

WRITING Task 1

There is a sample answer on page 208.

Step 1

- 1 eleven / yes 2 China and India 3 simply whether they increased or decreased

Step 2

A

Step 3

- 1 Germany 2 the United Kingdom 3 Belgium

Step 4

There are no correct answers – below is a rough guide.

- 1 Including this is more or less essential.
- 2 Sweden's share of this market did decrease dramatically but it does not really stand out as salient information. There is information that is more important to include.
- 3 It is essential that this general observation is made.
- 4 Including this is essential.
- 5 This is just one of many simple comparisons that could be made. Reporting it serves no purpose.
- 6 The difference is noticeable and this is probably best reported.

Step 5

- 1 B 2 B

Step 6

a rose from 38% **b** was very stable **1** more to India **2** to China **3** far greater **4** more or less the same amount **5** four or five times **c** changed very little **d** had fallen **6** the biggest

Notes The answer should include an overall view of the data, which is that the amount of export to both China and India did not change very much over the period for most of the EU countries shown. Ideally, at least one of the countries should be given as a specific example of this. There should be clear description of how the market share changed for those countries that do stand out – Germany, the United Kingdom and Belgium. There should be some comparison between the market shares of selected countries shown and a clear description of which country had the biggest market share – Germany.

Organisation

It is important that the introductory paragraph clearly explains that the figures show two areas of information – the market share of various EU countries and how that share changed between 2000 and 2011.

It makes sense to then describe the countries that stand out both as having a larger than average share of the market and whose share of the market has changed. An alternative would be to describe the two pie charts showing exports to India and then the two charts showing exports to China, but this would be less logical in terms of painting an overall picture.

Use of language

Linking devices – *and, also, while, in fact*, etc., help the language to flow and facilitate following the message. Appropriate punctuation is an important feature.

Fairly complex **grammatical structures** for comparison are required. It is important that expression is varied and that the same simple structures are not repeated. The past simple is most frequently used, but as the period shown ended before now, the past perfect is used with *by* – *by 2011, Germany had become ...*

Grammatical structure and **vocabulary** usage is closely linked. The report combines typical language of comparison with typical language used to describe trend (see the exercise for Step 6).

WRITING Task 2

There is a model answer on page 208.

Step 1

- C** tells you what you must write.
A is a general statement.
B expresses an opinion.

Step 2

- 1 Paragraph 1 C
Paragraph 2 D
Paragraph 3 A
Paragraph 4 B
- 2 1 c)
2 a)
3 d)
4 b)
- 3 a) co-educational school
b) mix
c) foundation
d) focus
e) restricted
f) chances

IELTS TEST 3

LISTENING Section 1

Questions 1–5 (Answers can be in any order)

1 Answer: B

Note Kate says 'Things are really hectic for Greg at work all of a sudden'. *Hectic* means very busy.

2 Answer: E

Note Kate makes it clear that they are both very busy. Then she says 'We're basically both trying to juggle too much', which tells you that they cannot cope.

3 Answer: F

Note Jill suggests that Kate wants a cleaner because her neighbours have a cleaner. Kate admits this is partly true: 'I guess there is a bit of that. I feel like the poor relation when I tell them I do all the cleaning myself.' *The poor relation* is somebody who is less well-off than other people in the family.

Note

A is not correct as Kate states that she could do the job perfectly well herself.

C is not correct. Kate says the house 'looks like such a mess' which means it is *very untidy*.

D is incorrect as Kate makes it clear that she and her husband usually share housework.

G is incorrect – Kate says she thought it was more expensive NOT that the price has come down.

▶ **Questions 4–10****4 Answer: Dusters**

Note The name of the cleaning company is not spelt for you but it is repeated and Jill says 'as in people who dust'. *Dust* is a verb you should know. *Dusters* is spelt as it is pronounced. So even if you don't know the word, you can guess the spelling.

5 Answer: Abby

Note The name is fairly easy but is spelt for you.

6 Answer: 650918

Note The number is repeated but is said quickly both times. 0 is pronounced *oh* but could also be said as *zero*. 1 in this number could be difficult to catch as it merges with the 0 that follows.

7 Answer: ironing

Note The answer clearly completes a list of three services, two of which are given. *Garden care* paraphrases 'look after your garden' in the recording. *Ironing* is a tricky word to spell – the *r* is silent but is a word that you should know.

8 Answer: 9.50

Note The answer is repeated. You should know that speakers don't usually say pounds when the figure includes both pounds and pence: *it's nine pounds* but it's *nine fifty*.

9 Answer: 45

Note The answer is not repeated.

10 Answer: organic products

Note You hear: 'They can use organic products if you want them to' which means they are available.

LISTENING Section 2▶ **Questions 11–14****11 Answer: the playground**

Note You hear 'a few of you are worried that there'll be hardly any playground left.' This sets the context of the talk. You need to add the article 'the' as it is not included in the sentence.

12 Answer: feedback

Note The speaker says 'The school governors and the developers want to hear your feedback ...' and then later 'Your feedback's very important.' It is useful to know the collocation *give feedback*.

13 Answer: update

Note The information is reordered in the question sentence and *each week* paraphrases *weekly*. The word *An* is given before the space which means that the answer must begin with a vowel. This should help you choose the word you need.

14 Answer: extra space

Note The language in the written question is very different from what you actually hear but the answer clearly comes after 'we had to have' which means the same as *the need for ...* You know the purpose of building the new classrooms is to provide extra space so the answer is not difficult to pick out.

▶ **Questions 15–20**

The starting point is made clear: 'Let's start at the Balfour Road entrance, since that's where most of you come and go from.'

15 Answer: C

Note The speaker explains what the two new classrooms will be used for: 'this one on the left of the two rooms will be the new Year 6 classroom'. Further clarification about the location is then given: 'there's no direct entrance from the playground'.

16 Answer: G

Note You know where the new entrance area now is and the speaker says that there will be an additional entrance to the hall from that area. She clarifies by saying: 'children will be able to get to the hall from two different directions – from inside the main building and from the new entrance area.'

17 Answer: I

Note You hear the speaker say that the second classroom's 'principal use will be for the pre-school and after school clubs' which means the same as an *Extra school facility*.

18 Answer: E

Note The speaker moves on to the issue of the nursery school and then talks about the whole area on the other side of the main school building. The only option here is the nursery.

19 Answer: D

Note See note for answer 20 below.

20 Answer: B

Note The speaker introduces the part of her talk that will deal with the remaining items by saying 'down here on the other side of the top playground'. You need to listen to the information relating to both the bicycle bay and children's toilets to distinguish between them, though it is unlikely that a bicycle bay will have an interior entrance. She says the staff toilets are not marked on the plan so F is not a correct answer.

The remaining A is not a correct answer. The speaker states clearly that there will not be a snack bar.

LISTENING Section 3▶ **Questions 21–25****21 Answer: C**

Note Matt says that he hadn't considered taking a gap year before reading the article and when Tara says that he is planning to put off going to university, he corrects her. It is clearly not a firm plan yet (A is not correct). He says 'I hadn't really considered it as an option, but reading this has got me thinking.' So he certainly does not think it would be waste of time (B is not correct).

22 Answer: B

Note Sandy says, 'I wouldn't want to just go travelling for a year'. A is not correct. You learn that her primary purpose is not to make money when she says: 'but more importantly to grow up and come back knowing more about the world than I do now'.

23 Answer: A

Note Tara says 'I bet your mum and dad aren't quite as enthusiastic as you are about all this.' You know that you will hear the answer to this question now. Sandy says: 'On the contrary', which means *No – the opposite is true*. This suggests that the answer is A. Sandy then confirms this by saying: 'They're really supportive. They can see all the pluses.' You need to be careful not to choose C as your answer just because you hear the word regret in the conversation.

24 and 25 Answers: A and C

Note This question is introduced by Sandy's line: 'a lot of universities encourage students to take a gap year'. A is a correct answer. You hear: 'They see a year away growing up and maturing as an asset. Students arrive in higher education with an extra year of life experience'. Tara says that travelled students may have an informed opinion but not that they are experts. B is not a correct answer. C is a correct answer. You hear Sandy say: 'students who come back from a year away ... have a stronger sense of direction and a clearer idea of what they hope to achieve'. Sandy adds: 'They probably speak at least a few words of another language too.' But she does not say they would be fluent speakers. D is not a correct answer. Matt does not say that gap year students have a sense of spirit and adventure. He actually says that older students (who have done a gap year) may be a calming influence. E is not a correct answer. Sandra talks about starting her course ready to meet the next challenge but she does not mention higher academic success.

▶ Questions 26–30

26 Answer: outdoor

Note You do not actually hear the phrase *outdoor lifestyle*. You hear the line: 'enjoying outdoor activities' between the two attractions given in that section of the table.

27 Answer: (the) cost

Note You hear 'the cost of getting there' rather than *the cost of the journey*. Most table completion tasks require notes rather than full sentences so it is not essential here to use *the* in your answer.

28 Answer: practical skills

Note You do not actually hear the phrase *acquisition of practical skills*. You hear the line: 'pick up some real practical skills too' after the two attractions given in that section of the table.

29 Answer: (the) simplicity

Note You hear: 'the simplicity of daily existence' rather than *the simplicity of life*. You hear the phrase after reference to the attraction given in the same section of the table. The idea of simplicity is consolidated by the lines 'spend a year without your computer and all the rest of it. It's all about going back to basics'. It is not essential here to use *the* in your answer. You must spell *simplicity* correctly.

30 Answer: (the) food

Note You do not actually hear the phrase *quality of the food*. Sandy says: 'I imagine the food's not great either.' Matt consolidates the answer by saying 'one of the things volunteers miss is good food choices.' It is not essential here to use *the* in your answer.

LISTENING Section 4

Note that this section is about animal behaviour but you do not need any specialist knowledge of zoology or science to get the correct answers. All the information is provided in the lecture.

▶ Questions 31–34

31 Answer: smaller animal

Note The lecturer says: 'I was going to say that **smaller animal** but it's not always the case.' He then gives an example of an animal hunting a bigger animal.

32 Answer: avoiding predation

Note The phrase *avoiding predation* is used twice in this part of the lecture, and is defined as 'not being caught and eaten.' You hear: 'For many small animals, not being caught and eaten is pretty much a full-time job.' However, *not being caught and eaten* is too many words to be an answer.

33 Answer: the food chain

Note Animals find themselves in two different places on the food chain because they can be both predators and prey.

34 Answer: Extinction

Note The line 'species that have not adapted – that is developed some sort of defence mechanism' prepares you to hear the key word at the end of the sentence.

35 Answer: A

Note The lecturer talks about speed and animals running away before he goes on to talk about the ability to fly as an even greater advantage.

36 Answer: B

Note The lecturer says that the patterns on a butterfly *warn off* predators and then says: 'butterflies have patterns that look like huge eyes and a would-be predator is scared off.'

37 Answer: I

Note The lecturer contrasts a solitary zebra and a zebra in a herd (group): 'A zebra stands out when alone and stationary but when zebras move rapidly in a herd, their stripes create motion dazzle.'

38 Answer: F

Note The lecturer talks about: 'sharp *spines that deter a predator*' and then provides examples of how spines might cause injury: 'a spine gouges an eye or gets lodged in its throat.'

39 Answer: E

Note The lecturer says that both skunks and molluscs emit a substance, but a skunk does not hide in the substance emitted. He says that the ink emitted by a mollusc (octopus, for example) conceals it from a predatory fish.

40 Answer: D

Note The lecturer introduces the idea of an extreme defence mechanism by saying 'there are frogs that go