



# IELTS

MOCK TEST &  
ANSWER KEY

# READING

## Grey Workers

### Passage 1

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

#### A

Given the speed at which their workers are growing greyer, employers know surprisingly little about how productive they are. The general assumption is that the old are paid more in spite of, rather than because of, their extra productivity. That might partly explain why, when employers are under pressure to cut costs, they persuade the 55-year-olds to take early retirement. Earlier this year, Sun Life of Canada, an insurance company, announced that it was offering redundancy to all its British employees aged 50 or over “to bring in new blood”.

#### B

In Japan, says Mariko Fujiwara, an industrial anthropologist who runs a think-tank for Hakuhodo, Japan’s second-largest advertising agency, most companies are bringing down the retirement age from the traditional 57 to 50 or thereabouts – and in some cases, such as Nissan, to 45. More than perhaps anywhere else, pay in Japan is linked to seniority. Given that the percentage of workers who have spent more than 32 years with the same employer rose from 11% in 1980 to 42% by 1994, it is hardly surprising that seniority-based wage costs have become the most intractable item on corporate profit-and-loss accounts.

#### C

In Germany, Patrick Pohl, spokesman for Hoechst, expresses a widely held view: “The company is trying to lower the average age of the workforce. Perhaps the main reason for replacing older workers is that it makes it easier to ‘defrost’ the corporate culture. Older workers are less willing to try a new way of thinking. Younger workers are cheaper and more flexible.” Some German firms are hampered from getting rid of older workers as quickly as they would like. At SGL Carbon, a graphite producer, the average age of workers has been going up not down. The reason, says the company’s Ivo Lingnau, is not that SGL values older workers more. It is collective bargaining: the union agreement puts strict limits on the proportion of workers that may retire early.

#### D

Clearly, when older people do heavy physical work, their age may affect their productivity. But other skills may increase with age, including many that are crucial for good management, such as an ability to handle people diplomatically, to run a meeting or to spot a problem before it blows up. Peter Hicks, who co-ordinates OECD work on the policy implications of ageing, says that plenty of research suggests older people are paid more because they are worth more.

**E**

And the virtues of the young may be exaggerated. “The few companies that have kept on older workers find they have good judgment and their productivity is good,” says Mr Peterson. “Besides, their education standards are much better than those of today’s young high-school graduates.” Companies may say that older workers are not worth training, because they are reaching the end of their working lives: in fact, young people tend to switch jobs so frequently that offer the worst returns on training. “The median age for employer-driven training is the late 40s and early 50s,” says Mr Hicks. “It goes mainly to managers.”

**F**

Take away those seniority-based pay scales, and older workers may become a much more attractive employment proposition. But most companies (and many workers) are uncomfortable with the idea of reducing someone’s pay in later life – although workers on piece-fates often earn less over time. So retaining the services of older workers may mean employing them in new ways.

**G**

One innovation, described in Mr Walker’s report on combating age barriers, was devised by IBM Belgium. Faced with the need to cut staff costs, and have decided to concentrate cuts on 55-60-year-olds, IBM set up a separate company called SkillTeam, which re-employed any of the early retired who wanted to go on working up to the age of 60. An employee who joined SkillTeam at the age of 55 on a five-year contract would work for 58% of his time, over the full period, for 88% of his last IBM salary. The company offered services to IBM, thus allowing it to retain access to some of the intellectual capital it would otherwise have lost.

**H**

The best way to tempt the old to go on working may be to build on such “bridge” jobs: part-time or temporary employment that creates a more gradual transition from full-time work to retirement. Mr Quinn, who has studied the phenomenon, finds that, in the United States, nearly half of all men and women who had been in full-time jobs in middle age moved into such “bridge” jobs at the end of their working lives. In general, it is the best-paid and worst-paid who carry on working: “There are”, he says, “two very different types of bridge jog-holders – those who continue working because they have to and those who continue working because they want to, even though they could afford to retire.”

**I**

If the job market grows more flexible, the old may find more jobs that suit them. Often, they will be self-employed. Sometimes, they may start their own businesses: a study by David Storey of Warwick University found that, in Britain, 70% of businesses started by people over 55 survived, compared with an average of only 19%. To coax the old back into the job market, work will not only have to pay. It will need to be more fun than touring the country in an Airstream trailer, or seeing the grandchildren, or playing golf. Only then will there be many more Joe Clarks.

### Questions 1-7

Do the following statements agree with the information given in Reading Passage?

In boxes 1-7 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

1. Seniors are paid less compared with younger ones.
2. Elder people have a better inter-person relationship.
3. Older employees identify problems at an advanced time.
4. Older workers, despite their age, run fast when there is a meeting.
5. The productivity of youngsters is lower than that of their counterparts.
6. Young people are likely to change work more often.
7. Young employees are normally high school graduates.

### Questions 8-13

Complete each sentence with the correct ending, A-L, below.

Write the correct letter, A-L, in boxes 8-13 on your answer sheet.

- A. older workers are more likely to attract other staff.
  - B. ask employees to work more hours in order to get extra pay
  - C. re-hire old employees and kept the salary a bit lower
  - D. older people should be correctly valued in employment
  - E. young people often earn less for their piece-rates salary.
  - F. get paid according to the years they are employed.
  - G. there are more jobs in the world that only employ older people
  - H. people are not happy if pay gets lower in retiring age.
  - I. 70% of business is successful if hire more older people.
  - J. keep working for their motives rather than an economic incentive.
  - K. elder people are more likely to survive.
  - L. more men than women fell into the category of 'bridge' work.
8. Unlike other places, employees in Japan.
  9. According to paragraph F, the firms and workers still hold the opinion that
  10. SkillTeam that IBM has founded conducted which of the following movement
  11. According to the research of Mr Quinn, old people
  12. According to David Storey, self-employed
  13. The main purpose of the author in writing this passage

## Passage 2 - NETWORKING

You should spend about 20 minutes on Questions 14-26, based on the reading passage 2.

People can be divided into those who keep knowledge and their personal contacts to themselves and those who are prepared to share what they know and, indeed, their friends with others. A person who is insecure, for example, someone who finds it difficult to share information with others and who is unable to bring people, including friends, together, does not make a good networker. The classic networker is someone who is strong enough within themselves to connect different people, including close friends, with each other. For example, a businessman or an academic may meet someone who is likely to be a valuable contact in the future, but at the moment, that person may benefit from meeting another associate or friend.

It takes quite a secure person to bring these people together and allow a relationship to develop independently of himself. From the non-networker's point of view, such a development may be intolerable, especially if it is outside their control. The unfortunate thing here is that the initiator of the contract, if he did but knew it, would be the one to benefit most. And why?

Because all things are equal, people move within circles, and that person has the potential of being sucked into ever-growing spheres of new contacts. It is said that if you know eight people, you are in touch with everyone in the world. It does not take much common sense to realise the potential for any kind of venture as one is able to draw on the experience of more and more people.

Unfortunately, making new contacts, business or otherwise, while it brings success, does cause problems. It enlarges the individual's world. This is in truth, not altogether a bad thing, but it puts more pressure on the networker through his having to maintain an ever-larger circle of people. The most convenient way out is, perhaps, to cull old contacts, but this would be anathema to our networker as it would defeat the whole purpose of networking. Another problem is the reaction of friends and associates. Spreading oneself thinly gives one less time for others who were perhaps closer to one in the past. In the workplace, this can cause tension with jealous colleagues and even with superiors who might be tempted to rein in a more successful inferior. Jealousy and envy can prove to be very detrimental if one is faced with a very insecure manager, as this person may seek to stifle someone's career or even block it completely.

The answer here is to let one's superiors share in the glory, to throw them a few crumbs of comfort. It is called leadership from the bottom. In the present business climate, companies and enterprises need to cooperate with each other in order to expand. As globalisation grows apace, companies need to be able to span not just countries but continents. Whilst people may rail against this development, it is, for the moment, here to stay. Without cooperation and contacts, specialist companies will not survive for long. Computer components, for example, need to be compatible with the various machines on the market and to achieve this, firms need to work in conjunction with others. No business or institution can afford to be an island in today's environment. In the not-very-distant past, it was possible for companies to go it alone, but it is now more difficult to do so.

The same applies in the academic world, where ideas have been jealously guarded. The opening-up of universities and colleges to the outside world in recent years has been of enormous benefit to industry and educational institutions. The stereotypical academic is one who moves in a rarefied atmosphere, living a life of sometimes splendid isolation, and is a prisoner of their own genius. This sort of person does not fit easily into the mould of the modern networker. Yet even this insular world is changing. The ivory towers are being left ever more frequently as educational experts forge links with other bodies, sometimes to stunning effect, as in Silicon Valley in America and around Cambridge in England, which now has one of the most concentrated clusters of high-tech companies in Europe.

It is the networkers, the wheeler dealers, the movers and shakers, and call them what you will, that carry the world along. The world of the Neanderthals was shaken between 35,000 and 40,000 BC; Homo Sapiens superseded them with the very 'networking' skills that separate us from other animals: understanding thought abstraction and culture, which are inextricably linked to planning survival and productivity in humans. It is said the meek will inherit the earth. But will they?

#### Questions 14-18

Do the following statements agree with the information given in Reading Passage?

In boxes 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. Making new acquaintances brings success only.
15. Problems can be caused at work if the manager is too supportive.
16. A manager can suppress or even totally block the career of an employee.
17. In business today, working together is necessary in order for companies to expand their workforce.
18. Businesses that specialise will not last for long without cooperation and contacts.

### Questions 19-26

Complete the sentences below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 19-26 on your answer sheet.

19. Networking is a \_\_\_\_\_.
20. \_\_\_\_\_ fall into two basic categories.
21. A person who shares knowledge and friends makes a better \_\_\_\_\_ than one who does not.
22. In \_\_\_\_\_ sphere of life, ideas have been protected jealously.
23. \_\_\_\_\_ type of individual does not quickly become a modern networker.
24. \_\_\_\_\_ is one of the most significant concentrations of high-tech companies in Europe.
25. \_\_\_\_\_ replaced the Neanderthals.
26. \_\_\_\_\_, understanding, and thought abstraction sets us apart from other animals.

### Passage 3 - Thomas Young

You should spend about 20 minutes on Questions 27-40, which are based on the reading passage 3 below.

A. Thomas Young (1773-1829) contributed 63 articles to the Encyclopedia Britannica, including 46 biographical entries (mostly on scientists and classicists) and substantial essays on "Bridge," "Chromatics," "Egypt," "Languages" and "Tides". Was someone who could write authoritatively about so many subjects a polymath, a genius or a dilettante? In an ambitious new biography, Andrew Robinson argues that Young is a good contender for the epitaph "the last man who knew everything." Young has competition, however. The phrase, which Robinson takes for his title, also serves as the subtitle of two other recent biographies: Leonard Warren's 1998 life of paleontologist Joseph Leidy (1823-1891) and Paula Findlen's 2004 book on Athanasius Kircher (1602-1680), another polymath.

**B. Young, of course, did more than write encyclopedia entries. He presented his first paper to the Royal Society of London at the age of 20 and was elected a Fellow a week after his 21st birthday. In the paper, Young explained the process of accommodation in the human eye –on how the eye focuses properly on objects at varying distances. Young hypothesized that this was achieved by changes in the shape of the lens. Young also theorized that light traveled in waves and he believed that, to account for the ability to see in color, there must be three receptors in the eye corresponding to the three “principal colors” to which the retina could respond: red, green, violet. All these hypotheses were subsequently proved to be correct.**

**C. Later in his life, when he was in his forties, Young was instrumental in cracking the code that unlocked the unknown script on the Rosetta Stone, a tablet that was “found” in Egypt by the Napoleonic army in 1799. The stone contains text in three alphabets: Greek, something unrecognizable and Egyptian hieroglyphs. The unrecognizable script is now known as demotic and, as Young deduced, is related directly to hieroglyphic. His initial work on this appeared in his Britannica entry on Egypt. In another entry, he coined the term Indo-European to describe the family of languages spoken throughout most of Europe and northern India. These are the landmark achievements of a man who was a child prodigy and who, unlike many remarkable children, did not disappear into oblivion as an adult.**

**D. Born in 1773 in Somerset in England, Young lived from an early age with his maternal grandfather, eventually leaving to attend boarding school. He had devoured books from the age of two, and through his own initiative, he excelled at Latin, Greek, mathematics and natural philosophy. After leaving school, he was greatly encouraged by his mother’s uncle, Richard Brocklesby, a physician and Fellow of the Royal Society. Following Brocklesby’s lead, Young decided to pursue a career in medicine. He studied in London, following the medical circuit, and then moved on to more formal education in Edinburgh, Gottingen and Cambridge. After completing his medical training at the University of Cambridge in 1808, Young set up practice as a physician in London. He soon became a Fellow of the Royal College of Physicians and a few years later was appointed physician at St. George’s Hospital.**

**E. Young’s skill as a physician, however, did not equal his skill as a scholar of natural philosophy or linguistics. Earlier, in 1801, he had been appointed to a professorship of natural philosophy at the Royal Institution, where he delivered as many as 60 lectures in a year. These were published in two volumes in 1807. In 1804 Young had become secretary to the Royal Society, a post he would hold until his death. His opinions were sought on civic and national matters, such as the introduction of gas lighting to London and methods of ship construction. From 1819 he was superintendent of the Nautical Almanac and secretary to the Board of Longitude. From 1824 to 1829 he was physician to and inspector of calculations for the Palladian Insurance Company. Between 1816 and 1825 he contributed his many and various entries to the Encyclopedia Britannica, and throughout his career, he authored numerous books, essays and papers.**

F. Young is a perfect subject for a biography – perfect, but daunting. Few men contributed so much to so many technical fields. Robinson’s aim is to introduce non-scientists to Young’s work and life. He succeeds, providing clear expositions of the technical material (especially that on optics and Egyptian hieroglyphs). Some readers of this book will, like Robinson, find Young’s accomplishments impressive; others will see him as some historians have –as a dilettante. Yet despite the rich material presented in this book, readers will not end up knowing Young personally. We catch glimpses of a playful Young, doodling Greek and Latin phrases in his notes on medical lectures and translating the verses that a young lady had written on the walls of a summerhouse into Greek elegiacs. Young was introduced into elite society, attended the theatre and learned to dance and play the flute. In addition, he was an accomplished horseman. However, his personal life looks pale next to his vibrant career and studies.

G. Young married Eliza Maxwell in 1804, and according to Robinson, “their marriage was a happy one and she appreciated his work,” Almost all we know about her is that she sustained her husband through some rancorous disputes about optics and that she worried about money when his medical career was slow to take off. Very little evidence survives about the complexities of Young’s relationships with his mother and father. Robinson does not credit them, or anyone else, with shaping Young’s extraordinary mind. Despite the lack of details concerning Young’s relationships, however, anyone interested in what it means to be a genius should read this book.

#### Questions 27-40

Complete the sentences below.

Choose NO MORE THAN TWO WORDS from the passage for each answer.

Write your answers in boxes 27-40 on your answer sheet.

27. Young delivered his inaugural paper to the \_\_\_\_\_ .
28. Young proposed the theory that variations in \_\_\_\_\_ shape allow the eye to focus on objects at different distances.
29. Young played a key role in deciphering the encryption that allowed the unidentified script of \_\_\_\_\_ to be opened.
30. Young’s advice was sought by people responsible for \_\_\_\_\_ and \_\_\_\_\_ issues.
31. Young was brought up in a privileged environment, went to the \_\_\_\_\_ and gradually picked up \_\_\_\_\_.
32. The technical content is explained straightforwardly by Robinson, particularly the sections concerning \_\_\_\_\_.
33. Readers will see flashes of a lively Young making notes on medical lectures, scribbling \_\_\_\_\_ and \_\_\_\_\_.

**Questions 34-40**

The Reading Passage has SEVEN sections, A-G.

Which section contains the following information?

Write the correct letter, A-G, in boxes 34-40 on your answer sheet.

34. Life stories written by Young for the Encyclopedia Britannica.
35. A teaching position that Young got.
36. Inspiration Young got to start his medical studies.
37. Name Young used to introduce to refer to a group of languages.
38. Young's focus on scientific research in his first academic paper.
39. Contribution that Young made to London.
40. The once unidentified script.



shiksha  
STUDY ABROAD

# SPEAKING

## **PART 1: Introduction & Interview**

The examiner asks the candidate about familiar topics from daily life.

### **TOPIC: Staying Organized**

1. How do you keep track of your daily tasks or appointments?
2. Do you prefer using a digital calendar or a paper diary? [Why?]
3. Were you an organized person when you were a child?
4. What is the most difficult thing about staying organized for you?

## **PART 2: Individual Long Turn (The Cue Card)**

Describe a time you taught a friend or family member a new skill. You should say:

- what the skill was
- who you taught it to
- how you taught them
- and explain how you felt after they learned the skill.

**Note:** You will have to talk about the topic for one to two minutes. You have one minute to prepare. You may make notes if you wish.

## **PART 3: Two-Way Discussion**

Discussion topics related to education and skills.

### **TOPIC: Modern Education vs. Traditional Skills**

1. Do you think schools today focus too much on academic subjects and not enough on practical life skills?
2. How has the way people learn new skills changed because of the internet?
3. Is it better to be a "jack of all trades" (knowing a little about many things) or a specialist in one area?

### **TOPIC: Teaching and Mentorship**

1. In your opinion, what are the most important qualities of a good teacher?
2. Do you believe that older people can learn new things as easily as young people?
3. How important is it for experienced workers to mentor younger employees in the workplace?

# WRITING

## TASK 1

You should spend about 20 minutes on this task.

The table below shows the percentage of households in a particular country that owned various consumer electronics between 2005 and 2025.

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

Write at least 150 words.

### Household Ownership of Consumer Electronics (2005–2025)

Device Category	2005 (%)	2015 (%)	2025 (%)
Smartphones	6%	68%	94%
Laptops/Tablets	24%	52%	84%
Desktop Computers	58%	42%	18%
Smart TVs	0%	25%	76%
Digital Cameras	35%	28%	5%

## WRITING TASK 2

You should spend about 40 mins on this task.

Write about the following topic.

A country becomes more interesting and develops more quickly when its population includes a mixture of nationalities and cultures. To what extent do you agree or disagree with this opinion?

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

# LISTENING

## SECTION 1



30 SEC PAUSE



Questions 1–5

Instructions: Complete the notes below. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

**CAR PURCHASE INQUIRY**

Field

Details

Customer Name: 1 .....

Contact Number: 2 .....

Current Mileage: 3 .....

Asking Price: 4 £.....

Documentation: Has a valid 5 .....



30 SEC PAUSE



**Questions 6-10**

**Instructions: Complete the notes below. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.**

**CAR PURCHASE INQUIRY**

**Condition:**

**A minor scratch on the 6 .....**

**Recent Addition:**

**Provided with a new 7 .....**

**Safety Feature:**

**Includes a high-quality 8 .....**

**Seller's Address: 14 9 ..... Street**

**Viewing Day: 10 .....**

**You now have half a minute to revise your work.**

**SECTION 2**



**30 SEC PAUSE**



**Questions 11–16**

**Complete the sentences below. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.**

11. Staff can have their uniforms mended at the ..... .
12. All employees must wear black ..... during their working hours.
13. Employees should arrive and swipe their cards ..... before their shift begins.
14. It is advised that staff do not keep ..... in their lockers.
15. It is forbidden to remove ..... from the staff canteen.
16. The use of mobile phones is permitted only in the ..... .



**30 SEC PAUSE**



Questions 17–20 Answer the questions below. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

17. Where should staff go if the fire alarm sounds?

.....

18. What is the prize for the "Employee of the Month"?

.....

19. What will the catering staff attend at 2:00 PM?

.....

20. Which part of the hotel will the group visit next?

.....



30 SEC PAUSE



### Questions 21–24

What was the main finding for each platform?

Choose FOUR answers from the box and write the correct letter, A–F, next to Questions 21–24.

#### Platform Findings

- A Best for long-term brand loyalty
- B Leads to spontaneous buying
- C Useful for initial brand awareness
- D Most effective for older age groups
- E Preferred for detailed product information
- F Highly effective for clothing only

21. (General report section): (Note: This relates to the limitations mentioned)
22. Instagram: \_\_\_\_\_
23. TikTok: \_\_\_\_\_
24. YouTube: \_\_\_\_\_

### Questions 25–27

What is the students' opinion on the following influencer types? Choose from the box and write the correct letter, A, B, or C, next to Questions 25–27.

#### Opinions

- A They believe this is the most successful type.
- B They think their influence is becoming weaker.
- C They are skeptical about their appeal to teens.

25. The Expert: \_\_\_\_\_
26. The Celebrity: \_\_\_\_\_
27. The Peer-Influencer: \_\_\_\_\_



**Questions 28–30**

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

**28. What is the students' primary concern about their presentation?**

- A. They haven't finished the slides.**
- B. They might run out of time.**
- C. They disagree on who should speak first.**

**29. What is a new requirement for the grading of the presentation?**

- A. The quality of the graphic aids.**
- B. The length of the Q&A session.**
- C. The number of sources cited.**

**30. What must the students submit by the end of the week?**

- A. A final printed transcript.**
- B. A bibliography of their research.**
- C. A report on their teamwork.**



**30 SEC PAUSE**



### Questions 31–40

Instructions: Complete the notes below. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

### LECTURE: THE EVOLUTION OF THE PENCIL

#### The Discovery of Graphite

31. Graphite was first found in England after a tree was knocked down during a 31 .....
32. Early users wrapped graphite in 32 ..... so it could be held easily.

#### Manufacturing Developments

33. Nicolas-Jacques Conté combined graphite with 33 ..... to lower costs.
34. Changing the recipe allowed for different levels of 34 ..... in the lead.
35. Henry David Thoreau used 35 ..... to make the writing smoother.
36. Pencils were painted 36 ..... to suggest they were a premium product

#### The Modern Era

37. High demand caused a shortage of 37 ..... used for the outer casing.
38. The first patent for an attached eraser was issued in 38 .....
39. Pencils are avoided in space because graphite can cause issues with 39 .....
40. Future designs may use a 40 ..... instead of a traditional lead core.

# Reading Answer key

1. Elder people have a better inter-person relationship. TRUE
2. Seniors are paid less compared with younger ones. FALSE
3. Older employees identify problems in an advanced time. TRUE
4. Older workers despite their age run fast when there is a meeting. NOT GIVEN.
5. The their productivity of youngsters is lower than counterparts. NOT GIVEN
6. Young people are likely to change work more often. TRUE
7. YOung employees are normally high school graduates. NOT GIVEN
8. Unlike other places, employees in Japan
9. According to paragraph F, the firms and workers still hold the opinion that - H
10. SkillTeam that IBM has founded conducted which of the following movement - C
11. according to the research of Mr Quinn - J
12. according to David Storey K
13. the main purpose of the author in writing this passage - D
14. Making new acquaintances brings success only. FALSE
15. Problems can be caused at work if the manager is too supportive. FALSE
16. A manager can suppress or even totally block the career of an employee. TRUE
17. In business today, working together is necessary in order for compaies to expand their workforce. NOT GIVEN
18. Businesses that specialise will not last for long without cooperation and contacts. TRUE
19. Networking is a concept.
20. People fall into two basic categories
21. A person who shares knowledge and friends makes a better networker than one who does not.
22. In (the) academic world sphere of life, ideas have been protected jealously.
23. (the) stereotypical academic type of individual does not quickly become a modern networker.
24. Cambridge/ around Cambridge/ Cambridge in England is one of the most significant concentrations of high-tech companies in Europe.
25. Homo Sapiens replaced the Neanderthals.
26. Culture, understanding, and thought abstraction sets us apart from other animals.
27. Young delivered his inaugural paper to the Royal Society.  
Answer Location: Paragraph B, Line 1  
Explanation: In paragraph B, it says, "He presented his first paper to the Royal Society of London at the age of 20." This clearly indicates that Young delivered his inaugural paper to the Royal Society.

**28. Young proposed the theory that variations in lens shape allow the eye to focus on objects at different distances.**

**Answer Location: Paragraph B, Line 2**

**Explanation: In paragraph B, the text states, "Young explained the process of accommodation in the human eye – on how the eye focuses properly on objects at varying distances... achieved by changes in the shape of the lens." This shows Young's theory about lens shape and focus.**

**29. Young played a key role in deciphering the encryption that allowed the unidentified script of Rosetta Stone to be opened.**

**Answer Location: Paragraph C, Line 1**

**Explanation: Paragraph C mentions, "Young was instrumental in cracking the code that unlocked the unknown script on the Rosetta Stone." This indicates his important role in deciphering the Rosetta Stone.**

**30. Young's advice was sought by people responsible for civic and national issues.**

**Answer Location: Paragraph E, Line 4**

**Explanation: In paragraph E, it says, "His opinions were sought on civic and national matters, such as the introduction of gas lighting to London and methods of ship construction." This shows that his advice was sought on civic and national issues.**

**31. Young was brought up in a privileged environment, went to the theater, and gradually picked up dancing.**

**Answer Location: Paragraph F, Line 7**

**Explanation: In paragraph F, the text says "Young was introduced into elite society, attended the theatre and learned to dance and play the flute. In addition, he was an accomplished horseman." This reflects Young's privileged upbringing and activities.**

**32. The technical content is explained straightforwardly by Robinson, particularly the sections concerning optics.**

**Answer Location: Paragraph F, Line 2**

**Explanation: Paragraph F notes, "Robinson's aim is to introduce non-scientists to Young's work and life. He succeeds, providing clear expositions of the technical material (especially that on optics and Egyptian hieroglyphs)." This highlights Robinson's clear explanation of the technical content.**

**33. Readers will see flashes of a lively Young making notes on medical lectures, scribbling Greek and Latin.**

**Answer Location: Paragraph F, Line 5**

**Explanation: In paragraph F, the text states, "We catch glimpses of a playful Young, doodling Greek and Latin phrases in his notes on medical lectures." This shows Young's habit of writing Greek and Latin notes.**

**34. Life stories written by Young for the Encyclopedia Britannica.**

**A**

**Answer Location: Paragraph A, Line 1**

**Explanation: Paragraph A states, "Young... contributed 63 articles to the Encyclopedia Britannica, including 46 biographical entries (mostly on scientists and classicists)." This shows Young wrote life stories for the encyclopedia.**

**35. A teaching position that Young got.**

**E**

**Answer Location: Paragraph E, Line 2**

**Explanation: In paragraph E, it says, "In 1801, he had been appointed to a professorship of natural philosophy at the Royal Institution." This refers to Young's teaching position.**

**36. Inspiration Young got to start his medical studies.**

**D**

**Answer Location: Paragraph D, Line 3**

**Explanation: In paragraph D, the text says, "He was greatly encouraged by his mother's uncle, Richard Brocklesby, a physician and Fellow of the Royal Society." This indicates the inspiration Young received to start his medical studies.**

**37. Name Young used to introduce to refer to a group of languages.**

**C**

**Answer Location: Paragraph C, Line 5**

**Explanation: Paragraph C states, "In another entry, he coined the term Indo-European to describe the family of languages spoken throughout most of Europe and northern India." This refers to Young's introduction of the term "Indo-European."**

**38. Young's focus on scientific research in his first academic paper.**

**B**

**Answer Location: Paragraph B, Line 2**

**Explanation: In paragraph B, the text states, "Young explained the process of accommodation in the human eye." This shows that his first academic paper focused on scientific research, specifically on optics.**

**39. Contribution that Young made to London.**

**E**

**Answer Location: Paragraph E, Line 4**

**Explanation: In paragraph E, it mentions, "His opinions were sought... such as the introduction of gas lighting to London." This indicates Young's contribution to London through his advice on gaslighting.**

**40. C**

# Listening Answer Key

1. Leo Kaplinsky (Spelling must be exact)
2. 07711 882435
3. 54,000 (or 54000)
4. 3,200 (or 3200)
5. MOT
6. rear door
7. spare tyre (or spare tire)
8. alarm
9. Bridge
10. Wednesday
11. laundry room
12. leather shoes
13. 10 minutes / ten minutes
14. valuable items (or valuables)
15. food or drink (or food and drink)
16. staff room
17. assembly point
18. (a) cash bonus
19. (first) training module
20. fitness suite
21. (n/a - Focus on 22-24)
22. C (Discovery / Brand awareness)
23. B (Impulse / Spontaneous buying)
24. E (Trust / Detailed information)
25. C (Doubtful / Boring)
26. B (Declining / Aware of paid ads)
27. A (Most powerful / Relatability)
28. B (Worried about the time limit)
29. A (Use of visuals / slides)
30. C (Peer-evaluation forms / collaboration process)
31. graphite
32. sheepskin
33. clay
34. hardness
35. silica
36. yellow
37. cedar trees
38. 1858
39. electrical circuits
40. metal tip

# Speaking Sample Answers

## PART 1

1. How do you keep track of your daily tasks? "I usually use a 'to-do list' app on my smartphone. I write down everything I need to do in the morning, and it sends me reminders so I don't forget important meetings or deadlines."
2. Digital calendar or paper diary? "I definitely prefer a digital calendar. It's much more convenient because I always have my phone with me. Also, I can easily change the time of an appointment without making a mess on paper."
3. Were you organized as a child? "Not at all! I remember my school bag was always a mess and I often lost my homework. I think I only became more organized when I started university and had much more work to manage."
4. Most difficult thing about staying organized? "For me, the hardest part is actually sticking to the schedule. Sometimes I plan too many things in one day, and if one thing takes longer than expected, the whole plan falls apart."

## PART 2

"I'd like to talk about the time I taught my younger brother how to cook a basic pasta dish. This happened about a year ago when our parents went away for a weekend and we had to look after ourselves.

My brother didn't know anything about cooking—he usually just eats whatever is in the fridge. I decided to show him how to make a simple tomato pasta because it's healthy and easy. I taught him by doing it step-by-step. First, I showed him how to chop the onions safely, then how to boil the water for the pasta, and finally how to mix everything together in the pan.

I tried to be very patient, though it took him a long time to chop the vegetables! I told him to keep the heat low so he wouldn't burn the sauce.

After we finished and he tasted the meal, I felt really proud of him. He was actually quite surprised that he could make something that tasted so good. It made me feel happy because now I know he won't starve when he's home alone, and it was a nice way for us to spend time together."

## PART 3

1. Schools focusing on practical skills? "Yes, I think schools should teach more things like personal finance or basic cooking. While academic subjects like history are important, many students graduate without knowing how to manage their money or look after a home."
2. How has the internet changed learning? "The internet has made learning much faster. In the past, you had to find a teacher or a book, but now you can just watch a YouTube tutorial. You can learn almost anything, from fixing a car to playing the guitar, for free at home."
3. Teacher qualities? "A good teacher needs to be very patient because every student learns at a different speed. They also need to be enthusiastic about their subject; if the teacher is bored, the students will be bored too."
4. Older vs. Young learners? "I think it's harder for older people because they are used to doing things a certain way. However, if they are motivated, they can definitely learn. My grandmother learned how to use a tablet recently, even though it took her a bit longer than a teenager."

**34. Life stories written by Young for the Encyclopedia Britannica.**

**A**

**Answer Location: Paragraph A, Line 1**

**Explanation: Paragraph A states, "Young... contributed 63 articles to the Encyclopedia Britannica, including 46 biographical entries (mostly on scientists and classicists)." This shows Young wrote life stories for the encyclopedia.**

**35. A teaching position that Young got.**

**E**

**Answer Location: Paragraph E, Line 2**

**Explanation: In paragraph E, it says, "In 1801, he had been appointed to a professorship of natural philosophy at the Royal Institution." This refers to Young's teaching position.**

**36. Inspiration Young got to start his medical studies.**

**D**

**Answer Location: Paragraph D, Line 3**

**Explanation: In paragraph D, the text says, "He was greatly encouraged by his mother's uncle, Richard Brocklesby, a physician and Fellow of the Royal Society." This indicates the inspiration Young received to start his medical studies.**

**37. Name Young used to introduce to refer to a group of languages.**

**C**

**Answer Location: Paragraph C, Line 5**

**Explanation: Paragraph C states, "In another entry, he coined the term Indo-European to describe the family of languages spoken throughout most of Europe and northern India." This refers to Young's introduction of the term "Indo-European."**

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