds, leading to accidents, rather than preventing them.

6. **JT** This is evidence that speed cameras have a minimal effect on road safety, and are simply a means of generating cash for local governments."

7. **SC** Inappropriate speed also intensifies other driver errors, such as driving too close or driving when fatigued or distracted, multiplying the chances of these types of driving causing an accident.

8. **SA** "Road accidents are extremely expensive in financial terms, both for those involved and for local governments. Safety cameras more than pay for themselves, and so from a purely financial point of view, cutting them does not make sense."

9. **SD** "If all motorists complied with the law and drove within the speed limit in the first place, there would be no need for speed cameras."

10. **NOT GIVEN** There is nothing in the text relating to this and so the answer is 'not given' in the text.

11. **TRUE** the Australian government has recently claimed that local authorities could have relied too heavily on speed cameras to reduce numbers of road crashes.

12. **FALSE** A four-year evaluation of the national safety camera programme estimated that the annual economic benefit of cameras in place at the end of the fourth year was over £258 million, compared with enforcement costs of about £96 million.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

13. **TRUE** I have asked officers to start work on preparing speed cameras to be switched back on. These measures will boost other efforts to improve the way we all get around the city, such as the forty kph zones that are currently being rolled out."

14. **ii** Various information within Paragraph A.

15. **v** Various information within Paragraph B.

16. **ix** Various information within Paragraph C.

17. **vii** Various information within Paragraph D.

18. **iv** Various information within Paragraph E.

19. **iii** Various information within Paragraph F.

20. **D** Archaeologists have discovered that a form of natural glass was the first use of it by man as tips for spears.

21. **A** However, the glass made during this time was highly coloured, due to the impurities of the raw material.

22. **F** The Romans were accomplished glass makers, however, the skills and technology required to make glass were closely guarded by them

23. **C** A major milestone in the history of glass occurred with the invention of lead crystal glass by Englishman George Ravenscroft. He attempted to counter the effect of clouding, that sometimes occurred in blown glass by introducing lead to the raw materials used in the process.

24. **1845** The modern glass industry only really started to develop in Britain after the repeal of the Excise Act in 1845 relieved the heavy duty that had been enforced

25. **Clear** Modern glass plants are capable of making millions of glass containers a day in many different colours, although "clear" remains the most in demand.

26. **Brick manufacture** It may also be used for alternative purposes such as brick manufacture.

27. **External stimuli** Materials such as photochromic, electrochromic and thermochromic glasses, which respond to external stimuli, are being developed with various and sometimes unusual applications.

28. **engineering report** Arthur Powell Davis, an engineer from the Bureau of Reclamation, originally drew up his engineering report for the Hoover Dam back in 1902, and it was this that was the basis of the construction project, when plans were finally made to begin the dam in 1922.

29. **flood** The dam would supply flood control, which would prevent damage to downstream farming communities that suffered each year when snow from the Rocky Mountains melted and joined the Colorado River.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

30. **irrigation** The dam would allow better farming opportunities with the expansion of irrigation in the desert

31. **rights** For many years, Colorado River water rights had been a source of contention among the western states bordering it.

32. **YES** For many years, Colorado River water rights had been a source of contention among the western states bordering it. To address this issue, Hoover negotiated the Colorado River Compact, which broke the river basin into two regions.

33. **NOT GIVEN** There is nothing in the text relating to this and so the answer is 'not given' in the text.

34. **NO** Just before the onset of building, the dam location was shifted from Boulder Canyon to Black Canyon.

35. **NOT GIVEN** There is nothing in the text relating to this and so the answer is 'not given' in the text.

36. **NO** Before the dam construction could begin, the Colorado river needed to be re-routed through tunnels.

37. **NO** Before the cofferdams could be constructed, 250,000 cubic yards of river silt had to first be removed to provide a firm foundation.

38. **The penstock** The water intake at the Boulder Dam comes in through filters half way down the dam's wall. The water flows down through a waterway known as the penstock, until it comes into contact with the turbines.

39. **The turbines** The water intake at the Boulder Dam comes in through filters half way down the dam's wall. The water flows down through a waterway known as the penstock, until it comes into contact with the turbines.

40. **A substation** The electricity leaves the generator and goes to a substation, before being carried by power lines to its places of use.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

 Telegram @Link_Library

ACADEMIC READING TEST 20

1. **language** Their hope was that the Welsh could live and keep their language and traditions alive, without any external influences.

2. **American / U.S. society** The problem in the U.S. was that American society had a strong influence on the language and traditions of Welsh migrants.

3. **negotiations** They finally chose Patagonian Argentina, due to its isolation and because the Argentine government offered a grant of twenty-five acres of land per family. + Initially, it was problematic to raise funds and gather public support and the long negotiations with the Argentine government were very difficult

4. **adversities** The settlers had to face many adversities, such as bad harvests, floods and the lack of a direct way out to the ocean in order to sell their goods.

5. **waves** Some of the settlers went back to Wales in order to convince them and two more waves took place during the years 1874 and 1876.

6. **depression** During this time, there was little connection between Wales and Patagonia, because of the two world wars, and the depression years of Argentina.

7. **The 20th** it wasn't until the 20th century that Spanish became the official language of the country.

8. **The (colony's) centenary** Many Welsh people visited the region in 1965 to celebrate the colony's centenary and since then, the number of Welsh visitors has increased.

9. **The Welsh institute** Today, the Welsh Institute, which is responsible for gathering data on Welsh culture there,

10. **600** Approximately six hundred people of all ages take up learning Welsh as a second language annually.

11. **A** Educators are sent to teach the language and to train local tutors

12. **B** Academics researching aspects of Welsh involvement in Patagonia say the migration has to be seen now more as cultural colonialism than a benign settlement of the region. This act of migration was underpinned by a contradiction. Those involved were fleeing England's cultural dominance while failing to grasp that they would pose the same threat to indigenous Patagonians.

13. **B** Some opponents feel that Wales' involvement in the region has escaped the criticism levelled at, for example, British expansion in places like India and Africa, because received wisdom has always portrayed the Welsh as colonised and disempowered.

14. **C** The precise timing of the Serengeti wildebeest migration is entirely dependent upon the rainfall patterns each year.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

15. **E** When the food supply declines, bats have two options. They can hibernate to pass through the low or non-existent food supply period, or migrate to a place with a more abundant food supply.

16. **A** It is not known exactly how adult turtles are able to navigate to their birth beaches, however, researchers think they may use a number of clues such as the Earth's magnetic field and water chemistry.

17. **F** Before they migrate, Baleen whales feed a lot in colder waters to store up enough food to make the trip and to compensate for the lack of prey in the warmer waters, where they migrate for the winter.

18. **B** Dragonflies are capable of long-distance migrations, but until recently, scientists had no idea how far they travelled.

19. **D** Caribou have large hooves that are useful tools for life in the harsh northlands. The hoof's underside is hollowed out like a scoop and used for digging through the snow in search of food. Its sharp edges give the animal good grip on rocks or ice.

20. **B** Incredibly, the epic migration spans four generations of dragonflies, with each generation playing its part in the journey much like a relay race.

21. **F** While many of the world's species of marine mammals migrate, none go the distance like giant baleen whales. The gray whale, which travels as far as fourteen thousand miles round trip annually, and the humpback whale, which travels as far as sixteen thousand miles round trip annually, migrate a greater distance than any other mammal on Earth.

22. **FALSE** It is not known exactly how adult turtles are able to navigate to their birth beaches, however, researchers think they may use a number of clues such as the Earth's magnetic field and water chemistry.

23. **TRUE** The great Serengeti wildebeest migration is the movement of vast numbers of these Serengeti animals, accompanied by large numbers of zebra, and smaller numbers of Grant's gazelle, Thompson's gazelle, eland and impala.

24. **NOT GIVEN** There is nothing in the text relating to this and so the answer is 'not given' in the text.

25. **NOT GIVEN** There is nothing in the text relating to this and so the answer is 'not given' in the text.

26. **TRUE** Before they migrate, Baleen whales feed a lot in colder waters to store up enough food to make the trip and to compensate for the lack of prey in the warmer waters, where they migrate for the winter.

27. **ii** Various information within Paragraph A.

28. **vi** Various information within Paragraph B.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

29. **ix** Various information within Paragraph C.

30. **iv** Various information within Paragraph D.

31. **i** Various information within Paragraph E.

32. **vii** Various information within Paragraph F.

33. **YES** When the Finns were nomadic, they probably used a sweat lodge they could take with them

34. **NO** The earliest sauna was dug into an embankment in the ground with plank sides.

35. **NOT GIVEN** There is nothing in the text relating to this and so the answer is 'not given' in the text.

36. **YES** Propagandists warned against its harmful effects, claiming they caused illness, convulsions, tumors, premature loss of vision, and that they were particularly dangerous for children.

37. **YES** The military also found the sauna essential. They used tents with special sauna heating units as means of delousing the soldiers and boosting morale.

38. **endorphins** The warm and quiet environment stimulates circulation and the discharge of endorphins, creating a sense of peaceful relaxation and well-being. The endorphin discharge also aids the relaxation of muscles.

39. **tannic acid** The sauna's smoke contained tannic acid that sterilised the surfaces of the sauna.

40. **Finnish Sauna Society** High standards have helped the modern sauna's popularity and the success of the sauna industry can be attributed to the Finnish Sauna Society, whose engineers and draftsmen have imposed stern standards on the sauna companies

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

EXAMPLE WRITING ANSWERS

Below you will find example writing answers for all the writing questions in the Academic Practice Tests 16 to 20. There are many ways of answering the writing questions and these examples are only one possibility of a good answer. Please refer to the question papers while you are reading these reports and essays so that you understand the questions that are being answered. We hope this will give you an insight into how the writing answers should be written for IELTS Academic module.

ACADEMIC WRITING PRACTICE TEST 16

Task 1

The two pie charts give statistical information on the sources of greenhouse gas emissions in Australia and New Zealand for last year.

The top three sources of greenhouse gas emissions in Australia were agricultural methane (29%), transport (25%) and electricity generation (19%). The first two were also the principal sources in New Zealand, although agricultural methane was slightly higher at 32% and transport was slightly lower at 19%.

The other four sources of greenhouse gas emissions in Australia were agricultural nitrous oxide, other energy, industrial processes and solvents and waste at 11%, 7%, 5% and 4% respectively. New Zealand was similar, though agricultural nitrous oxide (15%) was higher than electricity generation (10%). Other energy, industrial processes and solvents and waste followed in the same order as Australia, at 16%, 6% and 2% respectively.

It is interesting to note that in both Australia and New Zealand, different areas of agriculture were responsible for the most significant production of greenhouse gases last year, with combined totals of 40% and 47% respectively. *(169 words)*

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Task 2

Punishing children with physical force, or corporal punishment as it is also called, is something that was accepted not so long ago and people over the age of forty may well remember it. Nowadays, corporal punishment is against the law in most countries and adults who practise it can be taken to court. Children are always a vulnerable group and they depend on adults for protection and education. Of course, part of the growing up process is testing and breaking boundaries and it is nearly always necessary to instill discipline on a child. Whether or not it is necessary to use physical force to do so can be a very emotive subject.

Supporters of corporal punishment often defend their standpoint by explaining that the corporal punishment is not, or should not be, excessive. They do not argue that a child should be beaten severely until he or she is bruised or cut. They argue that just the infliction of mild pain causes effective discipline and also the fear that it might be applied. People especially who grew up experiencing it might offer this point of view.

People who oppose using physical force on a child would say that the vulnerability and innocence of a child means that force should never be used. Children need to trust adults and believe that no harm will come to them. Additionally, children learn from adults and it is argued that corporal punishment will only teach children that force is an answer to various problems. It is also claimed that corporal punishment has no added benefits over other forms of discipline that do not require physical force. Using it can cause psychological harm to children and should be classed as child abuse.

Personally, I do not believe that limited use of forms of corporal punishment can cause harm and a parent who administers a mild form of it to his or her child should not be subject to criminal proceedings. Nevertheless, I would not use it myself. I can also recognise the possibilities of adults who are not a child's parents misusing corporal punishment. Therefore, I believe that on balance physical force to discipline children should not be permitted. *(364 words)*

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

ACADEMIC WRITING PRACTICE TEST 17

Task 1

The graph provides two sets of statistics regarding the differing lengths of stays last year for patients with serious injuries in private and public hospitals in Queensland, Australia. The information is given for age groups for every four years of age.

The figures for public hospitals begin for the age group zero to four years. The lengths of stay go up very sharply and steadily from this age group, starting at around four days up to just under sixty days for the age group twenty-five to twenty-nine. There is then a sharp and steady drop to just over forty days to the age group thirty-five to thirty-nine. There is a more sharp increase to approximately fifty-seven days for the next age group and then there is a decrease in the length of hospital stays. This drop is sharp to start with, but slows down from the age group fifty to fifty-four years (around twenty-seven days) to eighty-five years plus (around eighteen days).

The figures for private hospitals follow a similar trend. The figures begin with the age group fifteen to nineteen years. They show a rise to a peak at the age group twenty-five to twenty-nine, the same peak age group for public hospitals. There is then a mostly steady drop in the length of hospital stay until the eighty-five years age group, where the length of stay is the same as the stay at public hospitals (around eighteen days). This is the only average length of stay that is the same for the public and private hospitals. The average length of stay is always larger in the age groups at public hospitals.

In conclusion, last year public hospitals stays are always (with the one exception indicated) longer than stays at private hospitals in Queensland, Australia. The average lengths of stay were, however, very similar in trend in terms of how the stays rose and dropped. *(316 words)*

Task 2

The balance between developing societies and maintaining the integrity of the world's environment is an issue that is constantly in the news. Part of this issue is the need to create housing for the ever-increasing world population, whilst keeping as much of the natural world in a pristine condition. This is an issue that today's governments face every year.

In most parts of the world, the human population is increasing. Even in more developed countries, where birth rates are lower, immigration pushes the countries' populations higher. All these people need to be housed properly and a lot of the building and planning naturally has to be done in advance. One efficient way of housing large numbers of people is by putting up high-rise buildings, in which more people per square kilometre can be housed. This maximises the land used. Unfortunately, building high-rises has been tried before and they are generally regarded as poor housing and eyesores in the environment.

The balance with the environment must be achieved when trying to increase housing. Large numbers of species become extinct each year and it is estimated that the current extinction rate is significantly higher than what the natural extinction rate should be. This, of course, is due to human activity. Governments must ensure that housing projects are always studied carefully before being approved, so that new developments can have the least effect possible on the environment.

In conclusion, due to increasing population levels, building housing will continue for the foreseeable future. Governments should address environmental issues with regards to new projects, but it is unlikely that concern for the environment will ever be regarded as more important than housing humanity. *(278 words)*

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

ACADEMIC WRITING PRACTICE TEST 18

Task 1

The table shows six categories of the total road traffic in the London borough of Enfield for the years 2008 to 2015. The totals are all given in thousands of vehicle miles.

The fewest road miles were completed by pedal cycles. There were 1542 miles completed in 2008 and this steadily rose to 1712 miles in 2011, before falling again to a low of 1017 miles in 2014. 2015 saw a rise again to 1360 miles. Motorcycles experienced a contrasting trend, miles dropping from 2008 to 2010 before rising again to 2014, followed by a small drop in 2015.

Light goods vehicles also showed a general trend, going down from 2008 with 110,150 miles to 87,397 miles in 2011 and then rising again to 115,311 miles in 2015.

Cars showed the highest miles completed, though there was no real trend, with numbers going up or down randomly in all years. The highest figure was 644,208 miles in 2011 and the lowest was 578,072 in 2012. Buses and coaches and heavy goods vehicle also showed no discernable trends.

The totals for all vehicles also showed no apparent trend with figures going up or down in following years. The year with the highest miles was 812,323 in 2011 and the lowest was 747,214 miles in 2012.

(214 words)

Task 2

It is true that pieces of art in today's world can change hands for enormous sums. Works by artists such as Picasso, da Vinci and Rembrandt have been sold for millions of dollars. Recently, a Modigliani was sold to a billionaire for one hundred and seventy million dollars. It certainly seems obscene that such figures are spent when many people around the world live in poverty.

The work of many charities would be transformed by the money generated by just one of these art sales and in turn, the lives of ordinary people in need would be transformed. Medicines, food and shelter amongst other things could easily be provided, saving lots of lives, many of which would be children. When the issue is looked at from this point of view, the art sales world certainly seems obscene.

However, in my opinion, things are unlikely to change. Human greed is endemic and people who have the drive to earn that amount of money and who actually have access to these sums in cash are not often people who will part with their wealth. Lots of wealthy people support many charities, but it is unlikely that they would completely relinquish their access to the luxuries that accompany their lives. The works of art are also often seen as investments in themselves, to be held on to for a period of time and then resold at a profit.

In conclusion, in an ideal world, the vast sums of money that are spent on fine and rare works of art would be better spent on helping those in need. In reality, however, this is unlikely to take place.

(274 words)

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

ACADEMIC WRITING PRACTICE TEST 19

Task 1

The bar chart shows percentages of US income distribution in thousands of US dollars for both households and individuals for last year. The pie chart shows percentages of how the money earned last year by US households was spent on various consumer categories.

The bar chart shows that the greatest frequency of incomes for both individuals and households were for the bands $25,000 to $50,000 and $25,000 or less with 36% of individuals and 24% of households in the former band and 35% of individuals and 29% of households in the latter band. The smallest frequency of incomes for both individuals and households were for the bands $75,000 to $100,000 and $100,000 or more with 6% of individuals and 11% of households in the former band and 7% of individuals and 18% of households in the latter band. The mid-range salary band of $50,000 to $75,000 accounted for 16% of individuals and 18% of households.

The pie chart shows that over half of all this US income last year was spent on housing and transportation, at 33% and 18% respectively. Smaller proportions were spent on food, insurance and pensions, health care and entertainment with 13%, 11%, 7% and 6% respectively. Only 3% of income was spent on savings, apparel and 'other'.

Although these are generalised figures, the charts show that a disproportionate amount of everyone's income in the US was spent on housing and transportation, reflecting the possible cultural importance of having a good place to live and how much travel is necessary in the US. *(256 words)*

Task 2

In most countries around the world, boys and girls are educated together. There is a minority of countries, however, that educate boys and girls separately. This is frequently done on religious grounds, but not always. Having such a system can produce various advantages and disadvantages.

One of the principal reasons for educating boys and girls separately is that, if they are together, they can distract each other. After puberty, boys and girls can of course be strongly attracted to each other and this can result in disruptive conduct in the classroom as, for example, they show off to each other. Separating boys and girls can therefore have the distinct advantage of reducing this disturbing behaviour. However, some teachers have pointed out that this model does not always work and that separated boys and girls are equally disruptive in class, and sometimes more so. These teachers say that having the opposite sex in the classroom can actually improve behaviour.

Many educators also believe that boys and girls have different learning styles and needs. Separating boys and girls can allow teachers to address these needs more easily. There is also a belief that single sex schools allow gender stereotypes to be challenged and therefore education aspirations can be broadened.

A major disadvantage of separating boys and girls in education is that the children miss important formative behavioural development when they do not have interaction with each other on a regular basis. This can lead to shyness and, more seriously, dysfunctional relationships later in life. Some people also feel that mixed sex schools can promote gender stereotypes rather than reducing them.

In conclusion, I feel that children should be educated all together, although I would respect a system that would separate due to religious beliefs. My personal opinion is that different genders should learn to interact together from an early age, as this would allow them to develop healthy working relationships with each other.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

ACADEMIC WRITING PRACTICE TEST 20

Task 1

The diagram shows the process of producing biodiesel as a renewable circle of treatments and usage.

The process starts with energy from the sun being harnessed by the growth of a renewable resource, such as rapeseed or algae. This process also uses carbon dioxide from the atmosphere. This renewable resource is then harvested and oil is extracted in an industrial plant. A useful by-product is a high protein residue that is used as food for livestock. The extracted oil is then processed in another plant into biodiesel. This also produces a useful by-product, this time glycerine, which is used in the cosmetics and food industries.

Biodiesel can be used by a variety of vehicles with existing technology. Vehicles using biodiesel give off carbon dioxide into the atmosphere and this is used by the original resource in order to grow, thereby completing the renewable circle.

It is not clear from the diagram whether there are any other emissions associated with using biodiesel, so from the information given, the use of biodiesel seems to be an environmentally attractive alternative fuel. *(178 words)*

Task 2

It is clear that there is more academic pressure on children today than in the past. The current world job market is more competitive and many parents and schools believe that a strong primary and secondary education can lead to a successful university experience and so give students the best chance of good and well-paid jobs in the future. Because of this trend, many schools are cutting back on sporting activity, so that more focus can be placed on academic subjects.

It is easy to understand the parents and schools that subscribe to this approach. Everyone feels that they are doing the best for their children. Many parents also ensure that their children get some sporting activity outside school in clubs and societies. Many children, in turn, feel the pressure and feel that they are better off working harder rather than playing sports.

In my country, another contributing factor to fewer sports at school is that schools are selling off their playing fields. Schools are under great budgetary pressure and face cuts from government funding. Selling valuable real estate allows schools to raise large sums of money. Furthermore, less scope for sports education means that schools do not have to employ so many sports teachers, thereby achieving a further saving.

In my opinion, cutting back on sports at school is not a good idea. Yes, a good education is extremely important and maybe more so today than ever before, but children get so much input at school anyway that it is debatable whether more classes have a significant effect. In addition to this, schools play an important role in preparing their students for life in ways other than academics. Developing healthy habits, such as playing sports, is a vital part of growing up for young people. It is well known that today's society experiences more obesity, diabetes, heart and cancer problems and a lack of exercise has been identified as a key contributing factor. *(324 words)*

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

COMMENTARY ON THE EXAMPLE SPEAKING RECORDINGS

In this section you will find reports by an IELTS speaking examiner on the recordings of **Speaking Tests 16 - 20**. The questions asked in the recordings are the questions in the Speaking Tests 16 – 20, so, while listening to the recordings, it is advised to have the questions with you for reference. The recordings are not real IELTS test recordings, but the interviewer is a real IELTS examiner and the recordings are conducted in the exact way that an IELTS Speaking Test is done.

SPEAKING PRACTICE TEST 16

Examiner's Commentary

The person interviewed is Joanne, a Swedish female. Joanne is a student.

Part 1

Joanne spoke fluently and confidently in her Part 1, showing that she was perfectly comfortable speaking in English. Joanne had an excellent range of lexis that she used and her vocabulary choices were natural and appropriate; there were only rare instances of her using a mildly awkward expression, i.e. "that goes to a certain extent." Joanne's grammatical range was always appropriately varied and there was excellent accuracy. Joanne had no discernable Swedish accent and even had a slight U.S. accent. This allowed her communication to be excellent. One criticism of Joanne is that she provided quite short answers and she was short on the required amount of time for Part 1. She naturally spoke quite fast, but fuller answers would have put her in a better position.

Part 2

In order to save time, most of Joanne's 1-minute preparation time was edited out.

Joanne was again very fluent and confident. She communicated well and had no problem with the vocabulary and grammar needed for what she had to say. One issue again was that she spoke very fast and frenetically, and she only managed around 38 seconds of speaking, when she needed to produce between 1 to 2 minutes. Slowing down would have helped her and maybe a bit more calm would have allowed to her to realise she had not addressed all the points on the answer sheet – she didn't really talk about the type of food served (a lot could have been said on this) and the restaurant's atmosphere was only touched on by saying that it was "open and friendly". Joanne's lexis were well chosen and mostly appropriate, with only one slightly awkward collocation, "so much effort". The grammatical range and accuracy were excellent and again, Joanne's pronunciation was extremely good, creating the feeling of a native speaker.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Part 3

Joanne delivered a good Part 3 and she provided some intelligent and thoughtful answers. This time, even though she spoke quite fast again, she managed to give fuller answers to the more demanding questions and speak for the required amount of time. She was not quite as fluent as before and she occasionally got a bit tongue-tied (this could have been down to nerves) and she tailed off a bit at one point. In Joanne's case, the greater difficulty of the questions actually allowed her to show that she had a greater lexis range than was apparent earlier, i.e. "rooted in the history", "it impacts", "specific dietary needs", "lactose intolerant" and "glucose intolerant" are some examples. She also knew some specific scientific vocabulary, i.e. "allergens". Together, this showed Joanne had an accomplished English vocabulary. Joanne also produced an excellent and accurate grammatical range and was accurate all the way through. Her pronunciation, as before, was of native speaker standard.

Marking - The marking of the IELTS Speaking Test is done in 4 parts.

Fluency and Coherence	7
Lexical Resource	9
Grammatical Range and Accuracy	9
Pronunciation	9
Estimated IELTS Speaking Band	**8.5**

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

SPEAKING PRACTICE TEST 17

Examiner's Commentary

The person interviewed is Nabial, a Zimbabwean male. Nabial is a student.

Part 1

Nabial spoke hesitantly in this first part, maybe showing that he felt quite nervous. It seems he is a person who speaks slowly anyway, but the hesitancy affects his fluency band. Apart from this, Nabial produced a good Part 1. He answered most questions fully and took up the required amount of time. Nabial used a wide range of lexis in his Part 1 and showed he had access to some complex vocabulary, i.e. "population density" and "irks me". There were some occasional awkward collocations, i.e. "so extremely popular", but his vocabulary range allowed him to communicate fully everything he wanted to. In addition, Nabial's grammar range was excellent and accurate and there were no issues at all here. He had a slight accent, but it did not affect his pronunciation or communicative ability in any way. Finally, Nabial used some mild humour in an appropriate way, which added to how he communicated his ideas and feelings on some of the topics.

Part 2

In order to save time, most of Nabial's 1-minute preparation time was edited out.

Nabial spoke for an appropriate amount of time on the film that he chose, Now You See Me. Again, Nabial was a little hesitant, but this did not seem to be because he was searching for lexis or the right structures. Nabial's vocabulary was again nearly always appropriate and accurate, though there were some awkward moments, his use of "heists" for example, seemed a little strange, even if it did describe the illegal activities to which Nabial was referring. Nabial's grammar was again accurate and he used an appropriate range. He used one incorrect plural with "medias", which stood out, as it was really the only error so far. Again, Nabial's slight accent had no effect on his communication. As in Part 1, Nabial used some mild humour in an appropriate way, which helped communicate his feelings.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Part 3

Nabial further showed his good oral ability in Part 3. There was the same hesitancy, this time more to access ideas and develop thoughts due to the more complex questions, but the time taken was appropriate. Nabial gave thoughtful and developed answers and did not need prompting to justify what he said. Nabial showed a good range of lexis, though it became apparent that he over-used the words / phrases "major" and "type of things" a little in this Part and in the two previous Parts. Occasional awkward collocations were apparent again, i.e. "throughout the years" instead of "over the years". His grammatical range and accuracy was very good. His accent was again non-intrusive and did not impede communication in any way. Nabial did not fully understand the question on the role of advertising at the end, but he gave a coherent answer to what he thought I had asked about. Nabial's humour was again apparent at appropriate times and he used mild irony, euphemism and litotes ("not the richest") in order to convey nuance to his meaning.

Marking - The marking of the IELTS Speaking Test is done in 4 parts.

Fluency and Coherence	8
Lexical Resource	8
Grammatical Range and Accuracy	8
Pronunciation	9
Estimated IELTS Speaking Band	**8**

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

SPEAKING PRACTICE TEST 18

Examiner's Commentary

The person interviewed is Magda, a Polish female. Magda is a student.

Part 1

In Part 1, Magda showed that she had a good and confident command of English. Although she was occasionally a little hesitant (due to nervousness and to access ideas rather than language it seemed), she spoke mostly fluently and communicated what she wanted to say coherently all the way through. She also used some humour at appropriate times to express her feelings. Magda had a good resource of lexis and she only occasionally used an awkward word or phrase (i.e. "fast-pacing). There were also some examples of higher-level language, i.e. "holistic view"). Magda's grammar usage was varied and accurate. She had an almost negligible Polish accent, which did not affect communication in any way. Magda's answers were slightly short. She just achieved the time required for Part 1, but developing her answers more would have been more impressive.

Part 2

In order to save time, most of Magda's 1-minute preparation time was edited out.

Magda spoke clearly, coherently and fluently in Part 2. She mostly spoke quite slowly, but this is not a problem – people talk at different speeds. Magda also again used humour to add to what she wanted to say. Her vocabulary range was again very good, though I felt that "and" was used too many times to help develop her monologue. Although it was not wrong, it sounded a bit awkward. Magda's grammatical range was again good and accurate, though not without error, i.e. "vacations" and "how much sacrifices". Magda's accent was again non-intrusive and allowed excellent communication.

Part 3

Magda produced a good Part 3, though her fluency was affected by the more demanding questions. Her coherence was not really affected and she communicated her ideas without too many problems and she provided varied and intelligent answers. Magda's lexical resource was again good and she showed she could access higher-level vocabulary, i.e. "psychological and physiological problems" and "impact significantly". Her use of the conjunction "moreover" was well used too. There were, however, some moments of awkwardness as well, i.e. "consume themselves in frugal lifestyle" and "retiring people". Magda's grammatical range was again appropriately varied and her accuracy was very good, though not without error, i.e. "life expectancy is much, much bigger", "support system" and "the least problems". As in the previous Parts, Magda's pronunciation was excellent.

Marking - The marking of the IELTS Speaking Test is done in 4 parts.

Fluency and Coherence	7
Lexical Resource	7
Grammatical Range and Accuracy	7
Pronunciation	9
Estimated IELTS Speaking Band	**7.5**

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

 Telegram @Link_Library

SPEAKING PRACTICE TEST 19

Examiner's Commentary

The person interviewed is Aleks, a Swiss male. Alex is a student.

Part 1

Aleks was pretty fluent and coherent. He answered all the questions capably, but he didn't often use longer and developed sentences, which I would have preferred. His vocabulary range was good and he had no problem accessing the right language for what he wanted to say. Aleks' grammar was very accurate, though not without error, i.e. saying "less bicycles" instead of "fewer bicycles". Aleks had a small accent, but this did not affect communication in any way.

Part 2

In order to save time, most of Aleks' 1-minute preparation time was edited out.

Aleks' Part 2 was fine, though he struggled a little to keep going and he was often a bit generalised and vague. There was a pause at the start and there were a number of pauses through his speech. Again, his sentences were also not often really well developed. So, although Aleks provided enough speech, his fluency and coherence was a bit fragmented at times. Aleks' lexical choices were good, though he did not show much range and repeated "thing" too much. Aleks' grammar was good, though again there was not a great range of structure. There was only some very minor error, i.e. "until he can" right at the end. Aleks' pronunciation was again very good.

Part 3

Aleks gave a nice Part 3. The more complex questions allowed him to develop his sentences in a better way, though there were some pauses again, especially in the second half as Aleks considered answers and sometimes tried to access language. In general, I felt his fluency and coherence were a little better. Aleks' vocabulary was good and he showed some more high-level language, i.e. "tangible", while giving his nice answer on motivation. There were also some awkward vocabulary moments, i.e. "convert to". There were the same occasional awkward moments with grammar (i.e. "an eye contact" and "improve on being") and again some lack of grammatical range, but there were few errors. Aleks' accent was again slight and did not affect communication in any way.

Marking - The marking of the IELTS Speaking Test is done in 4 parts.

Fluency and Coherence	7
Lexical Resource	7
Grammatical Range and Accuracy	7
Pronunciation	8
Estimated IELTS Speaking Band	**7**

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

SPEAKING PRACTICE TEST 20

Examiner's Commentary

The person interviewed is Murat, a Turkish male. Murat is a student.

Part 1

Murat delivered a good and confident Part 1. He provided thoughtful and full answers and easily fulfilled the time requirements. Murat spoke mostly fluently and coherently, with only short pauses to access ideas rather than language. He also uses humour to add to his communication. Murat's vocabulary was excellent and he showed a range of appropriate lexis, sometimes showing he had access to some higher-level language, i.e. "significant impact" and "schemas of the world". Murat's grammatical range and accuracy was also very good with only some minor errors creeping in, i.e. he used "favourable" once instead of the adverb, "favourably", and he had a tense consistency mix up once, saying "when I go back" instead of using "went" as he was referring to the past. Murat has a discernable Turkish accent, but it very rarely impedes his communication.

Part 2

In order to save time, most of Murat's 1-minute preparation time was edited out.

Murat gave a good, full Part 2. He was a little hesitant from time to time, but in general he was mostly fluent and always coherent. Murat showed that he had a good range of lexis to express what he wanted to say. There were, however, some occasional awkward moments when not quite the right word was chosen, i.e. "approach on/of the outside world", "best for them", "forced to believing", "and the only option out" and "the same out-take." "Criteria" was also slightly misused. These are all fairly minor examples though and the communication was very good. Murat's grammar was very accurate and he used an appropriate range of structures to communicate. Again, Murat displayed an accent, but this did not interfere with communication in any way.

Part 3

In Part 3, Murat gave intelligent and full answers and easily fulfilled the required time. There were more pauses in this Part to access ideas and some language with the more demanding questions, but in general Murat was fluent and coherent. There was again some slightly awkward language expressed, i.e. "on a greater scope", but this did not happen often. There were also lots of examples of elegant and well-chosen language, i.e. "without misinterpreting what others have to say." Again, Murat's grammar had a good range and very good accuracy. He didn't really provide many complex structures, but he was able to speak without needing them. His accent again did not impede Murat's pronunciation and excellent communicating ability.

Marking - The marking of the IELTS Speaking Test is done in 4 parts.

Fluency and Coherence	7
Lexical Resource	7
Grammatical Range and Accuracy	8
Pronunciation	8
Estimated IELTS Speaking Band	**7.5**

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

 Telegram @Link_Library

Listening Recordings' Transcripts

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

LISTENING TEST 16 TRANSCRIPT

This recording is copyright.

IELTS-Blog.com listening practice tests. Test sixteen. In the IELTS test you hear some recordings and you have to answer questions on them. You have time to read the instructions and questions and check your work. All recordings are played only once. The test is in four sections. Now turn to section one.

Section one. You will hear a conversation between a man and a woman as the man checks into a hotel.

First you have some time to look at questions one to five.

(30-second gap)

Now the full test will begin. You should answer the questions as you listen, as the recording is not played twice. Now listen carefully to the conversation and answer questions one to five.

Kate Good morning, sir. My name is Kate. Welcome to the Seaside Hotel.

George Thank you. I'm here to check in.

Kate Do you have a booking reference, sir?

George Yes. It's E746.

Kate Thank you. Let's see. Yes, here it is. Oh dear. I have the booking and that's confirmed, but all your details have disappeared. Can I quickly ask you a few questions?

George Of course.

Kate Could you give me your full name, please?

George It's George Hanson.

Kate Would you spell Hanson for me, please?

George It's H – A – N – S – O – N.

Kate Thank you very much. Now, can you give me your postcode?

George GU3 8WE.

Kate And can you also give me the first line of that address?

George It's 30 Brook Lane.

Kate So, that's in Guildford, I see.

George That's right.

Kate Did you give a mobile phone number or landline number with your booking?

George It was my mobile number.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Kate Can I have that again, please?

George Of course. It's oh seven oh four seven, three nine six, eight four seven.

Kate Thank you. There are just two more questions. Firstly, what is your check out date?

George Well, today's the fourteenth of May and I plan to stay for three nights, so I'll check out on the seventeenth of May.

Kate Good. And now finally I'd like to ask you how you paid for the booking.

George I paid by bank transfer.

Kate Thanks very much. I'm very sorry about the inconvenience.

George That's no problem.

Before the conversation continues, you have some time to look at questions six to ten.

(30-second gap)

Now listen carefully and answer questions six to ten.

George Now, if you don't mind, I have a number of questions to ask you.

Kate That's fine, sir. Go ahead.

George First of all, can you tell me when and where breakfast is?

Kate Breakfast is served as a buffet style meal from six-thirty a.m. until nine-thirty a.m. It's served in the main dining room, which is located on the second floor. This can be accessed of course by the lifts and the stairs.

George Thank you. Now I read that you have a gym here. Can I use it?

Kate Yes, sir. The gym can be used by any of our guests. We have a fitness suite with weight and cardio-vascular machines. There's also a swimming pool, sauna and steam room that can be used by guests, though along with your bathing suit you must wear a swimming cap in the pool. These can be borrowed at the gym reception or you can buy your own there.

George That's good. I'd like to do some exercise during my stay here. Now, tonight I'd like to watch a football match on television. Is there anywhere in the hotel where I'd be able to do that?

Kate We have a sports bar on the ground floor, but I'm afraid that's booked for a private party tonight and it's closed to other people.

George Oh dear. Will I be able to watch it in my room?

Kate I'm afraid the channel that carries the football is not available on the room televisions. What I can suggest is that the gym has televisions that have the football and you could watch it in there. I'm sure you'd be comfortable, as they have nice chairs there.

George I'll do that then. Thanks for the suggestion. Now, I've never been to this town, so I'd like to have a look around this afternoon. Is there a tourist office nearby?

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Kate Yes. As you go out of the hotel, turn right and go about a hundred metres and you'll find the office on this side of the street. They'll be able to tell you all the things you ought to see here. They do charge for city maps though, so come by the reception and the reception staff will give you one for free.

George Thank you very much.

Kate You're welcome. Is there anything else?

George Just one thing. Can I have an alarm call for tomorrow?

Kate Certainly. At what time would you like it?

George I need to get to a meeting in town at eight a.m., so I think I'd better have it at six a.m. That'll give me enough time to get ready, have breakfast and travel to the meeting.

Kate That's fine, sir. I've made a note of that and the duty staff in the morning will take care of it.

George Thank you.

That is the end of section one. You will now have half a minute to check your answers.

(30-second gap)

Now turn to section two.

Section two. You will hear a woman on a radio programme giving some information about the reopening of a library. First you have some time to look at questions eleven to fifteen.

(30-second gap)

Now listen carefully to the radio programme and answer questions eleven to fifteen.

Hello everyone and welcome. My name is Angela McCarthy and I have come in to tell you about the refurbishment and reopening of the Talbot Road public library. So, let me tell you about what's new at the library. As many of you listeners will know, the library has been closed for nine months after it was found there were various structural problems with the building that could be a threat to the safety of the general public. As the town council later realised that the library and its facilities also needed updating, it was decided to work on lots of things inside and outside the library. It's hoped that this will increase the usage of the building.
The first thing that was done was to excavate the foundations and ensure that the building was safe to enter. You may also have noticed the scaffolding that was round the library for two months whilst the roof's wood and tiles were being replaced. This was because it was noticed that there were several areas that were starting to leak.

As you can imagine, the costs of the renovation were quite extensive. The council paid a third of the costs, but we owe great thanks to a national reading charity that funded most of the rest. The residue was paid by local contributions from the general public. We'd like to thank all contributors who have allowed this great public facility to reopen with its new face.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

With the new look of the library come also new opening hours. The library opens now at seven thirty a.m. and closes at six thirty p.m. on all weekdays. The library used to be closed at weekends, but now you can come on Saturdays from nine a.m. to midday. It's still closed Saturday afternoons and all day Sunday and public holidays.

One new facility that the library offers is an inter-library loan service. If there are any titles that you would like to take out, but are not in the library, you can consult the national library collection and we can order the title to be delivered. The book is usually sent to the library within a week and we can let you know by email or phone. We hope that this complimentary service will be very popular.

You now have some time to look at questions sixteen to twenty.

(30-second gap)

Now listen to the rest of the radio programme and answer questions sixteen to twenty.

So, let me tell you a little about the library's new layout. On a sign outside, just on the right of the main entrance door, you can find the list of opening times and emergency contact numbers. Then, as you enter the library, the old reception area on the right has changed and is now right in front of you as you enter. Of course, the receptionists will be able to tell you about all the changes in the library as well. When you're standing at reception, on the right is the children's area. Here we have a range of book titles aimed at a variety of ages, with the books aimed at the youngest age being displayed just on the right of the main entrance as you come in. The books for older age ranges are then found as you move back through the bookshelves. We have expanded the children's range by forty per cent and also added an assortment of DVD's for young people, which are arranged in the far right hand corner.

On the left as you come in are all the books aimed at adults. We have a wide range of genres in books, magazines, DVD's and various other periodicals. In addition to the books, there is also a selection of computers that are available for any member of the public to use. These are all up against the wall just to the left of the main entrance door. Computers are not allowed to be booked, but are available on a first come first served basis. People can use computers for half an hour, but can stay on if no one else is waiting.

One major advantage of the library's new look is that we have added bathrooms that are accessible by the general public. These are found on the back wall directly opposite the main entrance door. On either side of the toilets are small reading rooms that can be booked for private functions or for the book readings that we are planning to have. The small reading room on the children's side also has some comfortable chairs where children can sit and read their books.

Finally, there is a study zone right over in the far left corner. This can be used by any student who needs a quiet place to study. We have created this area because there have been plenty of requests from university and school students who have said they do not have the opportunity to study properly at their homes. We have provided power sockets here and free Wi-Fi in order to help these students with their work. A selection of desks for people who want to do some work, but who are not students, is found up against the sidewall on the right. There is Wi-Fi available here, but there are no power sockets, so bring your computer charged if you wish to use it.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

That is the end of section two. You will now have half a minute to check your answers.

(30-second gap)

Now turn to section three.

Section three. You will hear a student and her teacher discussing a presentation that the student has recently given. First you have some time to look at questions twenty-one to twenty-five.

(30-second gap)

Now listen carefully and answer questions twenty-one to twenty-five.

Dr. Hart Hello, Jane. Come in and sit down.

Jane Hello, Doctor Hart. Thank you.

Dr. Hart Now, we're here to discuss the presentation that you gave in my seminar earlier this week.

Jane That's right.

Dr. Hart So, the first thing is about your subject. You chose to talk about Levi Hill's contribution to the development of colour photography. Why did you choose that subject?

Jane Well, I've always been interested in photography and the intriguing story around Levi Hill seemed to fit in with the unit we're studying.

Dr. Hart Can you explain again the link between Hill's own invention and the invention in France of the daguerreotype?

Jane Of course. The daguerreotype was invented by Louis Daguerre in 1839 and it was the only known type of photographic process commonly used in the eighteen forties. Levi Hill was greatly interested in photography and learned about daguerreotypes in the early eighteen forties. Daguerre exposed a silver-copper plate to light, fuming it with mercury vapour and then removed the sensitivity to light with a cocktail of chemicals. Hill was interested in what Daguerre did, but actually created a quite different process.

Dr. Hart So, there isn't much similarity at all.

Jane Not really. I suppose they're often compared because Hill called his invention a 'hillotype' and this was based on how daguerreotype was derived from Daguerre's name.

Dr. Hart Why was there so much interest in the hillotype?

Jane Well, with daguerreotypes, only a black and white picture was achievable. Hill claimed that with his process, a colour picture was possible.

Dr. Hart You say, "claimed". Was it not true?

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Jane There was quite a lot of controversy about it. Hill was attacked, mostly by professional photographers, who lost business because they had clients who wanted colour pictures. At first, Hill did not publicise his method, but eventually he revealed his secrets. The process eventually described though was very complex and difficult to make work and people soon lost interest. Hill was not able to defend his process for long, as he died soon after publication, mainly because of his exposure to the harmful chemicals that he used in his experiments.

Dr. Hart What is the historical judgement?

Jane Some of Hill's original images have been analysed and, although it's clear that some have been enhanced with artificial colour, in many of the images it has been genuinely reproduced.

You now have some time to look at questions twenty-six to thirty.

(30-second gap)

Now listen to the rest of the discussion and answer questions twenty-six to thirty.

Jane So, how did you find the presentation, Dr. Hart?

Dr. Hart I thought you did a good job. You spoke clearly and accurately and you connected with your audience. One thing you can improve on is how you use your presentation slide show up on the screen. You usually had one slide for every part of your talk and you tended to turn your back to the audience and read all the information to the audience off the slide before turning round. I'd advise that you only have the general points on your slides. No one likes to be just read to when they can read it themselves. Give the starting points on the slides and expand on them yourself whilst looking directly at your audience.

Jane Thanks. That's a good idea.

Dr. Hart Now, you've obviously done a lot of research on your presentation and you gave plenty of quotations from important figures and key statistics.

Jane That's right. It said in the rubric that we should do this.

Dr. Hart Quite right. The problem was though that you did not cite your sources enough. I could see some citations at the bottom of the images, but there wasn't much.

Jane That's true. I wasn't sure how to address that.

Dr. Hart There are a couple of ways that you can do this. You can just place all your citations on the last slide of your presentation and leave it on the screen after you draw attention to it, or you can make a hard copy of your sources and distribute it amongst your audience. By using either method, you can fulfill all the expectations that we have regarding academic honesty.

Jane That's great. I'll make sure that I do that in future. So, what about my grade, Dr. Hart?

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Dr. Hart Of course I've graded your presentation, but I don't want to release any grades until everyone in your class has finished their presentations. I'll post the grades on the department notice board when they're all finished, not on the admin office door as I usually do.

Jane When will that be?

Dr. Hart The last one is in the morning on the fourteenth of November. I'll have the grades up by lunchtime on that day.

Jane Thanks, Dr. Hart.

Dr. Hart You're welcome, Jane.

That is the end of section three. You will now have half a minute to check your answers.

(30-second gap)

Now turn to section four.

Section four. You will hear part of an agricultural lecture on the use of the global positioning system in today's agricultural industry. First you have some time to look at questions thirty-one to forty.

(50-second gap)

Now listen carefully and answer questions thirty-one to forty.

Hello everyone and welcome to this agriculture lecture. Today, we are going to look at the increasingly important role of the Global Positioning System in our current agriculture industry.

The development and implementation of precise agriculture or site-specific farming has been made possible by combining the Global Positioning System, known as GPS, and geographic information systems, known as GIS. These technologies have enabled the coupling of real-time data with accurate position information, and have led to the efficient manipulation and analysis of large amounts of geospatial data. GPS-based applications in precision farming are being used for farm planning, field mapping, soil sampling, tractor guidance, crop scouting, variable rate applications, and yield mapping. GPS also allows farmers to work during low visibility conditions such as rain, dust, fog, and darkness.

In the past, it was difficult for farmers to correlate production techniques and crop yields with land variability. This limited their ability to develop the most effective soil or plant treatment strategies that could have enhanced their production. Today, more precise application of pesticides, herbicides, and fertilisers, as well as better control of the dispersion of these chemicals is possible through precision agriculture. This results in a reduction of expenses, producing higher yields, and creating a farm that is more environmentally friendly.

Precision agriculture is now changing the way farmers and agribusinesses view the land from which they reap their profits. Precision agriculture is about collecting timely geospatial information on soil-plant-animal requirements and prescribing and applying site-specific treatments to increase agricultural production and protect the environment. Where farmers may have once treated their fields uniformly, they are now seeing benefits from micromanaging their fields. Precision agriculture is gaining in popularity largely due to the introduction of tools into the agricultural community that are more accurate,

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

cost effective, and user-friendly. Many of the new innovations rely on the integration of on-board computers, data collection sensors, and GPS time and position reference systems.

Many believe that the benefits of precision agriculture can only be realised on large farms with significant capital investment and experience with information technologies. This is not the case. There are inexpensive and easy-to-use methods and techniques that can be developed for use by all farmers. Through the use of GPS and GIS, information needed for improving land and water use can be collected. Farmers can achieve additional benefits by combining better utilisation of fertilisers and other soil amendments, determining the economic threshold for treating pest and weed infestations, and protecting the natural resources for future use.

GPS equipment manufacturers have developed several tools to help farmers and agribusinesses become more productive and efficient in their precision farming activities. Today, many farmers use GPS-derived products to enhance operations in their farming businesses. Location information is collected by GPS receivers for mapping field boundaries, roads, irrigation systems, and problem areas in crops, such as weeds or disease. In addition, the accuracy of GPS allows farmers to know precise acreage for field areas, road locations and distances between points of interest and it allows the farmers to create farm maps with all this information. GPS allows farmers to accurately navigate to specific locations in the field, year after year, to collect soil samples or monitor crop conditions.

Farmers and agricultural service providers can expect even further improvements, as GPS continues to experience modernisation. In addition to the current civilian service provided by GPS, Australia is committed to implementing a second and a third civil signal on GPS satellites. The first satellite with the second civilian signal was launched ten years ago. The new signals will enhance both the quality and efficiency of agricultural operations in the future.

Very high GPS accuracy can be achieved, however, for real-time applications that require on-the-go adjustments, a variance GPS is preferred. A straightforward manner of accomplishing this is to use two GPS receivers, known as a rover station on for example a tractor, and a fixed base station, which track the same satellites, so that many of the errors can be minimised and higher accuracy can be obtained in real-time. Since the position of the base station is known accurately, the error in estimating the location of the base station using satellite signals can be determined. This differential correction can be communicated to the field GPS receiver in the rover by a radio link and this information can be used to increase its accuracy.

The deployment of two GPS receivers for agricultural applications could, however, be expensive in many instances. An alternative to reduce the cost without degrading the positional accuracy is to use one of the available correction services. If the GPS users obtain one of these available services, only one receiver can be used as a rover and no base receiver would be required.

That is the end of section four. You will now have half a minute to check your answers.

(30-second gap)

That is the end of listening test sixteen. In the IELTS test you would now have ten minutes to transfer your answers to the listening answer sheet.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

LISTENING TEST 17 TRANSCRIPT

This recording is copyright.

IELTS-Blog.com listening practice tests. Test seventeen. In the IELTS test you hear some recordings and you have to answer questions on them. You have time to read the instructions and questions and check your work. All recordings are played only once. The test is in four sections. Now turn to section one.

Section one. You will hear a conversation between a man and a woman as the man enquires about piano lessons for his daughter.

First you have some time to look at questions one to five.

(30-second gap)

Now the full test will begin. You should answer the questions as you listen, as the recording is not played twice. Now listen carefully to the conversation and answer questions one to five.

Mr. Johnson Good morning. Are you Mrs. Irving, the piano teacher?

Mrs. Irving That's right. How can I help you?

Mr. Johnson My name's Johnson. My eight-year-old daughter Emily really wants some piano lessons. She's been asking for them since last December and she's now decided it should be her birthday present.

Mrs. Irving Really! Well, I would be delighted to teach your daughter. How did you hear about me?

Mr. Johnson Well, I spent a long time searching on the Internet and checking notice boards in music shops, but in the end, a friend of mine told me about you and that you had done a great job with his young son.

Mrs. Irving Well, that's nice to hear! Has Emily done any playing before?

Mr. Johnson Not really. Her uncle has a piano and he lets her play around on it when we visit him. He lives quite a long way away, though.

Mrs. Irving Will Emily have a piano to practice on between lessons? This is really important if the lessons are to have a proper effect.

Mr. Johnson I've looked into the costs of buying and hiring. Hiring a piano is quite cheap, so I'll do that to start with. If Emily really takes to it and wants to carry on long-term, I'll end up buying one, I expect.

Mrs. Irving OK. Now, the way I work is to have my students come to my home for the lessons. Is that OK with you?

Mr. Johnson Yes, that's fine. You live in Chatsworth Road, is that right?

Mrs. Irving Yes, that's right. At number 9.

Mr. Johnson So, how much will Emily need to practice?

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Mrs. Irving At the beginning, I would recommend that she has three practices of half an hour each week, with one of the practices being the day before the lesson. When she gets better, she will need to have the same number of practices, but maybe for longer periods.

Mr. Johnson I suppose the more practice Emily does, the better she'll get and the more rewarding the experience will be.

Mrs. Irving Exactly. Now, when would Emily like to have her lessons?

Mr. Johnson We thought that before school would be too early and, although Emily would like to do it after school, we think she might be too tired. Saturday mornings would seem to be the best.

Mrs. Irving That would be fine. Is ten a.m. convenient? The lessons last an hour.

Mr. Johnson That's fine. By the way, what do you charge for lessons?

Mrs. Irving The basic cost is twenty-five pounds an hour. However, if you would like to book a series of ten lessons and pay in advance, I offer a ten per cent discount, which would make it twenty-two pounds fifty a lesson. In addition, if you book and pay for twenty lessons in advance, I offer a twenty per cent discount, which would make it twenty pounds a lesson.

Mr. Johnson That's very interesting. What I will do is to book just five lessons to begin with. If Emily finds that she likes it and if she is doing her practice, I'll book for longer and take advantage of the discounts.

Mrs. Irving That's fine.

Before the conversation continues, you have some time to look at questions six to ten.

(30-second gap)

Now listen carefully and answer questions six to ten.

Mrs. Irving Now, Mr. Johnson, I have another beginner who would like to start at more or less the same time as Emily. Would you consider a shared class at the start? This would cut the price by thirty per cent and would be less money to spend on something that you don't know your daughter will like.

Mr. Johnson Oh, thanks for the offer, Mrs. Irving, but I think I'd like Emily to have the lessons on her own. I think she'll develop her motivation better that way.

Mrs. Irving No problem. I just wanted to ask in case you felt like saving some money. Now, there's an important child protection issue that I need to bring up, as I will be responsible for your child. How will she come to the lessons and how will she go home?

Mr. Johnson Thanks for thinking of that. We live so close that driving or taking the bus would be silly. Emily's very confident, so she'll come on foot, even in bad weather. We will come with her and be there to pick her up at the end.

Mrs. Irving Good. That's something I always worry about.

Mr. Johnson Will you be the only person in the house during the lessons? Will any of your family be here, for example?

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Mrs. Irving No. My husband died a few years ago and my daughter has a place of her own now. Sometimes the cleaner works during the times of Emily's lessons, but she won't be any problem.

Mr. Johnson OK. Thank you.

Mr. Johnson Is there anything that Emily should bring with her? A paper and pencil, for example?

Mrs. Irving Nothing like that. What might be good, though, is a snack, as children of her age often will get hungry. We can have a short break after half an hour for it.

Mr. Johnson OK. I'll remember that.

Mrs. Irving Finally, Mr. Johnson, how would you like to pay for Emily's lessons? I can give you bank details for a transfer or I still take cheques.

Mr. Johnson I'd rather give Emily cash and she can give that to you every lesson. Is that OK?

Mrs. Irving Of course! I don't know anyone who turns that down! That's better for me than a bank transfer or cheque.

That is the end of section one. You will now have half a minute to check your answers.

(30-second gap)

Now turn to section two.

Section two. You will hear a woman on a radio programme giving some information about saving energy in the home. First you have some time to look at questions eleven to fifteen.

(30-second gap)

Now listen carefully to the radio programme and answer questions eleven to fifteen.

Good morning, everyone. My name is Alexandra and I'm an expert in domestic energy conservation. I've been invited to come on today's show to give you some advice for saving energy in the home. To begin with, I'd like to tell you some strategies that nearly all householders can take advantage of. First of all, I'd like to talk about standby mode on appliances. Almost all electrical and electronic appliances can be turned off at the plug without upsetting their programming. You may also want to think about getting a standby saver, which allows you to turn off all your appliances that are on standby in one go. Most households can save up to fifty dollars a month by doing this.

The washing machine is another place where savings can be made on electricity. Many people wash clothes at forty degrees Celsius, but cutting this to thirty degrees Celsius would reduce electricity use by forty per cent over a year, saving around fifty dollars annually on energy bills.

Another electrical saving can be made by turning lights off when you're not using them. This can save an average wasteful household around sixty dollars a year on the annual energy bill. Finally, employing energy saving bulbs all around the house could cut electricity bills by sixty dollars a year.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Next I'd like to talk about people's showers. If you've got a shower that takes hot water straight from your boiler or hot water tank rather than an electric shower, fit a water efficient shower head. This will reduce your hot water usage while retaining the sensation of a powerful shower. A water efficient shower head could save a four-person household a hundred dollars a year on gas for water heating, as well as a further hundred and fifty dollars on water bills. In addition, spending one minute less in the shower each day will save around fifteen dollars off your energy bills each year, per person, as well as reductions off the annual water and sewerage bills.

You now have some time to look at questions sixteen to twenty.

(30-second gap)

Now listen to the rest of the radio programme and answer questions sixteen to twenty.

Now I'd like to talk about heat and heat conservation. First of all, it's absolutely essential to have various forms of insulation. Places for home insulation include the roof, walls and floors, and pipes and hot water tanks. Making sure your home is well insulated can significantly reduce unnecessary heat loss, leading to lower energy bills and a more comfortable home. Another type of insulation can be to deal with draughts. Unless your home is very new, you will lose some heat through draughts around doors and windows, gaps around the floor, or through the chimney. The draught-proofing of windows and doors and blocking cracks in floors and skirting boards can cost around three hundred dollars, but can save up to fifty to sixty dollars a year on energy bills.

People also need to take control of the heating of their houses. More than half the money spent on fuel bills goes towards providing heat and creating hot water. Having a room thermostat, a programmer and thermostatic radiator valves installed could save between a hundred and fifty and two hundred dollars a year. Even turning down a room thermostat by just one degree can save around a hundred and twenty dollars a year. In addition to these controls, smart heating controls are the latest innovation to help you control your heating and understand your energy use. They allow people to control their heating remotely via a mobile app, meaning that they can manage the temperature of their homes from wherever they are, at whatever time of day.

That is the end of section two. You will now have half a minute to check your answers.

(30-second gap)

Now turn to section three.

Section three. You will hear a student and her teacher discussing the student's essay. First you have some time to look at questions twenty-one to twenty-five.

(30-second gap)

Now listen carefully and answer questions twenty-one to twenty-five.

Kate Hi there, Dr. Masters. Do you have some time to speak to me about my essay?

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Dr. Masters Hi, Kate. Yes, I've got time right now. Sit down.

Kate Thank you.

Dr. Masters Now, how can I help you?

Kate To start with, I'd like to ask you about sources.

Dr. Masters Of course.

Kate Well, as you know, I'm writing about environmental conservation. I was in the library and I found that book you recommended on deforestation in South America. It's called *The Diminishing Forest*.

Dr. Masters Good. Was it helpful?

Kate Very. I was worried, though, that some of the statistics it had were a little out-of-date, as it was published fifteen years ago.

Dr. Masters Yes, I can see that might be a problem. What you can do is to check out the book's website. The authors have up-to-date statistics there that you can use. The website is also a mine of information on the types of pesticides and insecticides that are used in different areas of the continent.

Kate Thanks. That's helpful. Now, I also looked up the *Journal of Environmental Management*, as you suggested. The trouble there was that there is an issue every month and they don't often discuss South America. I've gone through some editions, but it hasn't been very useful so far.

Dr. Masters I see. Well, I know that publication very well. Last year, in the months of May, June and July, there were some excellent articles on forestry plantation initiatives in South American countries. Look at those editions and I'm sure you'll find something of use.

Kate OK. Thanks. Finally, the reason a lot of deforestation takes place in South America seems to be concerned with creating more farmland. I wanted to explore this in South American countries, but as that's not my subject, I didn't know where to start.

Dr. Masters There's a good book called *The Green Pastures*. This gives a good review of this subject in various South American countries over the last twenty years. It also documents the rise of cattle farming in Argentina and Brazil, as those are the two big players in that industry.

Kate I read that those countries supply the fast food industry with their meat.

Dr. Masters Yes, they can produce it at a much reduced price per kilogram compared to the U.S., and so that industry has really thrived recently.

Kate OK. Well, that really helps me with my sources, Dr. Masters.

You now have some time to look at questions twenty-six to thirty.

(30-second gap)

Now listen to the rest of the discussion and answer questions twenty-six to thirty.

Dr. Masters Is there anything else, Kate?

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Kate Yes. I wanted to know if you knew anything about government enforcement of environmental law.

Dr. Masters A little. Many of the nation's environmental statutes contain both civil and criminal provisions to address environmental law violations. I did a paper on that in the context of the United States recently.

Kate What kind of things can the U.S. government do?

Dr. Masters It firstly depends on what kind of prosecution is taken, civil or criminal.

Kate What's the difference?

Dr. Masters Civil action can take two forms. Civil Administrative Actions are non-judicial enforcement actions usually taken by a state under its own authority and they do not involve a judicial court process. These actions can be a notice of violation or an order directing an individual, a business, or other entity to take action to come into compliance, or to clean up a site. The order can be with or without penalties.

Kate What's the other form of civil action?

Dr. Masters They are Civil Judicial Actions. They are formal lawsuits that are filed in court, against persons or entities that have failed to comply with statutory or regulatory requirements, failed to comply with an administrative order, failed to pay the costs for cleaning up a polluted site or failed to commit to doing the clean-up work. These cases are not filed by the relevant state, but by the U.S. Department of Justice, which does it for them.

Kate And what about criminal actions in the U.S.?

Dr. Masters They are much rarer. Criminal actions are usually reserved for the worst violations, and those that are willful or knowingly committed. A court conviction can result in fines or imprisonment.

Kate What are the civil penalties like?

Dr. Masters They are determined by the severity of the crime. Civil penalties are monetary assessments imposed on a person or regulated entity due to a violation or noncompliance. Penalties represent an incentive for coming into compliance and staying in compliance with the environmental statutes and regulations. Penalties are also designed to recoup the economic benefit of noncompliance and to compensate for the seriousness of the violation.

Kate That's great, Dr. Masters. That helps a lot.

Dr. Masters You're welcome. I know that wasn't much to do with South America.

Kate That's OK. A lot of the countries there have based their judicial systems regarding the environment on the U.S. model.

That is the end of section three. You will now have half a minute to check your answers.

(30-second gap)

Now turn to section four.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Section four. You will hear part of a lecture on plastic pollution in the ocean. First you have some time to look at questions thirty-one to forty.

(50-second gap)

Now listen carefully and answer questions thirty-one to forty.

Good morning everyone. Today we'll be discussing plastics pollution and, more specifically, microplastics.

In recent years, plastic pollution in the ocean has become a significant environmental concern for governments, scientists, nongovernmental organisations and members of the public worldwide. A recent study derived from six years of research by the Five Gyres Institute estimated that five and a quarter trillion plastic particles weighing some 269,000 tons are now floating on the surface of the sea.

World plastics production has experienced almost constant growth for more than half a century, rising from approximately one point nine million tons in 1950 to approximately three hundred and thirty million tons in 2013. Today, the World Bank estimates that one point four billion tons of trash are generated globally each year; ten per cent of it plastic. The International Maritime Organisation has banned the dumping of plastic waste at sea, however, an unknown portion of the plastic produced each year escapes into the environment instead of being landfilled, incinerated, or recycled. Some of it eventually makes its way to sea.

At the same time, plastics in consumer products have become subject to increasing scrutiny regarding their potential effects on human health. Various components of polycarbonate plastics and endocrine disruptors are examples of the most widely known polluting chemicals. However, these are only two of many monomers, plasticisers, flame retardants, antimicrobials, and other chemicals used in plastics manufacturing that are able to migrate into the environment.

Today, there is a lot of funding from private and public sources that has permitted research on human exposures to plastics in water and the potential health risks. Studies have already demonstrated plastic's tendency to absorb persistent, bio-accumulative and toxic substances, which are present in trace quantities in almost all water bodies. The constituents of plastics, as well as the chemicals and metals they absorb, can travel into the bodies of marine organisms upon consumption, where they may concentrate and climb the food chain, ultimately into humans.

The path from plastic pollution to chemical exposure through seafood is a long one, figuratively and often literally, and researchers say that tracing all the individual steps in that theoretical journey is not the same as identifying human health effects. Actual contacts with chemicals are determined by innumerable variables and still need to be quantified. Then these levels must be evaluated within broader contexts of consumer plastic use and environmental pollutant levels.

Plastics that reach the ocean will gradually break down into ever-smaller pieces due to sunlight exposure, oxidation and the physical action of waves, currents, and grazing by fish and birds. So-called microplastics, variably defined in the scientific literature and popular press as smaller than five millimetres in diameter, are understood to be the most abundant type of plastic in the ocean. Researchers have found microplastics in varying concentrations almost everywhere, from near-shore environments to the open ocean, and they have estimated that particles four point seven five millimetres or smaller, about the size of a lentil, make up roughly ninety per cent of the total plastic pieces they collected.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

 Telegram @Link_Library

Collecting, counting, and typing plastics are the first steps in understanding the extent of plastic pollution in specific areas and large organisations have asked the public for their assistance. This will save millions of research dollars. The public has been asked to sample sea water for floating microplastics near where they live and log the results on the website. In order to conduct the research, they have invented a low cost, do-it-yourself collection apparatus called a Babylegs. The device starts with a plastic bottle top surrounded by corks from bottles to keep it floating. The open end of the bottle can be dragged along the surface of the water. Water and any microplastics go in through the opening. Behind the water bottle top, a pair of baby's tights is attached. The seawater will flow through the material, but any microplastics will be stopped. Of course, it's not only the sea that can be sampled. A babylegs can be used equally effectively to capture small plastics that tend to float on the surface of oceans, lakes, and rivers. The tights should be of a very bright colour to help recognise the contamination in the samples.

That is the end of section four. You will now have half a minute to check your answers.

(30-second gap)

That is the end of listening test seventeen. In the IELTS test you would now have ten minutes to transfer your answers to the listening answer sheet.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

LISTENING TEST 18 TRANSCRIPT

This recording is copyright.

IELTS-Blog.com listening practice tests. Test eighteen. In the IELTS test you hear some recordings and you have to answer questions on them. You have time to read the instructions and questions and check your work. All recordings are played only once. The test is in four sections. Now turn to section one.

Section one. You will hear a conversation between a man and a woman as the woman enquires about membership at a sports centre.

First you have some time to look at questions one to five.

(30-second gap)

Now the full test will begin. You should answer the questions as you listen, as the recording is not played twice. Now listen carefully to the conversation and answer questions one to five.

Steve Hello, I'm Steve. Welcome to Bruntwood Sports Centre. Can I help you?

Alice Hello. Yes, I hope you can help me. I'd like some information about joining the Sports Centre.

Steve Do you have any idea about what kind of membership you'd like? We do full membership, swimming only or gym and classes and there are special rates for students and different age groups.

Alice Yes. I checked online before I came here. I'd be interested in the full membership and I wouldn't be eligible for any of the special rates.

Steve That's great. Can I take some details from you to start with?

Alice Of course.

Steve First of all, what's your name?

Alice It's Alice Watson.

Steve Is that Watson, W – A – T – S – O – N?

Alice That's right.

Steve Good. Now, can I take your address, please?

Alice It's sixteen Austen Way, Bruntwood.

Steve Is that A – U – S – T – E – N for Austen?

Alice That's right.

Steve And was it sixteen or sixty?

Alice Sixteen.

Steve Thanks. Do you know the postcode?

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Alice Oh yes. It's BR5 8HY.

Steve Thank you. Now, I need your date of birth, please.

Alice I was born on the thirteenth July, nineteen ninety-six.

Steve Are you sure you can't get a student membership?

Alice I'm afraid not. I'm not a student. I have a full-time job.

Steve What's your job?

Alice I'm a dental assistant.

Steve Now, can I take a contact telephone number for you?

Alice Of course. My home number is 01763 973 6 double 4.

Steve Do you have a mobile number as well, as that's often easier to reach people on?

Alice Oh yes. It's 07772 021 3 double 8. Do you call people often?

Steve It's not for marketing, if that's what you're worried about! It's just if a class you've signed up with is changed for any reason. We can let you know and save you a wasted journey.

Alice Oh, I see.

Before the conversation continues, you have some time to look at questions six to ten.

(30-second gap)

Now listen carefully and answer questions six to ten.

Alice Can I ask you some things about the facilities, please?

Steve Of course.

Alice I was interested in doing some classes. What ones do you run?

Steve Well, as you've a full-time job, the ones that would be suitable for you would be the early ones, which are for one hour and start at either six or seven a.m. We have wake-up aerobics, spinning and fat burn at both those start times.

Alice And later in the day? I finish work at four thirty in the afternoon.

Steve There are aerobics, keep fit and spinning classes hourly from four p.m. and there are also pilates classes and yoga classes and they're hourly from six p.m. At the weekends, all these classes are done regularly all through the day. The schedule changes from time to time, so I'll give you our latest schedule before you leave. The schedules are also on our website and they're always up to date.

Alice Can I swim early, too?

Steve Oh yes. The pool is open from six a.m. and, as the first three hours are mostly used by people who are swimming for exercise, two thirds of the pool is divided up into lanes for exercise swimming. There are two lanes for slow swimming, two for medium and two for fast.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Alice And what time does the pool close?

Steve Well, the centre closes every day at ten thirty p.m. and so the pool closes half an hour before that. You can swim up until then every day.

Alice Now, I'd like to ask about the gym. I've never done that and I'd like to give it a go to see if it'll suit me.

Steve Well, I'd recommend it. It can really develop people's core strength and by doing that you'll avoid injuries at other sports. It also really makes you feel good about yourself. So, our gym is open during the opening hours of the centre and, if you want to try it out, you'll need to book an induction with one of the instructors, so that you get to know the machines. This will help prevent you from injuring yourself. Inductions are free for full members. Another thing you can do is book a regular session with a personal trainer. This is a great way of getting fit. Not only is it harder to be lazy and avoid going for your session, but the trainers are great motivators.

Alice Those are great ideas. Thanks. I'll definitely try that.

That is the end of section one. You will now have half a minute to check your answers.

(30-second gap)

Now turn to section two.

Section two. You will hear a woman giving some information about facilities at a holiday resort. First you have some time to look at questions eleven to fifteen.

(30-second gap)

Now listen carefully to the information talk and answer questions eleven to fifteen.

Good morning, everyone, and welcome to this information talk. Most of you arrived here at the Sun and Sand resort yesterday evening and it's my job today to let you know a little bit about what is available for you here and where these things are.

We are currently in the main reception area. If you leave here, you'll find the Ornamental Lake right in front of you. Directly opposite, you'll find the bus stop, which I'll tell you more about later. If you take the path from the right hand side of the lake, you'll pass the mini golf on your left and, just after that, the swimming pool on the right. If you continue down the path, you'll reach the sports centre, where you can use the resort's gym and squash courts and also take part in the regular exercise classes that we run there.

If you take the left hand path from the lake, this will take you to the resort's private beach. On the way down, you'll see our tennis courts on the right hand side. When you arrive at our beach, you'll see our snack bar on the right hand side just behind the beach. Food and drink is available here. Back across the path from the snack bar is the activities office, which is also behind the beach. If you're not the type of person who just likes lying on the beach all day, you can visit this office and they'll give you details about the kayaks, sailing boats, pedalos and various other beach equipment that we have.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Finally, our beach is enclosed on both sides, and the area to the far left as you arrive by the path is reserved for over eighteens. People can find there a quiet place away from the noise of children if they so wish.

You now have some time to look at questions sixteen to twenty.

(30-second gap)

Now listen to the rest of the information talk and answer questions sixteen to twenty.

So, now that I've told you a little about where things are, I'd like to give you some information about them all. I mentioned earlier the resort's bus stop. This is from where our dedicated mini-buses leave to take residents into the nearby town. This is seven miles away, so taking this complimentary bus service is your best way of getting to the town. We also have a dedicated taxi at the hotel that you can use at any time if you wish, but this service must be paid for.

Swimming at the resort's pool can be enjoyed only when there is a lifeguard on duty. This starts at six thirty a.m. and finishes at seven thirty p.m. Swimming is all part of the Sun and Sand Resort's all-inclusive package. Exercise classes and use of the gym in the sports centre are all complimentary, but lights for the squash courts have to be paid for. Coins have to be inserted into the meters so that you can have the light to play by. Booking a squash court itself is free.

If you'd like to play tennis, book a court at reception. This is part of Sun and Sand Resort's all-inclusive package, as is use of all the recreational equipment at the beach, though a returnable twenty-dollar deposit is required for all equipment. Eating and drinking at the main buildings of the resort are also inclusive, but the beach snack bar is extra and things can be paid by cash or be put on the guests' bills.

There is a deep sea fishing activity that can be booked from reception. This is contracted out to a local fisherman and not part of the Sun and Sand Resort's package. The price list for the different fishing options available can be found at reception.

Finally, we have entertainment at the main buildings of the hotel every evening. People can enjoy their inclusive food and drink dinners whilst enjoying the music, magic, dancing or whatever is billed on the different evenings. We have quiz evenings weekly and sometimes comedy acts as well. We ask a dollar for each team member for the quiz pot, so that we can make a prize for the winners, who get the whole pot.

That is the end of section two. You will now have half a minute to check your answers.

(30-second gap)

Now turn to section three.

Section three. You will hear two students and their teacher discussing a field trip that the students are going to conduct. First you have some time to look at questions twenty-one to twenty-five.

(30-second gap)

Now listen carefully and answer questions twenty-one to twenty-five.

Samantha Hello, Dr. Rogers. Can we speak to you for a moment?

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Dr. Rogers Oh, hello, Samantha. Hello Eric. Yes, I'm free. What can I do for you?

Eric It was about our geography field trip. We wanted to explain to you a little about it, so that we know that we're doing the right thing.

Dr. Rogers OK. Off you go.

Samantha Well, to begin with, we decided our field trip will focus on the River Stour. The river is not far from where we both live, so that will help us when we need to do secondary visits to it.

Dr. Rogers Yes, that'll be useful. It's sometimes only later on during a project that people realise they need further data and a long journey can sometimes be very awkward to arrange.

Eric That's what we thought.

Dr. Rogers Well, I'm glad you're taking those things into account. Now, you'll need to go right up to the source of the river to get the correct readings.

Eric Oh yes. We'll begin there. We'll be doing a road trip for a few days to collect all the information we need.

Dr. Rogers What sorts of things will you be studying at the river?

Samantha We'll be looking at how the River Stour is part of the area's different watersheds.

Dr. Rogers What sort of data will you be collecting?

Eric We'll be taking water samples along the length of the river to start with. We'll also need data on flow levels, but of course we won't be able to get good figures on that in one trip. Samantha and I are going to visit the National River Authority's offices in Stourbridge. They have all the data there that we need.

Dr. Rogers Have you got an appointment with them?

Samantha Yes. One of the water officers will be meeting us and will give us admittance to the archives that we need. The people at the National River Authority were very helpful when I called them.

Dr. Rogers Good. Now, you'll also need more data than what you've mentioned so far if you want to examine the area's watersheds.

Eric Yes, we know that. Watersheds themselves consist of all surface water and include lakes, streams, reservoirs and wetlands, as well as all groundwater and aquifers. We'll need to work on all these water systems in the area. We won't be able to include everything in our project, as the word limit is relatively short. Our plan is to include a bit of everything, but focus on the role of the River Stour in the area's watersheds.

Dr. Rogers That all sounds fine.

You now have some time to look at questions twenty-six to thirty.

(30-second gap)

Now listen to the rest of the discussion and answer questions twenty-six to thirty.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Samantha I also wanted to ask about when we have to give in the project.

Dr. Rogers Well, last year the students had to give it in on the first of October. A lot of students found that they didn't have enough time though, so I was thinking of making it exactly a month later. However, I'm not really sure yet. You've plenty of time right now, so just keep an eye on the department website and I'll post the due date when I'm sure.

Eric And what is the exact word limit?

Dr. Rogers There's a five thousand-word limit, but don't forget you need to include appendices with any background detail that you need to provide. I will also require an annotated bibliography with all of the sources that you used. Now these latter two things aren't included in your word limit, but you need to be aware that this is quite a lot of extra material that needs to be included in your projects.

Samantha Is there any equipment that you could recommend we take, Dr. Rogers?

Dr Rogers Of course. There are lots of things that you'd find useful. You'll need a water chemistry test kit, turbidity tubes, TDS probes, nets, hip waders, compasses, stopwatches and a field guide of that area. Although you can buy all these things online, you might as well sign them out from the department for nothing. There's a returnable deposit, but it's not too excessive.

Eric That's very handy advice, Dr. Rogers. Thanks.

Dr. Rogers What I must also remind you about is to take security precautions. I know that you are all quite responsible, but being around water can always have potential dangers and you must take particular care if there's been a lot of rain and the river is high. First of all, stay together. If one of you falls in or gets into difficulties, then the other immediately knows about it and can do something. The other major thing to take care about is washing your hands after being in contact with the water. River water is not as clean as it used to be and if you come into contact with river water and then eat without washing your hands, you run the risk of ingesting bacteria. This can lead to all sorts of tummy upsets.

That is the end of section three. You will now have half a minute to check your answers.

(30-second gap)

Now turn to section four.

Section four. You will hear part of a zoology lecture on the Tasmanian devil. First you have some time to look at questions thirty-one to forty.

(50-second gap)

Now listen carefully and answer questions thirty-one to forty.

Hello everyone and welcome to this zoology lecture.

The Tasmanian devil cannot be mistaken for any other marsupial. Its spine-chilling screeches, black colour, and reputed ferocity led the early European settlers to call it The Devil. Although only the size of a small dog, it can sound and look incredibly fierce.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Devils once occurred right across mainland Australia, with fossil remains having been found widely around the continent, but it is believed the devil became extinct on the mainland some four hundred years ago. Devils probably became extinct there due to increasing aridity and the spread of the dingo, which was prevented by the Bass Strait from entering Tasmania.

Today the devil is symbolic of Tasmania, but it hasn't always held this status. Tasmanian devils were considered a nuisance by early European settlers of Hobart Town, who complained of raids on poultry yards. In 1830, the Van Diemen's Land Company introduced a bounty scheme to remove devils, as well as Tasmanian tigers and wild dogs, from their northwest properties. For more than a century, devils were trapped and poisoned. They became very rare and seemingly headed for extinction, but the population gradually increased after they were protected by law in June 1941.

Tasmanian devils are found throughout Tasmania, in all native habitats, as well as in forestry plantations and pasture, from sea level to all but the highest peaks of Tasmania. Densities are lowest in the buttongrass plains of the southwest and highest in the dry and mixed forests and coastal heath of Tasmania's eastern and northwest coasts. Open forests and woodlands are preferred, while tall or dense wet forests are avoided. Most are found in mixed patches of grazing land and forest or woodland. Relative trapping success and spool-and-line tracking indicates that Tasmanian devils travel through lowlands, saddles and along creeks, avoiding steep slopes and rocky areas, and favouring predictable places with rich sources of food such as carcasses, trash dumps, and roads.

Dens are typically underground burrows, such as old wombat burrows, dense riparian vegetation, thick grass tussocks and caves. Adult devils are thought to remain faithful to their dens for life, so den disturbance is destabilising to populations.

The devil is mainly a scavenger and feeds on whatever is available. Powerful jaws and teeth enable it to completely devour its prey, bones, fur and all. Wallabies and various small mammals and birds are also eaten, either as carrion or prey, and reptiles, amphibians, insects and even sea squirts have been found in the stomachs of wild devils. Devils maintain bush and farm hygiene by cleaning up carcasses, which can help reduce the risk of blowfly strike to sheep by removing food for maggots. Devils are famous for their rowdy communal feeding at carcasses, the noise and displays being used to bring about dominance within the pack.

The devil is nocturnal and during the day it usually hides in a den or dense bush. It roams considerable distances, up to sixteen kilometres, along well-defined trails in search of food. It usually ambles slowly with a characteristic gait, but can gallop quickly with both hind feet together. Young devils are more agile, however, and can climb trees. Although not territorial, devils can have a home range.

The famous gape or yawn of the devil that looks so threatening can be misleading. This display is performed more from fear and uncertainty than from aggression. Devils also produce a strong odour when under stress, but when calm and relaxed they are not smelly. The devil makes a variety of fierce noises, from harsh coughs and snarls to high-pitched screeches. A sharp sneeze is used as a challenge to other devils, and frequently comes before a fight.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

The Tasmanian devil mates for the first time at the end of their second year. It breeds around March and it takes thirty-one days after mating for the young to be born. The female has about twenty to thirty live offspring, all of which are approximately a gram. Unfortunately, there is only room in the pouch for four devils and usually only two or three actually stay in the pouch. The other young devils are usually eaten by their mother. The young stay in the pouch for about a hundred days. They stay with their mum outside of the pouch for about five to six months and then fend for themselves. The mean life span for a devil is approximately six years, although they live longer in captivity.

That is the end of section four. You will now have half a minute to check your answers.

(30-second gap)

That is the end of listening test eighteen. In the IELTS test you would now have ten minutes to transfer your answers to the listening answer sheet.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

LISTENING TEST 19 TRANSCRIPT

This recording is copyright.

IELTS-Blog.com listening practice tests. Test nineteen. In the IELTS test you hear some recordings and you have to answer questions on them. You have time to read the instructions and questions and check your work. All recordings are played only once. The test is in four sections. Now turn to section one.

Section 1. You will hear a conversation between a man and a woman discussing a home insurance policy.

First you have some time to look at questions 1 – 5.

(30-second gap)

Now the full test will begin. You should answer the questions as you listen, as the recording is not played twice. Now listen carefully to the conversation and answer questions 1 to 5.

Sarah Good morning.

Tony Good morning. My name is Tony. Welcome to Alpha Insurance. How can I help you?

Sarah I'm not happy with my current home insurance and it is lapsing next month, so I thought I'd look around for something better.

Tony Is this for an apartment or a house?

Sarah It's for a house.

Tony And do you need building cover or contents?

Sarah Just the contents. The building cover is connected to my mortgage right now.

Tony OK. Well, I'll just take a few basic details from you and then we'll look at the options available. To begin with, what's your full name?

Sarah Sarah Bright.

Tony Can you spell your first and last name? There are so many variations.

Sarah Sarah is S - A - R - A - H, and Bright is B - R - I - G - H - T.

Tony Got that. And what is the address of the property to be insured?

Sarah 33 Primrose Avenue, Perth, Western Australia.

Tony And the postcode?

Sarah 6151.

Tony Could you let me know a little bit about the property?

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Sarah Well, it has around two hundred square metres. There are three bedrooms on the upper floor along with a bathroom and toilet. On the ground floor, there is a kitchen, living room, small work room and a utility room. On the right hand side of the house there is a single garage.

Tony Does it have a garden?

Sarah Yes. There's about fifteen square metres of garden at the front and about twenty square metres at the back.

Tony Does it have any security measures?

Sarah Yes. All the windows have double locks and the front and back doors both have a five-lever mortice deadlock. There are also smoke alarms in four of the rooms, including the kitchen, and there is a burglar alarm.

Tony That's great.

Before the conversation continues, you have some time to look at questions 6 to 10.

(30-second gap)

Now listen carefully and answer questions 6 to 10.

Tony Now let's look at some of the things we can offer you. To begin with, we have our contents insurance. Our contents insurance covers the items in your home that aren't covered as part of a typical buildings insurance policy. We can cover your household goods, including non-permanent fittings such as carpets, personal belongings in the house or outbuildings, including garages and sheds, and money in the home. We can also cover contents temporarily moved to another home, replacement locks if your keys are stolen, items kept in the garden, the contents of your freezer and the cost of alternative accommodation whilst insured repairs are carried out. Valuables can be covered up to a total value of $15,000. This includes things such as jewellery, watches, furs, items or sets or collections of gold, silver or other precious metals, works of art, sets of stamps, coins and medals.

Sarah That sounds pretty comprehensive.

Tony Yes, but it's important to know what it doesn't cover, too. The policy doesn't cover theft from a vehicle, unless the item was hidden, and the thief had to break in to find it. So a Sat-Nav left on your dashboard wouldn't be covered, but a handbag locked in the boot would be. The policy also doesn't cover business equipment like tools, corporate credit cards, pets and other animals, bikes, camping equipment, wear and tear or damage to sports equipment, contact lenses and hearing aids and certificates and documents, for example losing your passport.

Sarah So, there's a lot not covered.

Tony Yes, but the details are pretty standard for what's in the market. You can add things at low cost though, for example, there is a pet cover you could add and cover for bicycles is also available. Also, we have something called personal possessions cover. Your whole household's belongings will be protected if they're taken away from home. They'd be covered against being lost, accidentally damaged, or stolen.

Sarah What sort of thing would that cover?

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Tony It covers clothes, jewellery, watches, mobile phones, cameras, glasses, sunglasses, laptops, MP3 players, handheld video games and credit cards, wallets and purses. All these things are covered in the home with the contents insurance, but this covers you and your family at the same address when you're out of the house.

That is the end of section one. You will now have half a minute to check your answers.

(30-second gap)

Now turn to section two.

Section two. You will hear a man giving an information talk about a new culinary village. First you have some time to look at questions eleven to fifteen.

(30-second gap)

Now listen carefully to the information talk and answer questions eleven to fifteen.

Good evening everyone and thank you for coming to this information evening. My name is Edward and I'm going to tell you a little about the new culinary village that opened recently in the centre of town.

First I'd like to orientate you a little. The culinary village is on the old site of Acton's Department Store. It is sited on the ground floor only, while the upper floors are now used for office space.

As you come in through the main entrance, there will be the information kiosk immediately on your right. The staff there will be able to give information to visitors regarding directions, any special offers of the day and any other pertinent information of the day.

The ground floor of the building is circular and we call this the atrium. Going round on the right, the first restaurant you will find is a Japanese one called Origami. This serves many Japanese specialties and has had great reviews in the local paper.

The next restaurant is Asian Fusion. As its name suggests, this restaurant's menu offers an eclectic mix of foods from all over the continent. I always see this restaurant full of Asian clientele enjoying the blend of Indian, Thai, Chinese and other cultures' cooking traditions. I think this is a good recommendation!

The next restaurant is The Blue Lobster seafood restaurant. This is currently undergoing renovation after a small fire during the final construction work. We hope that it will be open very soon, so that you will be able to sample its amazing menu.

After The Blue Lobster, there is the fire exit. This is important to know about, although we hope of course that you won't have to use it. All the restaurants also have one at the rear of their premises, so that you will be safe if the worst happens.

Next is The Fast Fish. As the name again suggests, this is a fast food establishment that specialises in fish and seafood. This establishment has the advantage of being open all day and evening, unlike some of the others, which serve only at lunch and dinner times. This means you'll be able to eat your favourite fish and chips whenever you want.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

The next establishment is a classic French restaurant, known as The Little Bordeaux. This is a cosy restaurant that really creates the feeling of a genuine Bordeaux bistro. The Little Bordeaux can get very busy, so a reservation is recommended, so that you're not disappointed.

Finally, there is the American burger diner. With a classic fifties feel, you'll be able to enjoy various American favourites such as hotdogs, steaks and of course different types of burger.

You now have some time to look at questions sixteen to twenty.

(30-second gap)

Now listen to the rest of the information talk and answer questions sixteen to twenty.

So, let me now give you some more information regarding the culinary village. First of all, the village is open from ten in the morning until twelve at night. On public holidays, these hours will vary and so the culinary village's website should be consulted, which is where you'll also find the opening hours for the individual restaurants.

Every year, the culinary village will hold a Fine Dining Festival for a week. The local newspaper has agreed to sponsor this event and will therefore carry all details of what will be going on. Details won't be found online, so keep a look out, so that you can get something special from your favourite restaurant!

The Maitre D' or manager of any of the individual restaurants will be happy to handle any complaints that you might have, but if you find a problem with the facilities of the Culinary Village, just go to the Information Kiosk and the staff there will handle your complaint. Do not do this on the Contact Us section of the Culinary Village's website, as these messages will not get answered.

One frequent question that we've received recently has been about tipping. People want to know how much to tip, whether to tip only the waiter or include the kitchen staff and how to tip. We've asked the restaurants and they say that people should not be embarrassed to consult their table waiter or waitress. They will be happy to tell the diners the restaurant policy. You won't need to bother the Maitre D' or manager or anything like that.

By the way, none of the restaurants has toilet facilities. These are located in the centre of the atrium. There is no charge for diners using the toilet facilities, but you should ask your restaurant's Maitre D' for a token, which will give you access.

That is the end of section two. You will now have half a minute to check your answers.

(30-second gap)

Now turn to section three.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Section three. You will hear four students discussing their presentation. First you have some time to look at questions twenty-one to twenty-five.

(30-second gap)

Now listen carefully and answer questions twenty-one to twenty-five.

Brian Hey, Lucy, do you know when Jake and Emily are coming?

Lucy They told me they'd be here at three, so don't worry, Brian. They'll be here any minute now. Oh look! There they are. Hi Jake, hi Emily.

Jake Hi Lucy. Hi Brian.

Emily Hi guys.

Brian Thanks for coming. Are you ready to discuss our presentation?

Emily Oh yes. We've been working hard on it.

Lucy So, where are we?

Jake I checked in with Professor White, who supervises our usual seminar, and he said that the seminar time wasn't the best occasion for doing our presentation, as he wanted to review essays then. He said we'd be better off doing it at the start of the next lecture.

Emily I'd prefer the seminar, as there'll be a lot fewer people watching.

Jake So would I, but that's what he said.

Brian Did he say how we'd be graded?

Jake Yes. There are four ways he'll grade us. Knowledge and understanding, examples and analysis, organisation, and relevant language usage.

Lucy That'll be hard when there are four of us together.

Jake Yes, but he said that for the first three he'd grade us together and only for the last would he grade us separately.

Lucy That's fair enough. We'll all be responsible collectively for those first three, but our language use will be an individual thing.

Brian Yes, that's fair.

Emily Did he give you any rubrics or anything?

Jake I asked him about that, but he said they're all on the website and that we can find them there.

Lucy Yes, I've already checked them when I was online in the department office and found them.

Brian Good. Now, Emily, you're doing the PowerPoint with regards to this presentation. Is that right?

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Emily Yes, I'm doing it, but I'm afraid my laptop has not been working right. I'll need to borrow one to get it done.

Jake You can use my old one. It works perfectly well. I'll bring it round this evening.

Emily Oh good. Thanks.

Brian Do we need to book any special equipment?

Lucy I don't think so.

Jake Actually, there's one thing. The projector in the room where we'll be doing the presentation is a bit old and we'll need a particular adaptor to connect to it.

Lucy The technology department has them. I'll make sure I get one for the big day.

You now have some time to look at questions twenty-six to thirty.

(30-second gap)

Now listen to the rest of the discussion and answer questions twenty-six to thirty.

Brian One of the things we'll need to focus on is the plastics recycling process. How should we start that?

Emily To begin with, we need to look at all the starting points for where the plastics come from. There are various sources. First there is agricultural waste.

Jake That's right. Then there's commercial and industrial waste.

Emily Aren't they the same thing?

Jake No. Commercial waste tends to be nearly all plastic packaging, while industrial waste is much more varied.

Lucy Finally, there's municipal waste.

Brian And what's next?

Emily We'll look at the initial processing of the plastics. After the plastic is collected from their sources, it's cleaned and then sorted.

Jake That's right. Then, as it's usually pretty bulky, the size is reduced, usually by compression.

Lucy How's the plastic treated in the recycling process?

Brian The reclaimed plastic is fed into a cutting machine and then heated. When warm, the plastic is fed though a die to form plastic spaghetti that can be then cooled in a water bath. The next process is to reduce the 'spaghetti' to pellets that can then be used for the manufacture of new products.

Jake What kinds of things are recycled plastic good for?

Lucy Various things and different processes are needed to create them. Tubes for example are manufactured with a process called extrusion.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Brian What happens?

Lucy The reclaimed plastic is forced along a heated tube by an Archimedes screw and the plastic polymer is shaped around a die. The die is designed to give the required dimensions to the product and can be interchanged.

Jake What else is made?

Emily Blow moulding can be used to create bottles and film moulding to make bags and sheets.

Lucy Injection moulding is also used and that can make a variety of different items.

Brian Well, I think that'll be enough material to cover the recycling process.

That is the end of section three. You will now have half a minute to check your answers.

(30-second gap)

Now turn to section four.

Section four. You will hear part of a psychology lecture on personality inventories. First you have some time to look at questions thirty-one to forty.

(50-second gap)

Now listen carefully and answer questions thirty-one to forty.

Good afternoon everyone. In today's psychology lecture we shall be looking at the various personality inventories that are used around the world.

Personality inventory tests are designed to systematically elicit information about a person's motivations, preferences, interests, emotional make-up, and style of interacting with people and situations. Personality measures are most frequently interviews, but can also be in-basket exercises, observer ratings, or self-report inventories. A psychologist need not be present when the test is given, and the answers can often be scored by a computer. Personality self-report inventories typically ask applicants to rate their level of agreement with a series of statements designed to measure their standing on relatively stable personality traits. This information is used to generate a profile used to predict job performance or satisfaction with certain aspects of the work.

Personality is described using a combination of traits or dimensions. Therefore, it is ill advised to use a measure that taps just one specific dimension, for example conscientiousness. Rather, job performance outcomes are usually best predicted by a combination of personality scales. For example, people high in integrity may follow the rules and be easy to supervise, but they may not be good at providing customer service because they are not outgoing, patient, and friendly. The personality traits most frequently assessed in work situations include extroversion, emotional stability, agreeableness, conscientiousness, and receptivity to experience. These five personality traits are often referred to collectively as the big five or the 'Five-Factor Model.' While these are the most commonly measured traits, the specific factors most predictive of job performance will depend on the job in question. When selecting or developing a personality scale, it is useful to begin with inventories that tap the Big Five, but the results from validity studies indicate some of these traits are more relevant than others in predicting how well work is done.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Objective personality testing began with Woodworth's Personal Data Sheet in 1917. This test was developed to identify soldiers prone to nervous breakdowns during enemy bombardment in World War One. Soon after, many competing personality tests were developed for use in industry. Many of these tests, like Woodworth's, focused on the construct of employee maladjustment and were deemed important in screening out applicants who would create workplace disturbances.

The first multi-score personality questionnaire was published by the US psychologist Robert Bernreuter in his 1931 book *The Personality Inventory*. It comprises one hundred and twenty-five items to be answered and yields scores on six variables. The Bernreuter inventory became widely used quickly after it was first published, but it also attracted many detractors who questioned its usefulness and theoretical basis. Many different inventories followed, although the Bernreuter inventory continued to be popular.

It is important to recognise some personality tests are designed to diagnose psychiatric conditions, for example paranoia, schizophrenia and compulsive disorders, rather than work-related personality traits. The Americans with Disabilities Act considers any test designed to reveal such psychiatric disorders as a medical examination. There are now various examples of personality inventory that can be used to assess people.

The personality inventory used most often for diagnosing psychological disorders is the Minnesota Multi-phasic Personality Inventory, generally referred to as the MMPI. It consists of five hundred and fifty statements that the test taker has to mark as true, false, or cannot say and answers are scored according to how people correspond. The MMPI was originally developed, and is still used, for the diagnosis of serious psychological disorders. However enough responses have been collected from people with less severe problems to allow for reliable scoring of responses from these persons as well. Many people with no severe disorder are now given the MMPI as an assessment tool when they begin psychotherapy, with scoring geared toward personality attributes rather than clinical disorders.

Another popular inventory used to diagnose psychiatric conditions is the California Psychological Inventory. This is based on less extreme measures of personality than the MMPI, and it primarily assesses traits, including dominance, responsibility, self-acceptance, and socialisation. In addition, some parts of the test can specifically measure traits applicable to academic achievement.

Now, are there any questions before we look more closely at some of these tests?

That is the end of section four. You will now have half a minute to check your answers.

(30-second gap)

That is the end of listening test nineteen. In the IELTS test you would now have ten minutes to transfer your answers to the listening answer sheet.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

LISTENING TEST 20 TRANSCRIPT

This recording is copyright.

IELTS-Blog.com listening practice tests. Test twenty. In the IELTS test you hear some recordings and you have to answer questions on them. You have time to read the instructions and questions and check your work. All recordings are played only once. The test is in four sections. Now turn to section one.

Section one. You will hear a conversation between a man and a woman as the man enquires about a cooking course.

First you have some time to look at questions one to five.

(30-second gap)

Now the full test will begin. You should answer the questions as you listen, as the recording is not played twice. Now listen carefully to the conversation and answer questions one to five.

Luke Hello. Is this the right place to sign up for the cooking course?

Liz Yes, that's right. I'm Liz. Would you like to join us?

Luke Hi Liz. I'm Luke. Yes, I would, but I can only come at certain times. The best time for me would be on Thursday evenings.

Liz Well, we have a beginners' class then starting at six p.m. for an hour and a half.

Luke That would be fine.

Liz So, I'll take some details from you, if that's ok?

Luke Of course.

Liz So, what's your name to begin with?

Luke It's Luke Ashleigh.

Liz Is that Ashley spelled A – S – H – L – E – Y?

Luke No, it's A – S – H – L – E – I – G – H.

Liz Thanks. And do you have a home phone number?

Luke No, I'm afraid I only have a mobile.

Liz That's fine. Can I take that, please?

Luke It's 07770 376 284.

Liz Now, we'll need your home address to send the invoice to. Is that OK?

Luke Oh yes. You don't pass on my address to any third parties, do you?

Liz Oh no. Don't worry about that.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Luke Good. I live at 14 Albert Road.

Liz Is that in Bradstock?

Luke Yes, that's right.

Liz And can I have the postal code, please?

Luke It's BR6 8AF.

Liz Thanks. Now the course fee is three hundred pounds. How would you like to pay that?

Luke I'm not sure I can pay that all at once.

Liz You can pay with monthly instalments on direct debit if you like, but I don't have the paperwork for that with me today. We can do it just before your first lesson if that's ok with you?

Luke Oh yes. That's fine.

Before the conversation continues, you have some time to look at questions six to ten.

(30-second gap)

Now listen carefully and answer questions six to ten.

Liz So, as I said earlier, the cooking lessons will be on Thursdays from six p.m. and the lessons are an hour and a half.

Luke How many lessons are in the course?

Liz The course duration is three months and there are fifteen lessons. We feel that this is long enough to give you the basic knowledge that you'll need. You missed the first one last week, but I know that your teacher makes videos of her lessons, so you'll be able to catch up on the first lesson online. You'll have to ask her though where she posts the videos.

Luke OK. I won't forget to ask her. Can you let me know a little bit about the course?

Liz Of course. The beginners course is aimed to take you from knowing nothing or very little to having a good practical knowledge of cooking basics. There is also a focus in every lesson on being able to produce at least one particular type of meal.

Luke What different types of food culture will we look at?

Liz After some of the basics have been covered, the teacher will look at some basic Indian, Thai and Chinese cooking. There's not too much though. It's best to enrol on a specialty course for those things once you are confident in your kitchen.

Luke So, what are the basics that I'll learn about?

Liz You'll cover essentials like baking, basic sauces, soups, cooking meat and fish correctly and how to make puddings. There is also a strong focus on preparing vegetables and cooking them in different ways, as this is the basis of a healthy diet. We do some specific vegetarian and vegan meals as well.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Luke Do I need to have any special equipment when I come?

Liz We supply nearly everything, though we ask you to bring your own apron. We don't supply these, as they should be clean for every lesson and it creates a massive amount of laundry for us to supply a clean one for every student in every class.

Luke That should be fine. I got one and a cooking book for my birthday from my brother, as he knew I was starting to learn to cook. What about ingredients?

Liz They will all be supplied and they're all included in the price of the course.

Luke Good.

Liz One final thing is that the last lesson is a little longer and ends with a big dinner. Every student can invite a guest and everyone will eat the food that is prepared that evening.

That is the end of section one. You will now have half a minute to check your answers.

(30-second gap)

Now turn to section two.

Section two. You will hear a woman giving some information at a village meeting. First you have some time to look at questions eleven to fifteen.

(30-second gap)

Now listen carefully to the information talk and answer questions eleven to fifteen.

Hello everyone and thanks for coming to our village meeting. I'm Alexis Laker and most of you know me and my role as spokesperson for the village council.

As you know, your village council recently conducted a door-to-door survey of the village residents to find out what developments to our village would be desirable. I'm very happy that we had an excellent response rate, which illustrates how much our village means to everyone.

Now one of the principal things that has been noticed is that the village needs a playground for children. As residents may remember, we used to have one next to the town park. Unfortunately, this had to be closed due to a road widening development to ease the passage of cars and lorries in the village and plans to create a new one were shelved due to cutbacks on funding by the county council.

We have been looking at different possible locations for a new kids' playground and we have three possibilities. The first is on some council owned land around the back of the village hall. This obviously has the advantage of already being owned by us, but there is currently a small building on the site that has some historical significance. There will probably be a problem relating to planning to pull this building down.

The next option for the children's playground is to buy the farmer's land that adjoins the village general store. It's such a small plot that the farmer can't do much with it and our initial approaches to him have been met favourably. As there are buildings on either side of the plot, there shouldn't be too many problems obtaining permission to construct the playground there.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

The final option is at the entrance of the village, across from the Post Office. There is a derelict shed on the land, which should present no problems for demolition and the fact that the local school is only a five-minute walk away on the same side of the road is another plus.

What we want to do is for you to fill out feedback forms and give your opinions about which site to choose. We don't just want to know which one you want, but also why.

You now have some time to look at questions sixteen to twenty.

(30-second gap)

Now listen to the rest of the information talk and answer questions sixteen to twenty.

So, we also found out about a lot of other things regarding your views on the village. The first thing was about the shouting outside the Youth Club on Friday and Saturday evenings. This has come up before. Council members went to the Youth Club just yesterday and we met the organisers and also the children. The kids said that they would make more effort to be quiet when they leave the club.

A lot of you have heard that the village Post Office may be closing as part of the cuts that are being made around the country. Your village council has made enquiries and found out that the closure is as yet not certain. In order to secure our Post Office's continuation, we have sent a letter to the county council and our member of parliament explaining the need we still have for a Post Office in the village.

A lot of people have made comments about the annual village fair, which is held each year in the middle of July. Unfortunately, the last few years have been affected by rain and people have suggested that we switch the fair to August. This has been discussed carefully and the decision is to stick with how it is, as we feel that many people could be away in August on summer holidays and of course the weather in this country is simply unpredictable and is likely to be as bad in August as in July.

People have pointed out that the site for the upcoming elections for the village council will have to be changed, as the village hall has been closed due to a leaky roof. The school headmaster has kindly given permission to use his reception as a voting area on the voting day. As we don't have too extensive a population, it's estimated this won't overwhelm the school's activities. If it is too busy when you arrive, however, be patient and wait your turn.

Finally, many people brought up the problem of the power cuts experienced last winter. You'll be glad to hear that the electrical substation that caused the problems has been overhauled and we shouldn't be faced with this problem again.

That is the end of section two. You will now have half a minute to check your answers.

(30-second gap)

Now turn to section three.

Section three. You will hear three students discussing a project that they will do as part of a competition. First you will have some time to look at questions twenty-one to twenty-seven.

(30-second gap)

Now listen carefully and answer questions twenty-one to twenty-seven.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Amy Hi Johnny. Hi Magda. Are you ready to discuss our project?

Johnny Hi, Amy. Yes, I am.

Magda Me too, Amy. Let's do it!

Amy Great. Right, so we're doing a project on using modern wind power technology to work at a domestic site. We want to enter our project in the 'Alternative Technologies Competition' that the local newspaper is running. Johnny, you start.

Johnny Well as you know, our advantage is that our project is based on technology that already exists and there are commercial models available for domestic wind power generation.

Magda Won't that go against us?

Johnny I don't think so. The existing commercial models are fairly expensive. What we're trying to do is to create a much cheaper apparatus that can be used by anyone.

Amy So, our cheaper model will do everything that these expensive commercial models can do?

Magda From what I've read up on regarding this, we won't be able to completely match the commercial models. For example, one of the advantages to home wind power generation is that excess power generated can be sold back to the power companies. Unfortunately, only certain approved models are permitted to be included in this scheme and they must be fitted by certified engineers. Our apparatus won't fulfill these obligations. People will be able to generate their own power, but they won't be able to get the national grid to buy any excess production.

Amy I see. Anyway, people will be able to save lots by just generating for themselves.

Magda Exactly.

Amy One thing I want to bring up is whether we want to focus on free-standing wind turbines or one that can be attached to the roofs of people's homes.

Johnny Well, the idea of putting a wind turbine on people's roofs seems like a good one, but the problem is that these don't produce enough power to make people truly independent of the grid and produce all their own power.

Magda The trouble for our project is that the free-standing turbines cost a lot more and that will probably apply to any that we create. I suggest that we focus on ones attached to a roof and do our best to make it as efficient as possible. It doesn't have to totally replace reliance on the official supply. If we make it cheap enough, it should be worthwhile to supplement people's use of the national power grid.

Amy So, what are some of things we should look out for when we're researching?

Johnny Well, the first is the type of turbine that will be mounted on the roof. The generator that converts the magnetic field created by the turbine rotation into electricity is usually housed in the base of that, just under the roof. This can come in different styles. After that, there will be an inverter, which will change the current from DC to AC. AC current can then be used anywhere in the building.

Amy That's very helpful. We now know what kind of things to look out for.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Magda You missed one thing, Johnny. After the current has been converted from DC to AC, the electricity supply will need to pass through a fuse box, so that any power surges can be safely dealt with. It should be located on the ground floor so it can be easily accessed. This should be remembered when researching the different models that we choose.

Johnny Oh, yes! Well remembered, Magda.

You now have some time to look at questions twenty-eight to thirty.

(30-second gap)

Now listen to the rest of the discussion and answer questions twenty-eight to thirty.

Johnny So, how shall we split up the initial work?

Amy I think we should research the technology that existing models use and see which is best for us to base our apparatus on.

Johnny That seems like a good idea.

Amy My early research shows that there seems to be three good roof models on the market. We could take one each and come back and discuss our findings. In that way, we can choose one on which to base our design or incorporate ideas from all of them.

Magda Is that allowed in the competition rules?

Johnny I think what we're doing is a fairly standard commercial process. We'll be looking at machinery that isn't covered by a patent. Everything will be in the public domain and our apparatus will be constructed from scratch.

Magda Good.

Johnny So, can we meet again a week from today at the same time and place to discuss our findings?

Amy That's a good idea. How long after that do we have before we'll need to have our apparatus ready for the competition?

Johnny We'll have six months exactly. That should be enough time to acquire the parts we need, assemble everything and test it.

Magda Can we find a sponsor for the buying of the parts?

Johnny Amy, you were looking into that, weren't you?

Amy That's right. I have a meeting with the business manager at my bank. He seemed interested in helping us out if we can put the bank logo on our apparatus and on any documentation.

Johnny Well, that seems fair enough.

Magda Excellent. So, see you next week. Bye.

Johnny Yes. Bye.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Telegram @Link_Library

Amy Bye.

That is the end of section three. You will now have half a minute to check your answers.

(30-second gap)

Now turn to section four.

Section four. You will hear part of a lecture on genetically modified food. First you have some time to look at questions thirty-one to forty.

(50-second gap)

Now listen carefully and answer questions thirty-one to forty.

Hello everyone and welcome to this lecture on genetically modified foods. Genetically modified, or GM, foods have been a controversial subject for some years and this trend looks to continue.

Genetically modified food is food that has been produced from organisms that have had their DNA changed by genetic engineering. It's done by inserting foreign genes from plants or animals into an organism's genetic code.

The genetic modification process starts by identifying a plant that has a required characteristic. The significant gene producing this characteristic is located and cut out of the plant's DNA. To insert the gene into the cells of the plant that is being modified, the gene needs to be attached to a carrier, which is a piece of bacterial DNA called a plasmid. Only a small number of cells in the plant being modified will actually take up the new gene. To find out which ones, the gene package often also includes a marker gene to identify them. In the next stage, the bacterium carrier is allowed to reproduce to create many copies of the gene package and the gene packages are then transferred into the plant being modified. This is usually done in one of two ways. It can be done by attaching them to tiny particles of gold or tungsten and firing them at high speed into the plant tissue. Gold or tungsten are used because they are chemically inert, which means they won't react with their surroundings. Gene package transfer can also be done by using a soil bacterium to take it in when it infects the plant tissue. The bacterium is modified to make sure it doesn't become active when it is taken into the new plant. The plant tissue that has taken up the genes is then grown into full-sized GM plants. The GM plants are checked extensively to make sure that the new genes are present and are working as they should. This is done by growing the whole plants, allowing them to seed, planting them and growing the plant again, while monitoring the gene that has been inserted. This process is repeated several times.

The benefits of GM foods depend on the alteration in the genetic code that takes place. These include corn plants with a gene that makes them resistant to insect attack, or soybeans with a modified fatty acid content that makes the oil better suited for frying. Plants that use less water to grow have also been developed, so they are more suitable for changing climatic conditions.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com

Buyer: Murad (ayxan20033002@gmail.com)
Transaction ID: j-qc1h4kf6e33943e

Many of the food safety issues raised by GM foods are equally applicable to foods produced by conventional means. GM foods are, however, subjected to a safety assessment before they are permitted in the food supply. The safety assessment includes extensive analyses of the composition of the food, a full consideration of the safety of any new substances that have been introduced into the food, as well as a thorough characterisation of the genetic changes that have been introduced into the organism from which the food is derived. This ensures that any GM food that is approved is as safe as regular food, including in the long term.

Post-market monitoring is often suggested as a means of demonstrating whether long-term adverse health effects may be associated with the consumption of GM foods. It has been recognised internationally that the use of pre-market safety assessment already provides assurance that GM food safety is comparable to its conventional counterpart in relation to health risks and benefits, therefore the likelihood of identifying long-term effects specifically attributable to GM foods would be very low. Moreover, the practicality of using post-market monitoring to assess the long-term human health impacts of consuming GM foods has not been established. Many chronic health problems have complex causes and it is unlikely that observational studies could identify such effects specifically related to GM foods. The same also applies to the identification of potential long-term beneficial health effects.

Concerns are occasionally expressed that the practice of feeding GM plant material to livestock may pose an indirect risk to humans, through consumption of meat, milk and eggs. As many feeds are derived from the same GM crops that are used for human consumption, for example corn or soybean, they have typically already been assessed for their human food safety. In the case of GM plants intended primarily for use as feed, it is now standard practice for these to also undergo food safety assessment and approval for human food use. This recognises it may be impossible to prevent inadvertent co-mingling of plant material during cultivation, transport and storage, and so ensures GM plant use as feed will not pose indirect risks to humans.

That is the end of section four. You will now have half a minute to check your answers.

(30-second gap)

That is the end of listening test twenty. In the IELTS test you would now have ten minutes to transfer your answers to the listening answer sheet.

Copyright © Simone Braverman, Robert Nicholson • All rights reserved • Web: www.IELTS-BLOG.com