

IELTS CONFIRM 7+ SCORE

SECRET PDF

এই strategies ব্যবহার করে যারা 7+ পেয়েছে



ফাহিম 8.5



সামাদ 8.5



ফারহানা 8.0



রাফি 8.0



শায়ন 8.0



রাফিক 8.0



ইরফান 7.5



সামিয়া 7.5



মাহিন 7.5



ফয়সাল 7.5



মুসাদ্দিক 7.5



শাহরিয়ার 7.5



লালন 7.5



হুসুফ 7.5



ইশতিয়াক 7.5

IELTS কী?

IELTS (International English Language Testing System) হলো ইংরেজি ভাষার দক্ষতা যাচাইয়ের জন্য আন্তর্জাতিকভাবে স্বীকৃত একটি পরীক্ষা। যাদের মাতৃভাষা ইংরেজি না, তাদের ইংরেজি ভাষাগত দক্ষতা মূল্যায়ন করার জন্যই এই পরীক্ষা। IELTS পরীক্ষাটি ব্রিটিশ কাউন্সিল, আইডিপি: আইএলটিএস অস্ট্রেলিয়া এবং ক্যামব্রিজ অ্যাসেসমেন্ট ইংলিশ যৌথভাবে পরিচালনা করে।

যারা উচ্চশিক্ষার জন্য ইংরেজিভাষী দেশগুলোতে পড়তে যেতে চান কিংবা চাকরি আর অভিবাসনের জন্য কোনো ইংরেজিভাষী দেশে যাওয়ার পরিকল্পনা করছেন তাদের জন্য IELTS স্কোর অত্যন্ত গুরুত্বপূর্ণ। IELTS স্কোরের মেয়াদ মাত্র ২ (দুই) বছর, তবে একজন পরীক্ষার্থী জীবনের যেকোনো বয়সে যতবার খুশি ততবার এই পরীক্ষা দিতে পারবেন।

IELTS পরীক্ষা দুই ধরনের হয়- Academic Module ও General Training Module

IELTS Academic Module

যারা পড়াশোনার জন্য ইংরেজিভাষী দেশগুলোর কোনো বিশ্ববিদ্যালয়ে ভর্তি হতে চান, তাদের Academic Module অনুযায়ী IELTS পরীক্ষা দিতে হবে। অর্থাৎ, সহজভাবে বললে যারা বিদেশে উচ্চশিক্ষা গ্রহণ করতে চান তাদের জন্য তৈরি করা হয়েছে Academic Module.

IELTS General Training Module

যারা চাকরি কিংবা প্রশিক্ষণের জন্য অথবা অভিবাসনের জন্য ইংরেজিভাষী দেশগুলোতে যাচ্ছেন, তাদের General Training Module অনুযায়ী IELTS পরীক্ষা দিতে হবে। অর্থাৎ, যারা পড়াশোনা ব্যতীত অন্য কাজের জন্য বিদেশে যাচ্ছেন তাদের জন্য IELTS General Training Module প্রযোজ্য।

IELTS-এর Academic Module এবং General Training Module-এর মধ্যে প্রধান পার্থক্য থাকে শুধুমাত্র Reading এবং Writing Test- এ।

IELTS এর টেস্টসমূহ:

আমরা জানি, যেকোনো ভাষা শেখার ক্ষেত্রে সাধারণত চারটি গুরুত্বপূর্ণ দক্ষতার ওপর জোর দেওয়া হয়: Listening, Reading, Writing এবং Speaking। IELTS পরীক্ষায়ও একইভাবে এই চারটি সেকশনের ওপর পরীক্ষার মাধ্যমে পরীক্ষার্থীর ইংরেজি ভাষার দক্ষতা যাচাই করা হয়।

IELTS Scoring system:

IELTS এর স্কোরিং সিস্টেম বোঝার জন্য Score এবং Band Score এর মধ্যে পার্থক্য বোঝা জরুরি।

Score: প্রতিটি মডিউল: Listening, Reading, Writing, এবং Speaking Test এ পরীক্ষার্থীদের একটি নির্দিষ্ট Raw Score পাওয়া যায়, যা সাধারণত সঠিক উত্তরের সংখ্যার ওপর ভিত্তি করে নির্ধারণ করা হয়। যেমন, Listening এবং Reading পরীক্ষায় সঠিক উত্তরের সংখ্যা (যেমনঃ 30/40) থেকেই score নির্ধারিত হয়।

Band Score: পরীক্ষার্থীর প্রাপ্ত score এর ওপর ভিত্তি করে নির্দিষ্ট ব্যান্ড স্কোর দেওয়া হয়, যা IELTS-এর Band Score নামে পরিচিত। Band Score এর স্কেলটি 1 থেকে 9 পর্যন্ত। প্রতিটি মডিউলে পাওয়া score কে এই scale

অনুযায়ী ব্যান্ড স্কোরে রূপান্তর করা হয় এবং চারটি মডিউলের গড় score নিয়ে একটি **Overall Band Score** নির্ধারণ করা হয়।

এক নজরে IELTS এর স্কোরিং স্কেলঃ

ব্যান্ড স্কোর (Band Score)	দক্ষতার স্তর (Proficiency)
Band 9	Expert User (বিশেষজ্ঞ ব্যবহারকারী)
Band 8	Very Good User (খুব ভালো ব্যবহারকারী)
Band 7	Good User (ভালো ব্যবহারকারী)
Band 6	Competent User (যোগ্য ব্যবহারকারী)
Band 5	Modest User (মধ্যম ব্যবহারকারী)
Band 4	Limited User (সীমিত ব্যবহারকারী)
Band 3	Extremely Limited User (অত্যন্ত সীমিত ব্যবহারকারী)
Band 2	Intermittent User (বিক্ষিপ্ত ব্যবহারকারী)
Band 1	Non User (ব্যবহারকারী নয়)
Band 0	Did not attempt the test (পরীক্ষায় অংশ নেয়নি)

IELTS Listening Test

IELTS পরীক্ষার একটি অন্যতম গুরুত্বপূর্ণ সেকশন হলো IELTS Listening Test. এই অংশে আপনাকে ৪০ মিনিট সময়ের মধ্যে ৪টি ভাগে ১০টি করে মোট ৪০টি প্রশ্নের উত্তর দিতে হবে। এক্ষেত্রে প্রথম ৩০ মিনিট দেওয়া হবে অডিও শোনার জন্য। কিন্তু এই অডিও আপনি মাত্র একবারই শুনতে পারবেন। তারপর উত্তরগুলো উত্তরপত্রে লেখার জন্য ১০ মিনিট সময় থাকবে।

IELTS Listening Test এর অডিও রেকর্ডিং -এর ৪টি ভিন্ন অংশ শোনানো হয়:

Section 1: ১ম সেকশন এর অডিও -তে দুইজন ব্যক্তি দৈনন্দিন জীবনের যেকোনো বিষয়ে কথা বলবেন, যেমন: ডাক্তারের অ্যাপয়েন্টমেন্ট নেওয়া নিয়ে ফোনে কথোপকথন কিংবা কোথাও যাওয়ার জন্য প্লেনের টিকেট বুক করা। এই অংশ থেকে সাধারণত আপনাকে নাম, সংখ্যা, তারিখ, সময় এই সব তথ্য মনে রাখতে হতে পারে।

Section 2: সেকশন ২ এর অডিও -তে শুধু একজন বক্তা কথা বলবেন। এক্ষেত্রে প্রায়ই কোনো মিউজিয়াম, পার্ক, হোটেল রুম, রিসোর্ট, বিনোদন কেন্দ্র, হাসপাতাল বা অন্য কোনো জায়গা সম্পর্কে তথ্য, কোনো প্রতিষ্ঠান বা সেবার বিবরণ নিয়ে কথা হয়।

Section 3: এই সেকশন এর অডিও -তে প্রায় তিন থেকে চার জন বক্তা কথা বলবেন। তাই এই অংশে তুলনামূলক বেশি মনোযোগ দিতে হয়। এই অংশে শিক্ষামূলক বিষয় যেমন: একটি প্রজেক্ট নিয়ে আলোচনা, গবেষণা নিয়ে আলোচনা, কোনো শিক্ষামূলক টপিক নিয়ে দুইজন স্টুডেন্ট তাদের শিক্ষকের সাথে কথা বলছে, এই ধরনের অডিও থাকতে পারে।

Section 4: সেকশন ৪ এর অডিও হলো IELTS Listening Test -এর সবচেয়ে কঠিন অংশ। এখানে একজন একক বক্তার একাডেমিক লেকচার, প্রশিক্ষণ বা প্রজেন্টেশন নিয়ে একটি অডিও শোনা যাবে।

Question types

IELTS Listening Test এ চারটি ধাপে বিভিন্ন ধরনের প্রশ্ন হয়ে থাকে। সেগুলো হলোঃ

- Multiple Choice Questions
- Short Answer Questions
- Fill in the Gaps
- Matching
- Table
- Diagram Labeling
- Flow Chart Completion
- Sentence Completion
- Summary Completion
- Form
- Map

- Plan

IELTS Listening Test Scoring Criteria

আপনার সঠিক উত্তরগুলোর সংখ্যাকে নির্দিষ্ট স্কেল অনুযায়ী 0 থেকে 9 এর মধ্যে ব্যান্ড স্কোরে রূপান্তর করা হয়। নিচের ছকটিতে IELTS Listening Test এর স্কোরিং ক্রাইটেরিয়া দেওয়া হলো:

সঠিক উত্তর (Correct Answer)	ব্যান্ড স্কোর (Band Score)
39-40	9.0
37-38	8.5
35-36	8.0
32-34	7.5
30-31	7.0
26-29	6.5
23-25	6.0
18-22	5.5
16-17	5.0
13-15	4.5
11-12	4.0

Strategies to improve listening score

IELTS Listening Test এ ভালো করার জন্য এই স্ট্র্যাটেজিগুলো মাথায় রাখতে পারেন-

Active listening: Active listening হলো বক্তার বক্তব্যকে মনোযোগ দিয়ে এবং সক্রিয়ভাবে শোনার প্রক্রিয়া। এই স্ট্র্যাটেজির মাধ্যমে ইংরেজি শুনে বোঝার ক্ষমতা, vocabulary, তথ্য মনে রাখার ক্ষমতা, সূক্ষ্ম ডিটেইলস লক্ষ্য করার দক্ষতা ইত্যাদি বৃদ্ধি পায়, যা আপনার Listening score এর উন্নতি করতে সাহায্য করবে। Active listening প্র্যাকটিস করতে মনোযোগ দিয়ে স্পিচ শোনা, মনযোগের বিঘ্ন ঘটাতে পারে এমন কিছু (distractors) আশেপাশে না রাখা, নিজে নিজে বক্তা যা বলেছেন যা প্যারাপ্রফেজ করার চেষ্টা করতে পারেন।

Accent Familiarisation: IELTS একটি আন্তর্জাতিকভাবে পরিচিত পরীক্ষা হওয়ায়, এর Listening Test-এ বিভিন্ন দেশের বিভিন্ন উচ্চারণের (Accent) ইংরেজি শোনা যাবে। এজন্য বিভিন্ন ইংরেজিভাষী দেশের উচ্চারণ বুঝতে অভ্যস্ত হওয়া জরুরি। এক্ষেত্রে শুধুমাত্র BBC এর খবরের ওপর নির্ভর না করে আপনি অন্যান্য ইংরেজিভাষী দেশের (অস্ট্রেলিয়া, নিউজিল্যান্ড, আয়ারল্যান্ড, স্কটল্যান্ড, যুক্তরাষ্ট্র ইত্যাদি) খবর, পডকাস্ট, ভিডিও বা সিনেমা দেখতে পারেন।

Practice with sample questions: IELTS Listening Test-এ ভালো করতে হলে বিভিন্ন ধরনের প্রশ্নের সাথে পরিচিত থাকা গুরুত্বপূর্ণ, আর এর জন্য নিয়মিত প্র্যাকটিস করা প্রয়োজন। প্রতিদিন একটি করে sample test দিলে আপনি প্রশ্নের ধরণ বুঝতে অভ্যস্ত হয়ে উঠবেন, পাশাপাশি আপনার ব্যান্ড স্কোরও ধীরে ধীরে উন্নত হবে।

Listening Sample Question: Set 1

Audio:  Cambridge book 19 test 1.mp3

Part 1: Questions 1-10

Complete the notes below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

Hinchingbrooke Country Park

The park

Area: **1** _____ hectares

Habitats: wetland, grassland and woodland

Wetland: lakes, ponds and a **2** _____

Wildlife includes birds, insects and animals

Subjects studied in educational visits include

Science: Children look at **3** _____ about plants, etc.

Geography: includes learning to use a **4** _____ and compass History: changes in land use

Leisure and tourism: mostly concentrates on the park's **5** _____

Music: Children make **6** _____ with natural materials, and experiment with rhythm and speed.

Benefits of outdoor educational visits

They give children a feeling of **7** _____ that they may not have elsewhere.

Children learn new **8** _____ and gain self-confidence.

Practical issues

Cost per child: £ **9** _____

Adults, such as **10** _____, free

Part 2: Questions 11-15

Choose the correct letter, A, B or C.

Stanthorpe Twinning Association

11 During the visit to Malatte, in France, members especially enjoyed

- A** going to a theme park.
- B** experiencing a river trip.
- C** visiting a cheese factory.

12 What will happen in Stanthorpe to mark the 25th anniversary of the Twinning Association?

- A** A tree will be planted.
- B** A garden seat will be bought.
- C** A footbridge will be built.

13 Which event raised most funds this year?

- A** the film show
- B** the pancake evening
- C** the cookery demonstration

14 For the first evening with the French visitors host families are advised to

- A** take them for a walk round the town.
- B** go to a local restaurant.
- C** have a meal at home.

15 On Saturday evening there will be the chance to

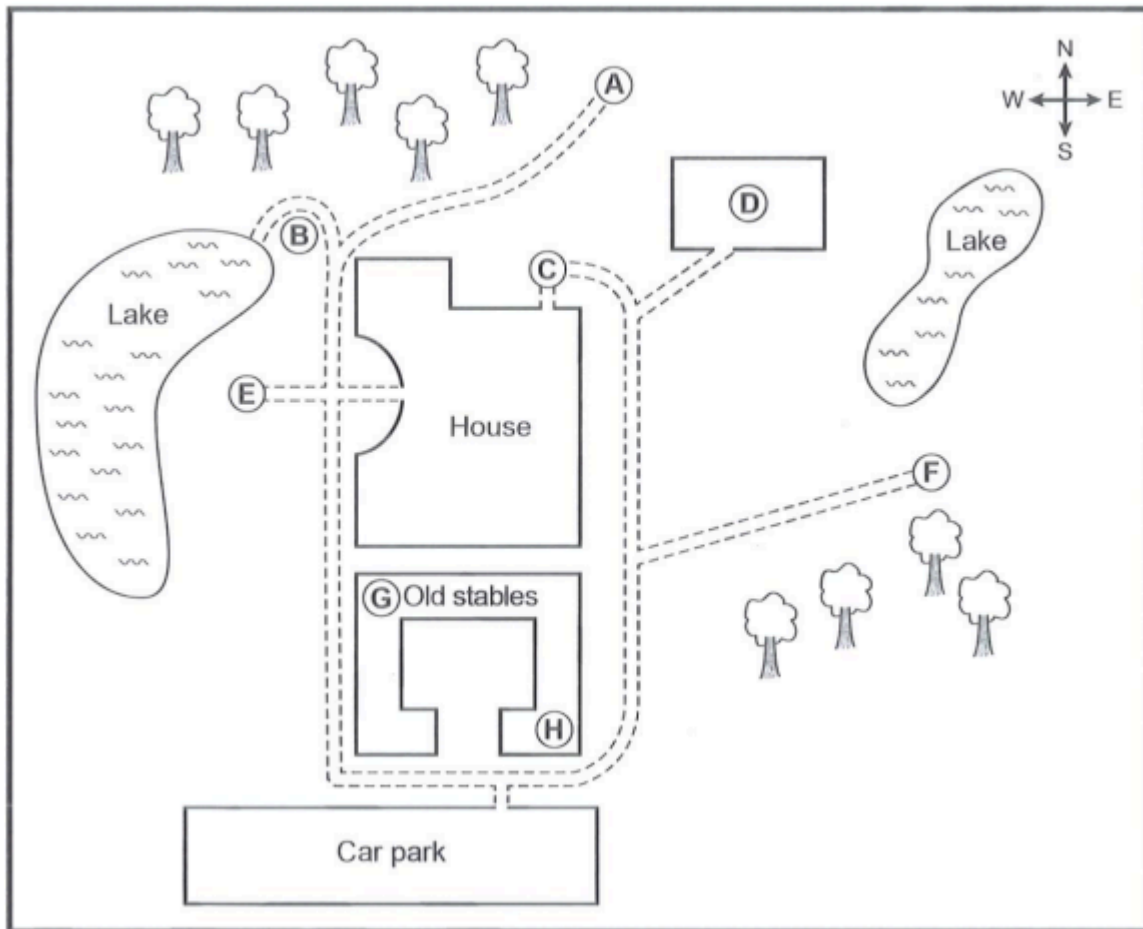
- A** listen to a concert.
- B** watch a match.
- C** take part in a competition.

Questions 16-20

Label the map below.

Write the correct letter, **A-H**, next to Questions 16-20.

Farley House



- 16 Farm shop _____
- 17 Disabled entry _____
- 18 Adventure playground _____
- 19 Kitchen gardens _____
- 20 The Temple of the Four Winds _____

Part 3: Listen and answer questions 21-30

Questions 21-22

Choose *TWO* letters, A-E.

Which *TWO* things did Colin find most satisfying about his bread reuse project?

- A receiving support from local restaurants
- B finding a good way to prevent waste
- C overcoming problems in a basic process

D experimenting with designs and colours

E learning how to apply 3-D printing

Questions 23-24

Choose TWO letters, A-E.

Which TWO ways do the students agree that touch-sensitive sensors for food labels could be developed in future?

A for use on medical products

B to show that food is no longer fit to eat

C for use with drinks as well as foods

D to provide applications for blind people

E to indicate the weight of certain foods

Questions 25-30

What is the students' opinion about each of the following food trends?

Choose SIX answers from the box and write the correct letter, A-H, next to Questions 25-30

Opinions

A. This is only relevant to young people.

B. This may have disappointing results.

C. This already seems to be widespread.

D. Retailers should do more to encourage this.

E. More financial support is needed for this.

F. Most people know little about this.

G. There should be stricter regulations about this.

H. This could be dangerous.

Food Trends

25 Use of local products

26 Reduction in unnecessary packaging

27 Gluten-free and lactose-free food

28 Use of branded products related to celebrity chefs

29 Development of 'ghost kitchens' for takeaway food

30 Use of mushrooms for common health concerns

Part 4: Listen and answer questions 31-40

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

Céide Fields

an important Neolithic archaeological site in the northwest of Ireland

Discovery

In the 1930s, a local teacher realised that stones beneath the bog surface were once **31** _____

His **32** _____ became an archaeologist and undertook an investigation of the site:

– a traditional method used by local people to dig for **33** _____ was used to identify where stones were located

– carbon dating later proved the site was Neolithic.

Items are well preserved in the bog because of a lack of **34** _____

Neolithic farmers

Houses were **35** _____ in shape and had a hole in the roof.

Neolithic innovations include:

– cooking indoors

– pots used for storage and to make **36** _____

Each field at Céide was large enough to support a big **37** _____

The fields were probably used to restrict the grazing of animals – no evidence of structures to house them during **38** _____

Reasons for the decline in farming

a decline in **39** _____ quality

an increase in **40** _____

Answer Key

Part 1: Questions 1-10

1	69/sixty-nine	6	sounds
2	data	7	freedom
3	stream	8	skills
4	map	9	4.95
5	visitors	10	leaders

Part 2: Questions 11-20

11 B	13 B	15 A	17 C	19 D
12 A	14 C	16 G	18 B	20 A

Part 3: Questions 21-30

21 & 22 IN EITHER ORDER

B

D

23 & 24 IN EITHER ORDER

A

E

25 D

26 G

27 C

28 B

29 F

30 H

Part 4, Questions 31-40

31 walls

32 son

33 fuel

34 oxygen

35 rectangular

36 lamps

37 family

38 winter

39 soil

40 rain

Listening Sample Question: Set 2

Audio:  Cambridge 19 Listening test 2.mp3

Part 1: Listen and answer questions 1-10

Questions 1-6

Complete the form below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

Guitar Group

Coordinator: Gary **1** _____

Level: **2** _____

Place: the **3** _____

4 _____ Street

First floor, Room T347

Time: Thursday morning at **5** _____

Recommended website: 'The perfect **6** _____

Questions 7-10

Complete the table below.

Write **ONE WORD ONLY** for each answer.

A typical 45-minute guitar lesson

Time	Activity	Notes
5 minutes	tuning guitars	using an app or by 7 _____
10 minutes	strumming chords using our thumbs	keeping time while the teacher is 8 _____

15 playing songs often listening to a **9** _____ of a song
minutes

10 playing single notes and simple playing together, then **10** _____
minutes tunes

5 noting things to practise at
minutes home

Part 2: Listen and answer questions 11-20

Questions 11-16

Choose the correct letter, A, B or C.

Working as a lifeboat volunteer

11 What made David leave London and move to Northsea?

- A** He was eager to develop a hobby.
- B** He wanted to work shorter hours.
- C** He found his job in website design unsatisfying

12 The Lifeboat Institution in Northsea was built with money provided by

- A** a local organisation.
- B** a local resident.
- C** the local council.

13 In his health assessment, the doctor was concerned about the fact that David

- A** might be colour blind.

B was rather short-sighted.

C had undergone eye surgery.

14 After arriving at the lifeboat station, they aim to launch the boat within

A five minutes.

B six to eight minutes.

C eight and a half minutes.

15 As a 'helmsman', David has the responsibility of deciding

A who will be the members of his crew.

B what equipment it will be necessary to take.

C if the lifeboat should be launched.

16 As well as going out on the lifeboat, David

A gives talks on safety at sea.

B helps with fundraising.

C recruits new volunteers.

Questions 17-18

Choose **TWO** letters, **A-E**.

Which TWO things does David say about the lifeboat volunteer training?

A The residential course developed his leadership skills.

B The training in use of ropes and knots was quite brief.

C The training exercises have built up his mental strength.

D The casualty care activities were particularly challenging for him.

E The wave tank activities provided practice in survival techniques.

Questions 19-20

Choose **TWO** letters, **A-E**.

Which TWO things does David find most motivating about the work he does?

A working as part of a team

B experiences when working in winter

C being thanked by those he has helped

D the fact that it keeps him fit

E the chance to develop new equipment

Part 3: Listen and answer questions 21-30

Questions 21-24

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

21 At first, Don thought the topic of recycling footwear might be too

A limited in scope.

B hard to research.

C boring for listeners.

22 When discussing trainers, Bella and Don disagree about

A how popular they are among young people.

B how suitable they are for school.

C how quickly they wear out.

23 Bella says that she sometimes recycles shoes because

A they no longer fit.

B she no longer likes them.

C they are no longer in fashion.

24 What did the article say that confused Don?

- A** Public consumption of footwear has risen.
- B** Less footwear is recycled now than in the past.
- C** People dispose of more footwear than they used to.

Questions 25-28

What reasons did the recycling manager give for rejecting footwear, according to the students?

Choose FOUR answers from the box and write the correct letter, A-F.

Reason

- A. one shoe was missing
- B. the colour of one shoe had faded
- C. one shoe had a hole in it
- D. the shoes were brand new
- E. the shoes were too dirty
- F. the stitching on the shoes was broken

Footwear

25 the high-heeled shoes -----

26 the ankle boots -----

27 the baby shoes -----

28 the trainers -----

Questions 29-30

Choose the correct letter, A, B or C.

29 Why did the project to make 'new' shoes out of old shoes fail?

- A** People believed the 'new' pairs of shoes were unhygienic.
- B** There were not enough good parts to use in the old shoes.
- C** The shoes in the 'new' pairs were not completely alike.

30 Bella and Don agree that they can present their topic

A from a new angle.

B with relevant images.

C in a straightforward way.

Part 4: Listen and answer questions 31-40

Questions 31-40

Complete the notes below.

Write ONE WORD ONLY for each answer.

Tardigrades

- more than 1,000 species, 0.05–1.2 millimetres long
- also known as water 'bears' (due to how they **31** _____) and 'moss piglets'

Physical appearance

- a **32** _____ round body and four pairs of legs
- claws or **33** _____ for gripping
- absence of respiratory organs
- body filled with a liquid that carries both **34** _____ and blood
- mouth shaped like a **35** _____ with teeth called stylets

Habitat

- often found at the bottom of a lake or on plants
- very resilient and can exist in very low or high **36** _____

Cryptobiosis

- In dry conditions, they roll into a ball called a 'tun'.

- They stay alive with a much lower metabolism than usual.
- A type of **37** _____ ensures their DNA is not damaged.
- Research is underway to find out how many days they can stay alive in **38** _____

Feeding

- consume liquids, e.g., those found in moss or **39** _____
- may eat other tardigrades

Conservation status

- They are not considered to be **40** _____

Listening Sample Question: Set 3

Audio:  Cambridge 19 Test 3 .mp3

Part 1: Listen and answer questions 1-10

Questions 1-6

Complete the notes below.

*Write **ONE WORD AND/OR A NUMBER** for each answer.*

Local food shops

Where to go

- Kite Place - near the **1** _____

Fish market

- cross the **2** _____ and turn right
- best to go before **3** _____ pm, earlier than closing time

Organic shop

- called **4** _____
- below a restaurant in the large, grey building

– look for the large **5** _____ outside

Supermarket

take a **6** _____ minibus, number 289

Questions 7-10

Complete the table below.

Write **ONE WORD ONLY** for each answer.

Shopping

	To buy	Other ideas
Fish market	a dozen prawns	a handful of 7 _____ (type of seaweed)
Organic shop	beans and a 8 _____ for dessert	spices and 9 _____
Bakery	a brown loaf	a 10 _____ tart

Part 2: Listen and answer questions 11-20

Questions 11-16

What information is given about each of the following festival workshops?

Choose **SIX** answers from the box and write the correct letter, **A-H**.

A involves painting and drawing

B will be led by a prize-winning author

C is aimed at children with a disability

D involves a drama activity

E focuses on new relationships

F is aimed at a specific age group

G explores an unhappy feeling

H raises awareness of a particular culture

11 Superheroes

12 Just do it

13 Count on me

14 Speak up

15 Jump for joy

16 Sticks and stones

Questions 17-18

Choose TWO letters, A–E.

Which TWO reasons does the speaker give for recommending *Alive and Kicking*

A It will appeal to both boys and girls.

B The author is well known.

C It has colourful illustrations.

D It is funny.

E It deals with an important topic.

Questions 19-20

Choose TWO letters, A–E.

Which TWO pieces of advice does the speaker give to parents about reading?

- A** Encourage children to write down new vocabulary.
- B** Allow children to listen to audio books.
- C** Get recommendations from librarians.
- D** Give children a choice about what they read.
- E** Only read aloud to children until they can read independently.

Part 3: Listen and answer questions 21-30

Questions 21-25

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

Science experiment for Year 12 students

21 How does Clare feel about the students in her Year 12 science class?

- A** worried that they are not making progress
- B** challenged by their poor behaviour in class
- C** frustrated at their lack of interest in the subject

22 How does Jake react to Clare's suggestion about an experiment based on children's diet?

- A** He is concerned that the results might not be meaningful.
- B** He feels some of the data might be difficult to obtain.
- C** He suspects that the conclusions might be upsetting.

23 What problem do they agree may be involved in an experiment involving animals?

- A** Any results may not apply to humans.
- B** It may be complicated to get permission.
- C** Students may not be happy about animal experiments.

24 What question do they decide the experiment should address?

- A** Are mice capable of controlling their food intake?
- B** Does an increase in sugar lead to health problems?
- C** How much do supplements of different kinds affect health?

25 Clare might also consider doing another experiment involving

- A** other types of food supplement.
- B** different genetic strains of mice.
- C** varying amounts of exercise.

Questions 26-30

Complete the flowchart below.

Choose **FIVE** answers from the box and write the correct letter, **A-H**.

- A.** size
- B.** escape
- C.** age
- D.** water
- E.** cereal
- F.** calculations
- G.** changes
- H.** colour

Choose mice which are all the same **26** _____



Divide the mice into two groups, each with a different **27** _____



Put each group in a separate cage.

Feed group A commercial mouse food.

Feed group B the same, but also sugar contained in **28**_____



Take measurements using an electronic scale.

Place them in a weighing chamber to prevent **29**_____



Do all necessary _____

Part 4: Listen and answer questions 31-40

Questions 31-40

Complete the notes below.

Write ONE WORD ONLY for each answer.

Microplastics

Where microplastics come from

fibres from some **31** _____ during washing

the breakdown of large pieces of plastic

waste from industry

the action of vehicle tyres on roads

Effects of microplastics

They cause injuries to the **32** _____ of wildlife and affect their digestive systems.

They enter the food chain, e.g., in bottled and tap water, **33** _____ and seafood.

They may not affect human health, but they are already banned in skin cleaning products and **34** _____ in some countries.

Microplastics enter the soil through the air, rain and **35** _____

Microplastics in the soil – a study by Anglia Ruskin University

Earthworms are important because they add **36** _____ to the soil.

The study aimed to find whether microplastics in earthworms affect the **37** _____ of plants.

The study found that microplastics caused:

38 _____ loss in earthworms

fewer seeds to germinate

a rise in the level of **39** _____ in the soil.

The study concluded:

soil should be seen as an important natural process.

changes to soil damage both ecosystems and **40** _____

Sample Questions-এর উত্তর পেতে এবং
Listening Module প্র্যাকটিস করতে জয়েন করুন

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IELTS Reading Test

IELTS Reading Test, পুরো পরীক্ষার সবচেয়ে কঠিন মডিউলগুলোর মধ্যে একটি। অনেক পরীক্ষার্থীরই অন্য তিনটি সেকশনে ভালো করার পরেও এই সেকশনে কম স্কোর পাওয়ার কারণে ব্যান্ড স্কোর কমে যায়। IELTS Reading Test এ এক ঘন্টা সময়ের মধ্যে ৩ টি প্যাসেজ পড়ে মোট ৪০ টি প্রশ্নের উত্তর দিতে হয়। এই এক ঘন্টা, বা ৬০ মিনিট সময়ের মধ্যেই IELTS Reading Test এর সব উত্তর উত্তরপত্রে লিখতে হবে, এজন্য আপনাকে অতিরিক্ত সময় দেওয়া হবে না।

IELTS এর Academic Module আর General Training Module এর জন্য ভিন্ন দুটি Reading Test হয়ে থাকে আর এই Module দুটির প্রশ্নে ভিন্ন ধরনের Passage থাকে।

IELTS Reading (Academic): Academic Reading Test -এ তিনটি বড় Passage থাকে, যেগুলো বিভিন্ন একাডেমিক বই, ম্যাগাজিন, পত্রিকা বা জার্নাল থেকে নেওয়া হয়।

IELTS Reading (General Training): General Training Module Reading Test -এও তিনটি বড় Passage থাকে। এই Passageগুলো বই, ম্যাগাজিন, সংবাদপত্র, নোটিশ, বিজ্ঞাপন, কোম্পানির হ্যান্ডবুক ও গাইডলাইন থেকে নেওয়া হয়।

Question types: IELTS Reading Test -এর ৩ টি ধাপে মোট ৪০টি প্রশ্ন করা হয়। IELTS Reading Test এ যে ধরনের প্রশ্ন হয়:

- Multiple Choice Questions
- Matching Headings Questions
- Matching Sentence Endings
- Matching Paragraph Information Questions
- Short Answer Questions
- Summary Completion Question
- Sentence Completion Question
- Identifying Information (True/ False/ Not Given)
- Identifying Writer's Views/ Claims (True/ False/ Not Given)
- Choosing a Title
- Table Completion
- Flow Chart Completion Questions
- Diagram Completion Questions

Strategies to improve reading score

IELTS Reading Test এ ভালো করার জন্য এই স্ট্র্যাটেজিগুলো মাথায় রাখতে পারেন-

Skimming: Skimming হল একটি প্যাসেজের মূল ভাবনা বা সারসংক্ষেপ দ্রুত বোঝার কৌশল। এতে সাধারণত প্রতিটি বাক্য বা শব্দ না পড়ে কেবল গুরুত্বপূর্ণ অংশ, যেমন শিরোনাম (Title), উপশিরোনাম (Subtitle), প্যাসেজের প্রথম এবং শেষ বাক্য, এবং bold/italic শব্দগুলোর দিকে নজর দেয়া হয়। এই কৌশলটি আপনাকে টেক্সটের প্রধান বিষয়বস্তু দ্রুত ধরতে সাহায্য করবে, যেমন কী নিয়ে আলোচনা করা হচ্ছে বা লেখার মূল পয়েন্ট কী। IELTS এর রিডিং সেকশনে স্কিমিং ব্যবহার করলে প্রথমেই টেক্সটের মূল থিম বুঝে ফেলা যায়, যা পরে Matching Paragraph Information Questions, Choosing a Title, Main Idea or Summary Questions ইত্যাদি প্রশ্নের উত্তর খুঁজে পেতে সাহায্য করে।

Scanning: Scanning হল নির্দিষ্ট তথ্য দ্রুত খুঁজে বের করার একটি কৌশল। স্ক্যানিং করার সময়, প্রতিটি শব্দ না পড়ে কেবল প্রয়োজনীয় শব্দ, নাম, সংখ্যা বা Keyword খুঁজে বের করা হয়। উদাহরণস্বরূপ, কোনো তারিখ, সংখ্যা, নাম বা স্থান খুঁজতে স্ক্যানিং কার্যকর। এই কৌশলটি বিশেষ করে True/False/Not Given, Multiple Choice Questions বা Fill in the Blanks প্রশ্নগুলোর জন্য সহায়ক।

Paraphrasing: IELTS Reading পরীক্ষার প্রশ্নগুলো প্রায়ই প্যাসেজের তথ্যকে ভিন্নভাবে উপস্থাপন করে, তাই প্যারاف্রেইজিং দক্ষতা অত্যন্ত গুরুত্বপূর্ণ। প্রশ্নে ব্যবহৃত শব্দ এবং বাক্য গঠন মূল প্যাসেজে পাওয়া তথ্যের সাথে একদম একই নাও হতে পারে। তাই, মূল বক্তব্যের সমার্থক শব্দ চিহ্নিত করা এবং ভিন্নভাবে বলা বক্তব্য চিনতে পারা জরুরি। এই দক্ষতা আপনাকে প্রশ্নের সঠিক উত্তর খুঁজে পেতে সহায়তা করবে এবং পরীক্ষায় সফল হওয়ার সম্ভাবনা বাড়াবে।

Sample Question: IELTS Reading Test এর একটি নমুনা প্যাসেজ ও প্রশ্ন নিচে দেওয়া হলোঃ

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

Reading Sample Question: Set 1

READING PASSAGE 1

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

The impact of climate change on butterflies in Britain

According to conservationists, populations of around two thirds of butterfly species have declined in Britain over the past 40 years. If this trend continues, it might have unpredictable knock-on effects for other species in the ecosystem. Butterfly eggs develop into caterpillars and these insects, which are the second stage in a new butterfly's lifecycle, consume vast quantities of plant material, and in turn act as prey for birds as well as bats and other small mammals. Only by arming themselves with an understanding of why butterfly numbers are down can conservationists hope to halt or reverse the decline.

Butterflies prefer outdoor conditions to be 'just right', which means neither too hot nor too cold. Under the conditions of climate change, the temperature at any given time in summer is generally getting warmer, leaving butterflies with the challenge of how to deal with this. One of the main ways in which species are ensuring conditions suit them is by changing the time of year at which they are active and reproduce. Scientists refer to the timing of such lifecycle events as 'phenology', so when an animal or plant starts to do something earlier in the year than it usually does, it is said to be 'advancing its phenology'.

These advances have been observed already in a wide range of butterflies - indeed, most species are advancing their phenology to some extent. In Britain, as the average spring temperature has increased by roughly 0.5 °C over the past 20 years, species have advanced by between three days and a week on average, to keep in line with cooler temperatures. Is this a sign that butterflies are well equipped to cope with climate change, and readily adjust to new temperatures? Or are these populations under stress, being dragged along unwillingly by unnaturally fast changes? The answer is still unknown, but a new study is seeking to answer these questions.

First, the researchers pulled together data from millions of records that had been submitted by butterfly enthusiasts - people who spend their free time observing the activities of different species. This provided information on 130 species of butterflies in Great Britain every year for a 20-year period. They then estimated the abundance and distribution of each species across this time, along with how far north in the country they had moved. The data also, crucially, allowed researchers to estimate subtle changes in what time of the year each species was changing into an adult butterfly.

Analysing the trends in each variable, the researchers discovered that species with more flexible lifecycles were more likely to be able to benefit from an earlier emergence driven by climate change. Some species are able to go from caterpillar to butterfly twice or more per year, so that the individual butterflies you see flying in the spring are the grandchildren or great-grandchildren of the individuals seen a year previously.

Among these species, researchers observed that those which have been advancing their phenology the most over the 20-year study period also had the most positive trends in abundance, distribution and northwards extent. For these species, such as Britain's tiniest butterfly, the dainty Small Blue, whose colonies are up to a hundred strong, some develop into butterflies early in spring, allowing their summer generations to complete another reproductive cycle by autumn so that more population growth occurs.

Other species, however, are less flexible and restricted to a single reproductive cycle per year. For these species, there was no evidence of any benefit to emerging earlier. Indeed, worryingly, it was found that the species in this group that specialise in very specific habitat types, often related to the caterpillar's preferred diet, actually tended to be most at harm from advancing phenology. The beautiful High Brown Fritillary, often described as Britain's most endangered butterfly, is in this group. It is found only in coppiced woodland and limestone pavement habitats. It is also a single-generation butterfly that has advanced its phenology. This suggests that climate change, while undoubtedly not the sole cause, might have played a part in the downfall of this species.

All is not lost, however. Many of Britain's single-generation species show the capacity, in continental Europe, to add a second generation in years that are sufficiently warm. Therefore, as the climate continues to warm, species like the Silver-studded Blue might be able to switch to multiple generations in the UK as well, and so begin to extract benefits from the additional warmth, potentially leading to population increases.

More immediately, conservationists can arm themselves with all this knowledge to spot the warning signs of species that may be at risk. The White Admiral of southern England, a much sought-after butterfly, experienced a significant increase in numbers from the 1920s but has shown a considerable decline in the past 20 years. This may be because the caterpillar exists solely on a diet of a plant called honeysuckle. But it is also likely to be due to climate change.

Questions 1-6

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1-6 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. Forty years ago, there were fewer butterflies in Britain than at present.
2. Caterpillars are eaten by a number of different predators.
3. 'Phenology' is a term used to describe a creature's ability to alter the location of a lifecycle event.
4. Some species of butterfly have a reduced lifespan due to spring temperature increases.
5. There is a clear reason for the adaptations that butterflies are making to climate change.
6. The data used in the study was taken from the work of amateur butterfly watchers.

Questions 7-13

Complete the notes below.

Choose ONE WORD ONLY from the passage for each answer.

Write your answers in boxes 7-13 on your answer sheet.

Butterflies in the UK

The Small Blue

- lives in large 7. _____
- first appears at the start of 8. _____
- completes more than one reproductive cycle per year

The High Brown Fritillary

- has one reproductive cycle
- is considered to be more 9. _____
- its caterpillars occupy a limited range of 10. _____

The Silver-studded Blue

- is already able to reproduce twice a year in warm areas of 11. _____

The White Admiral

- is found in 12. _____ areas of England
- both climate change and the 13. _____ of the caterpillar are possible reasons for decline

READING PASSAGE 2

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

Deep-sea mining

Bacteria from the ocean floor can beat superbugs and cancer. But habitats are at risk from the hunger for marine minerals

A. When Professor Mat Upton found that a microbe from a deep-sea sponge was killing pathogenic bugs in his laboratory, he realised it could be a breakthrough in the fight against antibiotic-resistant superbugs, which are responsible for thousands of deaths a year in the UK alone. Further tests confirmed that an antibiotic from the sponge bacteria, found living more than 700 metres under the sea at the Rockall trough in the north-east Atlantic, was previously unknown to science, boosting its potential as a life-saving medicine. But Upton, and other scientists who view the deep ocean and its wealth of unique and undocumented species as a prospecting ground for new medicines, fear such potential will be lost in the rush to exploit the deep sea's equally rich metal and mineral resources.

B. 'We're looking at the bioactive potential of marine resources, to see if there are any more medicines or drugs down there before we destroy it for ever,' says Upton, a medical microbiologist at the University of Plymouth. He is among many scientists urging a halt to deep-sea mining, asking for time to weigh up the pros and cons. 'In sustainability terms, this could be a better way of exploiting the economic potential of the deep sea,' he argues. Oceanographers using remotely operated vehicles have spotted many new species. Among them have been sea cucumbers with tails allowing them to sail along the ocean floor, and a rare 'Dumbo' octopus, found 3,000 metres under the Pacific Ocean, off the coast of California. Any one of these could offer lifesaving potential. Upton estimates it could take up to a decade for a newly discovered antibiotic to become a medicine - but the race towards commercial mining in the ocean abyss has already begun.

C. The deep sea contains more nickel, cobalt and rare earth metals than all land reserves combined, according to the US Geological Survey. Mining corporations argue that deep-sea exploration could help diversify the supply of metals and point to the fact that demand for resources such as copper, aluminium, cobalt for electric car batteries and other metals to power technology and smartphones, is soaring. They say that deep-sea mining could yield far superior ore to land mining with little, if any, waste. Different methods of extraction exist, but most involve employing some form of converted machinery previously used in terrestrial mining to excavate materials from the sea floor, at depths of up to 6,000 metres, then drawing a seawater slurry, containing rock and other solid particles, from the sea floor to ships on the surface. The slurry is then 'de-watered' and transferred to another vessel for shipping. Extracted seawater is pumped back down and discharged close to the sea floor.

D. But environmental and legal groups have urged caution, arguing there are potentially massive and unknown ramifications for the environment and for nearby communities, and that the global regulatory framework is not yet drafted. 'Despite arising in the last half century, the "new global gold rush" of deep-sea mining shares many features with past resource scrambles - including a general disregard for environmental and social impacts, and the marginalisation of indigenous peoples and their rights,' a paper, written by Julie Hunter and Julian Aguon, from Blue Ocean Law, and Pradeep Singh, from the Center for Marine Environmental Sciences, Bremen, argues. The authors say that knowledge of the deep seabed remains extremely limited. "The surface of the Moon, Mars and even Venus have all been mapped and studied in much greater detail, leading marine scientists to commonly remark that, with respect to the deep sea, "We don't yet know what we need to know".

E. Scientific research - including a recent paper in Marine Policy journal - has suggested the deep seabed, and hydrothermal vents, which are created when seawater meets volcanic magma, have crucial impacts upon biodiversity and the global climate. The mineral-rich vents and their surrounds are also home to many well-known animals including crustaceans, tubeworms, clams, slugs, anemones and fish. 'It is becoming increasingly clear that deep-sea mining poses a grave threat to these vital seabed functions,' the paper says. "Extraction methods would produce large sediment plumes and involve the discharge of waste back into the ocean, significantly disturbing seafloor environments,' the paper continues. 'On deep sea vents, scientists are clear,' says Dr Jon Copley of the National Oceanography Centre, Southampton: 'we don't want mining on them.'

F. The oceans occupy around 70% of the planet and are relatively unexplored, says Mike Johnston, chief executive of Nautilus, a Canadian underwater exploration company: 'It makes sense to explore this untapped potential in an environmentally sustainable way, instead of continually looking at the fast depleting land resources of the planet to meet society's rising needs.' Those leading the global rush to place giant mining machines thousands of metres below the sea surface say the environmental impacts will be far lower than on land. But critics say exotic and little-known ecosystems in the deep oceans could be destroyed and must be protected. 'Mining will be the greatest assault on deep-sea ecosystems ever inflicted by humans,' according to hydrothermal vent expert Verena Tunnicliffe, at the University of Victoria in Canada. She argues that active vents must be off-limits for mining to protect the new knowledge and biotechnology spin-offs they can deliver, and that strict controls must be in place elsewhere.

Questions 14-17

Reading Passage 2 has six paragraphs, A-F.

Which paragraph contains the following information?

Write the correct letter, A-F, in boxes 14-17 on your answer sheet.

- 14. reference to the rapidly increasing need for one raw material in the transport industry
- 15. a rough estimate of the area of the Earth covered by the oceans
- 16. how a particular underwater habitat, where minerals and organisms co-exist, is formed
- 17. reference to the fact that the countries of the world have yet to agree on rules for the exploration of the seabed

Questions 18-23

Look at the following statements (Questions 18-23) and the list of people below.

Match each statement with the correct person or people, A-E.

Write the correct letter, A-E, in boxes 18-23 on your answer sheet.

NB You may use any letter more than once.

- 18. A move away from the exploration of heavily mined reserves on land is a good idea.
- 19. The negative effects of undersea exploration on local areas and their inhabitants are being ignored.
- 20. There are more worthwhile things to extract from the sea than minerals.
- 21. No other form of human exploration will have such a destructive impact on marine life as deep-sea mining.
- 22. More is known about outer space than about what lies beneath the oceans.
- 23. There is one marine life habitat where experts agree mining should not take place.

List of People

- | | |
|---|--|
| A | Professor Mat Upton |
| B | Julie Hunter, Julian Aguon and Pradeep Singh |
| C | Dr Jon Copley |
| D | Mike Johnston |
| E | Verena Tunnicliffe |

Questions 24-26

Complete the summary below.

Choose ONE WORD ONLY from the passage for each answer.

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

Mining the sea floor

Mining corporations believe that the mineral resources lying under the sea may be superior to those found in the earth. They also say that these can be removed without producing much 24

-----.

The extraction is often done by adapting the 25 _____ that has already been used to work on land. The method of excavation involves removing the seawater from the slurry that is brought up to ships and returning it to the seabed. However, concerned groups strongly believe that 26 _____ necessary due to the possible number of unidentified consequences.

READING PASSAGE 3

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

The Unselfish Gene

A psychologist gives his view on how humans became self-centred

There has long been a general assumption that human beings are essentially selfish. We're apparently ruthless, with strong impulses to compete against each other for resources and to accumulate power and possessions. If we are kind to one another, it's usually because we have ulterior motives. If we are good, it's only because we have managed to control and transcend our innate selfishness and brutality.

This bleak view of human nature is closely associated with the science writer Richard Dawkins, whose 1976 book *The Selfish Gene* became popular because it fitted so well with - and helped to justify - the competitive and individualistic ethos that was so prevalent in late 20th-century societies. Like many others, Dawkins justifies his views with reference to the field of evolutionary psychology. Evolutionary psychology theorises that present-day human traits developed in prehistoric times, during what is termed the 'environment of evolutionary adaptedness'.

Prehistory is usually seen as a period of intense competition, when life was such a brutal battle that only those with traits such as selfishness, aggression and ruthlessness survived. And because survival depended on access to resources - such as rivers, forests and animals - there was bound to be conflict between rival groups, which led to the development of traits such as racism and warfare. This seems logical. But, in fact, the assumption on which this all rests - that prehistoric life was a desperate struggle for survival is false.

It's important to remember that in the prehistoric era, the world was very sparsely populated. According to some estimates, around 15,000 years ago, the population of Europe was only 29,000, and the population of the whole world was less than half a million. Humans at that time were hunter-gatherers: people who lived by hunting wild animals and collecting wild plants. With such small population densities, it seems unlikely that prehistoric hunter-gatherer groups had to compete against each other for resources or had any need to develop ruthlessness and competitiveness, or to go to war.

There is significant evidence to back this notion from contemporary hunter-gatherer groups, who live in the same way as prehistoric humans did. As the anthropologist Bruce Knaft has remarked, hunter-gatherers are characterised by 'extreme political and sexual egalitarianism'. Knaft has observed that individuals in such groups don't accumulate property or possessions and have an ethical obligation to share everything. They also have methods of preserving egalitarianism by ensuring that disparities of status don't arise.

The !Kung people of southern Africa, for example, swap arrows before going hunting and when an animal is killed, the acclaim does not go to the person who fired the arrow, but to the person the arrow belongs to. And if a person becomes too domineering, the other members of the group ostracise them, exiling the offender from society. Typically in such groups, men do not dictate what women do. Women in hunter-gatherer groups worldwide often benefit from a high level of autonomy, being able to select their own marriage partners, decide what work they do and work whenever they choose to. And if a marriage breaks down, they have custody rights over their children.

Many anthropologists believe that societies such as the !Kung were normal until a few thousand years ago, when population growth led to the development of agriculture and a settled lifestyle. In view of the above, there seems little reason to assume that traits such as racism, warfare and male domination should have been selected by evolution - as they would have been of little benefit in the prehistoric era. Individuals who behaved selfishly and ruthlessly would be less likely to survive, since they would have been ostracised from their groups.

It makes more sense, then, to see traits such as cooperation, egalitarianism, altruism and peacefulness as innate characteristics of human beings. These were the traits that were prevalent in human life for tens of thousands of years. So presumably these traits are still strong in us now.

But if prehistoric life wasn't really as brutal as has often been assumed, why do modern humans behave so selfishly and ruthlessly? Perhaps these negative traits should be seen as a later development, the result of environmental and psychological factors. Research has shown repeatedly that when the natural habitats of primates such as apes and gorillas are disrupted, they tend to become more violent and hierarchical.

So, it could well be that the same thing has happened to us. I believe that the end of the hunter-gatherer lifestyle and the advent of farming was connected to a psychological change that occurred in some groups of people. There was a new sense of individuality and separateness, which led to a new selfishness, and ultimately to hierarchical societies, patriarchy and warfare. At any

rate, these negative traits appear to have developed so recently that it doesn't seem feasible to explain them in adaptive or evolutionary terms.

Questions 27-30

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

Write the correct letter in boxes 27-30 on your answer sheet.

27. What is the writer doing in the first paragraph?

- A. setting out two opposing views about human nature
- B. justifying his opinion about our tendency to be greedy
- C. describing a commonly held belief about people's behaviour
- D. explaining why he thinks that humans act in a selfish manner

28. What point is made about Richard Dawkins' book *The Selfish Gene*?

- A. Its appeal lay in the radical nature of its ideas.
- B. Its success was due to the scientific support it offered.
- C. It presented a view that was in line with the attitudes of its time.
- D. It took an innovative approach to the analysis of human psychology.

29 What does the writer suggest about the prehistoric era in the fourth paragraph?

- A. Societies were more complex than many people believe.
- B. Supplies of natural resources were probably relatively plentiful.
- C. Most estimates about population sizes are likely to be inaccurate.
- D. Humans moved across continents more than was previously thought.

30 The writer refers to Bruce Knauft's work as support for the idea that

- A. selfishness is a relatively recent development in human societies.
- B. only people in isolated communities can live in an unselfish manner.
- C. very few lifestyles have survived unchanged since prehistoric times.
- D. hunter-gatherer cultures worldwide are declining in number.

Questions 31-35

Complete the summary below.

Choose ONE WORD ONLY from the passage for each answer.

Write your answers in boxes 31-35 on your answer sheet.

Contemporary hunter-gatherer societies

Bruce Knauft's research shows that contemporary hunter-gatherer societies tend to exhibit a high level of 31 _____ in all areas of life. In these cultures, distributing resources fairly among all members is a moral obligation. These societies also employ strategies to prevent differences in 32 _____ occurring: for example, the !Kung follow a custom whereby the credit for one person's

success at 33 _____ is given to another member of the group. Individuals who behave in a 34 _____ manner are punished by being excluded from the group, and women have a considerable amount of 35 _____ in choices regarding work and marriage.

Questions 36-40

Do the following statements agree with the views of the writer in Reading Passage 3? In boxes 36-40 on your answer sheet, write

- YES if the statement agrees with the views of the writer
NO if the statement contradicts the views of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

36. Some anthropologists are mistaken about the point when the number of societies such as the !Kung began to decline.

37. Humans who developed warlike traits in prehistory would have had an advantage over those who did not.

38. Being peaceful and cooperative is a natural way for people to behave.

39. Negative traits are more apparent in some modern cultures than in others.

40. Animal research has failed to reveal a link between changes in the environment and the emergence of aggressive tendencies.

ANSWERS

Reading Passage 1, Questions 1-13

1 FALSE

2 TRUE

3 FALSE

4 NOT GIVEN

5 FALSE

6 TRUE

7 colonies

8 spring

9 endangered

10 habitat(s)

11 Europe

12 southern

13 diet

Reading Passage 2, Questions 14-26

14 C

15 F

16 E

17 D

18 D

19 B

20 A

21 E

22 B

23 C

24 waste

25 machinery

26 caution

Reading Passage 3, Questions 27-40

27 C

28 C

29 B

30 A

31 egalitarianism

32 status

33 hunting

34 domineering

35 autonomy

36 NOT GIVEN

37 NO

38 YES

39 NOT GIVEN

40 NO

Reading Sample Question: Set 2

READING PASSAGE 1

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

How tennis rackets have changed

In 2016, the British professional tennis player Andy Murray was ranked as the world's number one. It was an incredible achievement by any standard - made even more remarkable by the fact that he did this during a period considered to be one of the strongest in the sport's history, competing against the likes of Rafael Nadal, Roger Federer and Novak Djokovic, to name just a few. Yet five years previously, he had been regarded as a talented outsider who entered but never won the major tournaments.

Of the changes that account for this transformation, one was visible and widely publicised: in 2011, Murray invited former number one player Ivan Lendl onto his coaching team - a valuable addition that had a visible impact on the player's playing style. Another change was so subtle as to pass more or less unnoticed. Like many players, Murray has long preferred a racket that consists of two types of string: one for the mains (verticals) and another for the crosses (horizontal). While he continued to use natural string in the crosses, in 2012 he switched to a synthetic string for the mains. A small change, perhaps, but its importance should not be underestimated.

The modification that Murray made is just one of a number of options available to players looking to tweak their rackets in order to improve their games. 'Touring professionals have their rackets customised to their specific needs,' says Colin Triplow, a UK-based professional racket stringer. 'It's a highly important part of performance maximisation.' Consequently, the specific rackets used by the world's elite are not actually readily available to the public; rather, each racket is individually made to suit the player who uses it. Take the US professional tennis players Mike and Bob Bryan, for example: 'We're very particular with our racket specifications,' they say. 'All our rackets are sent from our manufacturer to Tampa, Florida, where our frames go through a... thorough customisation process.' They explain how they have adjusted not only racket length, but even experimented with different kinds of paint. The rackets they use now weigh more than the average model and also have a denser string pattern (i.e. more crosses and mains).

The primary reason for these modifications is simple: as the line between winning and losing becomes thinner and thinner, even these slight changes become more and more important. As a result, players and their teams are becoming increasingly creative with the modifications to their rackets as they look to maximise their competitive advantage.

Racket modifications mainly date back to the 1970s, when the amateur German tennis player Werner Fischer started playing with the so-called spaghetti-strung racket. It created a string bed that generated so much topspin that it was quickly banned by the International Tennis Federation. However, within a decade or two, racket modification became a regularity. Today it is, in many ways, an aspect of the game that is equal in significance to nutrition or training.

Modifications can be divided into two categories: those to the string bed and those to the racket frame. The former is far more common than the latter: the choice of the strings and the tension with which they are installed is something that nearly all professional players experiment with. They will continually change it depending on various factors including the court surface, climatic conditions, and game styles. Some will even change it depending on how they feel at the time.

At one time, all tennis rackets were strung with natural gut made from the outer layer of sheep or cow intestines. This all changed in the early 1990s with the development of synthetic strings that were cheaper and more durable. They are made from three materials: nylon (relatively durable and affordable), Kevlar (too stiff to be used alone) or co-polyester (polyester combined with additives that enhance its performance). Even so, many professional players continue to use a 'hybrid set-up', where a combination of both synthetic and natural strings are used.

Of the synthetics, co-polyester is by far the most widely used. It's a perfect fit for the style of tennis now played, where players tend to battle it out from the back of the court rather than coming to the net. Studies indicate that the average spin from a co-polyester string is 25% greater than that from natural string or other synthetics. In a sense, the development of co-polyester strings has revolutionised the game.

However, many players go beyond these basic adjustments to the strings and make changes to the racket frame itself. For example, much of the serving power of US professional player Pete Sampras was attributed to the addition of four to five lead weights onto his rackets, and today many professionals have the weight adjusted during the manufacturing process.

Other changes to the frame involve the handle. Players have individual preferences for the shape of the handle and some will have the handle of one racket moulded onto the frame of a different racket. Other players make different changes. The professional Portuguese player Gonalo Oliveira replaced the original grips of his rackets with something thinner because they had previously felt uncomfortable to hold.

Racket customisation and modification have pushed the standards of the game to greater levels that few could have anticipated in the days of natural strings and heavy, wooden frames, and it's exciting to see what further developments there will be in the future.

Questions 1-7

Do the following statements agree with the information given in Reading Passage 1?

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 People had expected Andy Murray to become the world's top tennis player for at least five years before 2016.

2 The change that Andy Murray made to his rackets attracted a lot of attention.

3 Most of the world's top players take a professional racket stringer on tour with them.

4 Mike and Bob Bryan use rackets that are light in comparison to the majority of rackets.

5 Werner Fischer played with a spaghetti-strung racket that he designed himself. 6 The weather can affect how professional players adjust the strings on their rackets.

7 It was believed that the change Pete Sampras made to his rackets contributed to his strong serve.

Questions 8-13

Complete the notes below.

Choose ONE WORD ONLY from the passage for each answer.

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

The tennis racket and how it has changed

- Mike and Bob Bryan made changes to the types of 8 _____ used on their racket frames.
- Players were not allowed to use the spaghetti-strung racket because of the amount of 9 _____ it created.
- Changes to rackets can be regarded as being as important as players' diets or the 10 _____ they do.
- All rackets used to have natural strings made from the 11 _____ of animals.
- Pete Sampras had metal 12 _____ put into the frames of his rackets.
- Gonçalo Oliveira changed the 13 _____ on his racket handles.

READING PASSAGE 2

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

The pirates of the ancient Mediterranean

In the first and second millennia BCE, pirates sailed around the Mediterranean, attacking ships and avoiding pursuers

A. When one mentions pirates, an image springs to most people's minds of a crew of misfits, daredevils and adventurers in command of a tall sailing ship in the Caribbean Sea. Yet from the first to the third millennium BCE, thousands of years before these swashbucklers began spreading fear

across the Caribbean, pirates prowled the Mediterranean, raiding merchant ships and threatening vital trade routes. However, despite all efforts and the might of various ancient states, piracy could not be stopped. The situation remained unchanged for thousands of years. Only when the pirates directly threatened the interests of ancient Rome did the Roman Republic organise a massive fleet to eliminate piracy. Under the command of the Roman general Pompey, Rome eradicated piracy, transforming the Mediterranean into 'Mare Nostrum (Our Sea).

B. Although piracy in the Mediterranean is first recorded in ancient Egypt during the reign of Pharaoh Amenhotep III (c 1390-1353 BCE), it is reasonable to assume it predated this powerful civilisation. This is partly due to the great importance the Mediterranean held at this time, and partly due to its geography. While the Mediterranean region is predominantly fertile, some parts are rugged and hilly, even mountainous. In the ancient times, the inhabitants of these areas relied heavily on marine resources, including fish and salt. Most had their own boats, possessed good seafaring skills, and unsurpassed knowledge of the local coastline and sailing routes. Thus, it is not surprising that during hardships, these men turned to piracy. Geography itself further benefited the pirates, with the numerous coves along the coast providing places for them to hide their boats and strike undetected. Before the invention of ocean-going caravels in the 15th century, ships could not easily cross long distances over open water. Thus, in the ancient world most were restricted to a few well-known navigable routes that followed the coastline. Caught in a trap, a slow merchant ship laden with goods had no other option but to surrender. In addition, knowledge of the local area helped the pirates to avoid retaliation once a state fleet arrived.

C. One should also add that it was not unknown in the first and second millennia BCE for governments to resort to pirates' services, especially during wartime, employing their skills and numbers against their opponents. A pirate fleet would serve in the first wave of attack, preparing the way for the navy. Some of the regions were known for providing safe harbours to pirates, who, in return, boosted the local economy.

D. The first known record of a named group of Mediterranean pirates, made during the rule of ancient Egyptian Pharaoh Akhenaten (c 1353-1336 BCE), was in the Amarna Letters. These were extracts of diplomatic correspondence between the pharaoh and his allies, and covered many pressing issues, including piracy. It seems the pharaoh was troubled by two distinct pirate groups, the Lukka and the Sherden. Despite the Egyptian fleet's best efforts, the pirates continued to cause substantial disruption to regional commerce. In the letters, the king of Alashiya (modern Cyprus) rejected Akhenaten's claims of a connection with the Lukka (based in modern-day Turkey). The king assured Akhenaten he was prepared to punish any of his subjects involved in piracy.

E. The ancient Greek world's experience of piracy was different from that of Egyptian rulers. While Egypt's power was land-based, the ancient Greeks relied on the Mediterranean in almost all aspects of life, from trade to warfare. Interestingly, in his works the *Iliad* and the *Odyssey*, the ancient Greek writer Homer not only condones, but praises the lifestyle and actions of pirates. The opinion remained unchanged in the following centuries. The ancient Greek historian Thucydides, for instance, glorified pirates' daring attacks on ships or even cities. For Greeks, piracy was a part of everyday life. Even high-ranking members of the state were not beyond engaging in such activities. According to the Greek orator Demosthenes, in 355 BCE, Athenian ambassadors made a detour from their official travel to capture a ship sailing from Egypt, taking the wealth found onboard for themselves! The Greeks' liberal approach towards piracy does not mean they always tolerated it, but attempts to curtail piracy were hampered by the large number of pirates operating in the Mediterranean.

F. The rising power of ancient Rome required the Roman Republic to deal with piracy in the Mediterranean. While piracy was a serious issue for the Republic, Rome profited greatly from its existence. Pirate raids provided a steady source of slaves, essential for Rome's agriculture and mining industries. But this arrangement could work only while the pirates left Roman interests alone. Pirate attacks on grain ships, which were essential to Roman citizens, led to angry voices in the Senate, demanding punishment of the culprits. Rome, however, did nothing, further encouraging piracy. By the 1st century BCE, emboldened pirates kidnapped prominent Roman dignitaries, asking for a large ransom to be paid. Their most famous hostage was none other than Julius Caesar, captured in 75 BCE.

G. By now, Rome was well aware that pirates had outlived their usefulness. The time had come for concerted action. In 67 BCE, a new law granted Pompey vast funds to combat the Mediterranean menace. Taking personal command, Pompey divided the entire Mediterranean into 13 districts, assigning a fleet and commander to each. After cleansing one district of pirates, the fleet would join another in the next district. The process continued until the entire Mediterranean was free of pirates. Although thousands of pirates died at the hands of Pompey's troops, as a long-term solution to the problem, many more were offered land in fertile areas located far from the sea. Instead of a maritime menace, Rome got productive farmers that further boosted its economy.

Questions 14-19

Reading Passage 2 has seven paragraphs, A-G.

Which paragraph contains the following information?

Write the correct letter, A-G, in boxes 14-19 on your answer sheet.

NB You may use any letter more than once.

14 a reference to a denial of involvement in piracy

15 details of how a campaign to eradicate piracy was carried out

16 a mention of the circumstances in which states in the ancient world would make use of pirates

17 a reference to how people today commonly view pirates

18 an explanation of how some people were encouraged not to return to piracy

19 a mention of the need for many sailing vessels to stay relatively close to land

Questions 20 and 21

Choose TWO letters, A-E.

Write the correct letters in boxes 20 and 21 on your answer sheet.

Which TWO of the following statements does the writer make about inhabitants of the Mediterranean region in the ancient world?

A They often used stolen vessels to carry out pirate attacks.

B They managed to escape capture by the authorities because they knew the area so well.

C They paid for information about the routes merchant ships would take.

D They depended more on the sea for their livelihood than on farming.

E They stored many of the goods taken in pirate attacks in coves along the coastline.

Questions 22 and 23

Choose TWO letters, A-E.

Write the correct letters in boxes 22 and 23 on your answer sheet.

Which TWO of the following statements does the writer make about piracy and ancient Greece?

A The state estimated that very few people were involved in piracy.

B Attitudes towards piracy changed shortly after the *Iliad* and the *Odyssey* were written.

C Important officials were known to occasionally take part in piracy.

D Every citizen regarded pirate attacks on cities as unacceptable.

E A favourable view of piracy is evident in certain ancient Greek texts.

Questions 24-26

Complete the summary below.

Choose ONE WORD ONLY from the passage for each answer.

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

Ancient Rome and piracy

Piracy was an issue ancient Rome had to deal with, but it also brought some benefits for Rome. For example, pirates supplied slaves that were important for Rome's industries. However, attacks on

vessels transporting 24 _____ to Rome resulted in calls for 25 _____ for the pirates responsible. Nevertheless, piracy continued, with some pirates demanding a 26. _____ for the return of the Roman officials they captured.

READING PASSAGE 3

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

The persistence and peril of misinformation

Brian Southwell looks at how human brains verify information and discusses some of the challenges of battling widespread falsehoods

Misinformation - both deliberately promoted and accidentally shared - is perhaps an inevitable part of the world in which we live, but it is not a new problem. People likely have lied to one another for roughly as long as verbal communication has existed. Deceiving others can offer an apparent opportunity to gain strategic advantage, to motivate others to action, or even to protect interpersonal bonds. Moreover, people inadvertently have been sharing inaccurate information with one another for thousands of years.

However, we currently live in an era in which technology enables information to reach large audiences distributed across the globe, and thus the potential for immediate and widespread effects from misinformation now looms larger than in the past. Yet the means to correct misinformation might, over time, be found in those same patterns of mass communication and of the facilitated spread of information.

The main worry regarding misinformation is its potential to unduly influence attitudes and behavior, leading people to think and act differently than they would if they were correctly informed, as suggested by the research teams of Stephan Lewandowsky of the University of Bristol and Elizabeth Marsh of Duke University, among others. In other words, we worry that misinformation might lead people to hold misperceptions (or false beliefs) and that these misperceptions, especially when they occur among large groups of people, may have detrimental, downstream consequences for health, social harmony, and the political climate.

At least three observations related to misinformation in the contemporary mass-media environment warrant the attention of researchers, policy makers, and really everyone who watches television, listens to the radio, or reads information online. First of all, people who encounter misinformation tend to believe it, at least initially. Secondly, electronic and print media often do not block many types of misinformation before it appears in content available to large audiences. Thirdly, countering misinformation once it has enjoyed wide exposure can be a resource-intensive effort.

Knowing what happens when people initially encounter misinformation holds tremendous importance for estimating the potential for subsequent problems. Although it is fairly routine for individuals to come across information that is false, the question of exactly how - and when - we mentally label information as true or false has garnered philosophical debate. The dilemma is neatly summarized by a contrast between how the 17th-century philosophers René Descartes and Baruch Spinoza described human information engagement, with conflicting predictions that only recently have been empirically tested in robust ways. Descartes argued that a person only accepts or rejects information after considering its truth or falsehood; Spinoza argued that people accept all encountered information (or misinformation) by default and then subsequently verify or reject it through a separate cognitive process. In recent decades, empirical evidence from the research teams of Erik Asp of the University of Chicago and Daniel Gilbert at Harvard University, among others, has supported Spinoza's account: people appear to encode all new information as if it were true, even if only momentarily, and later tag the information as being either true or false, a pattern that seems consistent with the observation that mental resources for skepticism physically reside in a different part of the brain than the resources used in perceiving and encoding.

What about our second observation that misinformation often can appear in electronic or print media without being preemptively blocked? In support of this, one might consider the nature of regulatory structures in the United States: regulatory agencies here tend to focus on post hoc detection of broadcast information. Organizations such as the Food and Drug Administration (FDA) offer considerable monitoring and notification functions, but these roles typically do not involve preemptive censoring. The FDA oversees direct-to-consumer prescription drug advertising, for example, and has developed mechanisms such as the 'Bad Ad' program, through which people can report advertising in apparent violation of FDA guidelines on drug risks. Such programs, although laudable and useful, do not keep false advertising off the airwaves. In addition, even misinformation that is successfully corrected can continue to affect attitudes.

This leads us to our third observation: a campaign to correct misinformation, even if rhetorically compelling, requires resources and planning to accomplish necessary reach and frequency. For corrective campaigns to be persuasive, audiences need to be able to comprehend them, which requires either effort to frame messages in ways that are accessible or effort to educate and sensitize audiences to the possibility of misinformation. That some audiences might be unaware of the potential for misinformation also suggests the utility of media literacy efforts as early as elementary school. Even with journalists and scholars pointing to the phenomenon of 'fake news', people do not distinguish between demonstrably false stories and those based in fact when scanning and processing written information.

We live at a time when widespread misinformation is common. Yet at this time many people also are passionately developing potential solutions and remedies. The journey forward undoubtedly will be a long and arduous one. Future remedies will require not only continued theoretical consideration but also the development and maintenance of consistent monitoring tools - and a recognition among fellow members of society that claims which find prominence in the media that are insufficiently based in scientific consensus and social reality should be countered. Misinformation arises as a result of human fallibility and human information needs. To overcome the worst effects of the phenomenon, we will need coordinated efforts over time, rather than any singular one-time panacea we could hope to offer.

Questions 27-30

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

Write the correct letter in boxes 27-30 on your answer sheet.

27 What point does the writer make about misinformation in the first paragraph?

- A Misinformation is a relatively recent phenomenon.
- B Some people find it easy to identify misinformation.
- C Misinformation changes as it is passed from one person to another.
- D There may be a number of reasons for the spread of misinformation.

28 What does the writer say about the role of technology?

- A It may at some point provide us with a solution to misinformation.
- B It could fundamentally alter the way in which people regard information.
- C It has changed the way in which organisations use misinformation.
- D It has made it easier for people to check whether information is accurate.

29 What is the writer doing in the fourth paragraph?

- A comparing the different opinions people have of misinformation
- B explaining how the effects of misinformation have changed over time
- C outlining which issues connected with misinformation are significant today
- D describing the attitude of policy makers towards misinformation in the media

30 What point does the writer make about regulation in the USA?

- A The guidelines issued by the FDA need to be simplified.
- B Regulation does not affect people's opinions of new prescription drugs.
- C The USA has more regulatory bodies than most other countries.
- D Regulation fails to prevent misinformation from appearing in the media.

Questions 31-36

Complete the summary using the list of phrases, A-J, below.

Write the correct letter, A-J, in boxes 31-36 on your answer sheet.

What happens when people encounter misinformation?

Although people have 31 _____ to misinformation, there is debate about precisely how and when we label something as true or untrue. The philosophers Descartes and Spinoza had 32 _____ about how people engage with information. While Descartes believed that people accept or reject information after considering whether it is true or not, Spinoza argued that people accepted all information they encountered (and by default misinformation) and did not verify or reject it until afterwards. Moreover, Spinoza believed that a distinct 33 _____ is involved in these stages. Recent research has provided 34 _____ for Spinoza's theory and it would appear that people accept all encountered information as if it were true, even if this is for an extremely 35 _____, and do not label the information as true or false until later. This is consistent with the fact that the resources for scepticism and the resources for perceiving and encoding are in 36 _____ in the brain.

- A constant conflict B additional evidence C different locations D experimental subjects
E short period F extreme distrust G frequent exposure H mental operation
I dubious reason J different ideas

Questions 37-40

Do the following statements agree with the claims of the writer in Reading Passage 3?

In boxes 37-40 on your answer sheet, write

- YES if the statement agrees with the claims of the writer
NO if the statement contradicts the claims of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

37 Campaigns designed to correct misinformation will fail to achieve their purpose if people are unable to understand them.

38 Attempts to teach elementary school students about misinformation have been opposed.

39 It may be possible to overcome the problem of misinformation in a relatively short period.

40 The need to keep up with new information is hugely exaggerated in today's world.

Reading Sample Question: Set 3

READING PASSAGE 1

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

The Industrial Revolution in Britain

The Industrial Revolution began in Britain in the mid-1700s and by the 1830s and 1840s had spread to many other parts of the world, including the United States. In Britain, it was a period when a largely rural, agrarian* society was transformed into an industrialised, urban one. Goods that had once been crafted by hand started to be produced in mass quantities by machines in factories, thanks to the invention of steam power and the introduction of new machines and manufacturing techniques in textiles, iron-making and other industries.

The foundations of the Industrial Revolution date back to the early 1700s, when the English inventor Thomas Newcomen designed the first modern steam engine. Called the 'atmospheric steam engine', Newcomen's invention was originally used to power machines that pumped water out of mines. In the 1760s, the Scottish engineer James Watt started to adapt one of Newcomen's models, and succeeded in making it far more efficient. Watt later worked with the English manufacturer Matthew Boulton to invent a new steam engine driven by both the forward and backward strokes of the piston, while the gear mechanism it was connected to produced rotary motion. It was a key innovation that would allow steam power to spread across British industries.

The demand for coal, which was a relatively cheap energy source, grew rapidly during the Industrial Revolution, as it was needed to run not only the factories used to produce manufactured goods, but also steam-powered transportation. In the early 1800s, the English engineer Richard Trevithick built a steam-powered locomotive, and by 1830 goods and passengers were being transported between the industrial centres of Manchester and Liverpool. In addition, steam-powered boats and ships were widely used to carry goods along Britain's canals as well as across the Atlantic.

Britain had produced textiles like wool, linen and cotton, for hundreds of years, but prior to the Industrial Revolution, the British textile business was a true 'cottage industry', with the work performed in small workshops or even homes by individual spinners, weavers and dyers. Starting in the mid-1700s, innovations like the spinning jenny and the power loom made weaving cloth and spinning yarn and thread much easier. With these machines, relatively little labour was required to

produce cloth, and the new, mechanised textile factories that opened around the country were quickly able to meet customer demand for cloth both at home and abroad.

The British iron industry also underwent major change as it adopted new innovations. Chief among the new techniques was the smelting of iron ore with coke (a material made by heating coal) instead of the traditional charcoal. This method was cheaper and produced metals that were of a higher quality, enabling Britain's iron and steel production to expand in response to demand created by the Napoleonic Wars (1803-15) and the expansion of the railways from the 1830s.

The latter part of the Industrial Revolution also saw key advances in communication methods, as people increasingly saw the need to communicate efficiently over long distances. In 1837, British inventors William Cooke and Charles Wheatstone patented the first commercial telegraphy system. In the 1830s and 1840s, Samuel Morse and other inventors worked on their own versions in the United States. Cooke and Wheatstone's system was soon used for railway signalling in the UK. As the speed of the new locomotives increased, it was essential to have a fast and effective means of avoiding collisions.

The impact of the Industrial Revolution on people's lives was immense. Although many people in Britain had begun moving to the cities from rural areas before the Industrial Revolution, this accelerated dramatically with industrialisation, as the rise of large factories turned smaller towns into major cities in just a few decades. This rapid urbanisation brought significant challenges, as overcrowded cities suffered from pollution and inadequate sanitation.

Although industrialisation increased the country's economic output overall and improved the standard of living for the middle and upper classes, many poor people continued to struggle. Factory workers had to work long hours in dangerous conditions for extremely low wages. These conditions along with the rapid pace of change fuelled opposition to industrialisation. A group of British workers who became known as 'Luddites' were British weavers and textile workers who objected to the increased use of mechanised looms and knitting frames. Many had spent years learning their craft, and they feared that unskilled machine operators were robbing them of their livelihood. A few desperate weavers began breaking into factories and smashing textile machines. They called themselves Luddites after Ned Ludd, a young apprentice who was rumoured to have wrecked a textile machine in 1779.

The first major instances of machine breaking took place in 1811 in the city of Nottingham, and the practice soon spread across the country. Machine-breaking Luddites attacked and burned factories,

and in some cases they even exchanged gunfire with company guards and soldiers. The workers wanted employers to stop installing new machinery, but the British government responded to the uprisings by making machine-breaking punishable by death. The unrest finally reached its peak in April 1812, when a few Luddites were shot during an attack on a mill near Huddersfield. In the days that followed, other Luddites were arrested, and dozens were hanged or transported to Australia. By 1813, the Luddite resistance had all but vanished.

Questions 1-7

Complete the notes below.

*Choose **ONE WORD ONLY** from the passage for each answer.*

Write your answers in boxes on your answer sheet.

Britain's Industrial Revolution

Steam power

- Newcomen's steam engine was used in mines to remove water.
- In Watt and Boulton's steam engine, the movement of the **1** _____ was linked to a gear system.
- A greater supply of **2** _____ was required to power steam engines.

Textile industry

- Before the Industrial Revolution, spinners and weavers worked at home and in **3** _____
- Not as much **4** _____ was needed to produce cloth once the spinning jenny and power loom were invented.

Iron industry

- Smelting of iron ore with coke resulted in material that was better **5** _____
- Demand for iron increased with the growth of the **6** _____

Communications

- Cooke and Wheatstone patented the first telegraphy system.
- The telegraphy system was used to prevent locomotives colliding.

Urbanisation

- Small towns turned into cities very quickly.
- The new cities were dirty, crowded and lacked sufficient **7** _____

Questions 8-13

Do the following statements agree with the claims of the writer in Reading Passage?

In boxes 8-13 on your answer sheet, write

- TRUE if the statement agrees with the claims of the writer
FALSE if the statement contradicts the claims of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

8 Britain's canal network grew rapidly so that more goods could be transported around the country.

9 Costs in the iron industry rose when the technique of smelting iron ore with coke was introduced.

10 Samuel Morse's communication system was more reliable than that developed by William Cooke and Charles Wheatstone.

11 The economic benefits of industrialisation were limited to certain sectors of society.

12 Some skilled weavers believed that the introduction of the new textile machines would lead to job losses.

13 There was some sympathy among local people for the Luddites who were arrested near Huddersfield.

READING PASSAGE 2

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

Athletes and stress

A

It isn't easy being a professional athlete. Not only are the physical demands greater than most people could handle, athletes also face intense psychological pressure during competition. This is something that British tennis player Emma Raducanu wrote about on social media following her withdrawal from the 2021 Wimbledon tournament. Though the young player had been doing well in

the tournament, she began having difficulty regulating her breathing and heart rate during a match, which she later attributed to 'the accumulation of the excitement and the buzz'.

B

For athletes, some level of performance stress is almost unavoidable. But there are many different factors that dictate just how people's minds and bodies respond to stressful events. Typically, stress is the result of an exchange between two factors: demands and resources. An athlete may feel stressed about an event if they feel the demands on them are greater than they can handle. These demands include the high level of physical and mental effort required to succeed, and also the athlete's concerns about the difficulty of the event, their chance of succeeding, and any potential dangers such as injury. Resources, on the other hand, are a person's ability to cope with these demands. These include factors such as the competitor's degree of confidence, how much they believe they can control the situation's outcome, and whether they're looking forward to the event or not.

C

Each new demand or change in circumstances affects whether a person responds positively or negatively to stress. Typically, the more resources a person feels they have in handling the situation, the more positive their stress response. This positive stress response is called a challenge state. But should the person feel there are too many demands placed on them, the more likely they are to experience a negative stress response -known as a threat state. Research shows that the challenge states lead to good performance, while threat states lead to poorer performance. So, in Emma Raducanu's case, a much larger audience, higher expectations and facing a more skilful opponent, may all have led her to feel there were greater demands being placed on her at Wimbledon -but she didn't have the resources to tackle them. This led to her experiencing a threat response.

D

Our challenge and threat responses essentially influence how our body responds to stressful situations, as both affect the production of adrenaline and cortisol-also known as 'stress hormones'. During a challenge state, adrenaline increases the amount of blood pumped from the heart and expands the blood vessels, which allows more energy to be delivered to the muscles and brain. This increase of blood and decrease of pressure in the blood vessels has been consistently

related to superior sport performance in everything from cricket batting, to golf putting and football penalty taking. But during a threat state, cortisol inhibits the positive effect of adrenaline, resulting in tighter blood vessels, higher blood pressure, slower psychological responses, and a faster heart rate. In short, a threat state makes people more anxious -they make worse decisions and perform more poorly. In tennis players, cortisol has been associated with more unsuccessful serves and greater anxiety.

E

That said, anxiety is also a common experience for athletes when they're under pressure. Anxiety can increase heart rate and perspiration, cause heart palpitations, muscle tremors and shortness of breath, as well as headaches, nausea, stomach pain, weakness and a desire to escape in more extreme cases. Anxiety can also reduce concentration and self-control and cause overthinking. The intensity with which a person experiences anxiety depends on the demands and resources they have. Anxiety may also manifest itself in the form of excitement or nervousness depending on the stress response. Negative stress responses can be damaging to both physical and mental health – and repeated episodes of anxiety coupled with negative responses can increase risk of heart disease and depression.

F

But there are many ways athletes can ensure they respond positively under pressure. Positive stress responses can be promoted through the language that they and others – such as coaches or parents – use. Psychologists can also help athletes change how they see their physiological responses – such as helping them see a higher heart rate as excitement, rather than nerves. Developing psychological skills, such as visualisation, can also help decrease physiological responses to threat. Visualisation may involve the athlete recreating a mental picture of a time when they performed well, or picturing themselves doing well in the future. This can help create a feeling of control over the stressful event. Recreating competitive pressure during training can also help athletes learn how to deal with stress. An example of this might be scoring athletes against their peers to create a sense of competition. This would increase the demands which players experience compared to a normal training session, while still allowing them to practise coping with stress.

Questions 14-18

Which paragraph contains the following information?

Write the correct letter, **A-F**, in boxes on your answer sheet.

NB You may use any letter more than once.

14 reference to two chemical compounds which impact on performance

15 examples of strategies for minimising the effects of stress

16 how a sportsperson accounted for their own experience of stress

17 study results indicating links between stress responses and performance

18 mention of people who can influence how athletes perceive their stress responses

Questions 19-22

Complete the sentences below.

Choose ONE WORD ONLY from the passage for each answer.

Write your answers in boxes on your answer sheet.

19. Performance stress involves many demands on the athlete, for example, coping with the possible risk of _____.

20. Cortisol can cause tennis players to produce fewer good _____.

21. Psychologists can help athletes to view their physiological responses as the effect of a positive feeling such as _____.

22. _____ is an example of a psychological technique which can reduce an athlete's stress responses.

Questions 23-24

Choose TWO letters, A-E.

Write the correct letters in boxes 23 and 24 on your answer sheet.

Which TWO facts about Emma Raducanu's withdrawal from the Wimbledon tournament are mentioned in the text?

- A the stage at which she dropped out of the tournament
- B symptoms of her performance stress at the tournament
- C measures which she had taken to manage her stress levels
- D aspects of the Wimbledon tournament which increased her stress levels
- E reactions to her social media posts about her experience at Wimbledon

Questions 25-26

Choose TWO letters, A-E.

Write the correct letters in boxes 25 and 26 on your answer sheet.

Which TWO facts about anxiety are mentioned in Paragraph E of the text?

- A the factors which determine how severe it may be
- B how long it takes for its effects to become apparent
- C which of its symptoms is most frequently encountered
- D the types of athletes who are most likely to suffer from it
- E the harm that can result if athletes experience it too often

READING PASSAGE 3

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

An inquiry into the existence of the gifted child

Let us start by looking at a modern 'genius', Maryam Mirzakhani, who died at the early age of 40. She was the only woman to win the Fields Medal the mathematical equivalent of a Nobel prize. It would be easy to assume that someone as special as Mirzakhani must have been one of those 'gifted' children, those who have an extraordinary ability in a specific sphere of activity or knowledge. But look closer and a different story emerges. Mirzakhani was born in Tehran, Iran. She went to a highly selective girls' school but maths wasn't her interest – reading was. She loved novels and would read anything she could lay her hands on. As for maths, she did rather poorly at it for the first couple of years in her middle school, but became interested when her elder brother

told her about what he'd learned. He shared a famous maths problem from a magazine that fascinated her and she was hooked.

In adult life it is clear that she was curious, excited by what she did and also resolute in the face of setbacks. One of her comments sums it up. 'Of course, the most rewarding part is the "Alia" moment, the excitement of discovery and enjoyment of understanding something new ... But most of the time, doing mathematics for me is like being on a long hike with no trail and no end in sight.' That trail took her to the heights of original research into mathematics.

Is her background unusual? Apparently not. Most Nobel prize winners were unexceptional in childhood. Einstein was slow to talk as a baby. He failed the general part of the entry test to Zurich Polytechnic – though they let him in because of high physics and maths scores. He struggled at work initially, but he kept plugging away and eventually rewrote the laws of Newtonian mechanics with his theory of relativity.

There has been a considerable amount of research on high performance over the last century that suggests it goes way beyond tested intelligence. On top of that, research is clear that brains are flexible, new neural pathways can be created, and IQ isn't fixed. For example, just because you can read stories with hundreds of pages at the age of five doesn't mean you will still be ahead of your contemporaries in your teens. While the jury is out on giftedness being innate and other factors potentially making the difference, what is certain is that the behaviours associated with high levels of performance are replicable and most can be taught even traits such as curiosity.

According to my colleague Prof Deborah Eyre, with whom I've collaborated on the book *Great Minds and How to Grow Them*, the latest neuroscience and psychological research suggests most individuals can reach levels of performance associated in school with the gifted and talented. However, they must be taught the right attitudes and approaches to their learning and develop the attributes of high performers—curiosity, persistence and hard work, for example an approach Eyre calls 'high performance learning'. Critically, they need the right support in developing those approaches at home as well as at school.

Prof Anders Ericsson, an eminent education psychologist at Florida State University, US, is the co-author of *Peak: Secrets from the New Science of Expertise*. After research going back to 1980 into diverse achievements, from music to memory to sport, he doesn't think unique and innate talents are at the heart of performance. Deliberate practice, that stretches you every step of the way, and around 10,000 hours of it, is what produces the goods. It's not a magic number the highest

performers move on to doing a whole lot more, of course. Ericsson's memory research is particularly interesting because random students, trained in memory techniques for the study, went on to outperform others thought to have innately superior memories those who you might call gifted.

But it is perhaps the work of Benjamin Bloom, another distinguished American educationist working in the 1980s, that gives the most pause for thought. Bloom's team looked at a group of extraordinarily high achieving people in disciplines as varied as ballet, swimming, piano, tennis, maths, sculpture and neurology. He found a pattern of parents encouraging and supporting their children, often in areas they enjoyed themselves. Bloom's outstanding people had worked very hard and consistently at something they had become hooked on when at a young age, and their parents all emerged as having strong work ethics themselves.

Eyre says we know how high performers learn. From that she has developed a high performing learning approach. She is working on this with a group of schools, both in Britain and abroad. Some spin-off research, which looked in detail at 24 of the 3,000 children being studied who were succeeding despite difficult circumstances, found something remarkable. Half were getting free school meals because of poverty, more than half were living with a single parent, and four in five were living in disadvantaged areas. Interviews uncovered strong evidence of an adult or adults in the child's life who valued and supported education, either in the immediate or extended family or in the child's wider community. Children talked about the need to work hard at school, to listen in class and keep trying.

Let us end with Einstein, the epitome of a genius. He clearly had curiosity, character and determination. He struggled against rejection in early life but was undeterred. Did he think he was a genius or even gifted? He once wrote: 'It's not that I'm so smart, it's just that I stay with problems longer. Most people say it is the intellect which makes a great scientist. They are wrong: it is character.'

Questions 27-32

Complete the summary using the list of phrases, A-K, below.

Write the correct letter, A-K, in boxes on your answer sheet.

Maryam Mirzakhani

Maryam Mirzakhani is regarded as 27 _____ in the field of mathematics because she was the only female holder of the prestigious Fields Medal a record that she retained at the time of her death. However, maths held little 28 _____ for her as a child and in fact her performance was below average until she was 29 _____ siblings showed her. by a difficult puzzle that one of her Later, as a professional mathematician, she had an inquiring mind and proved herself to be 30 _____ got the greatest 31 _____ when things did not go smoothly. She said she from making ground-breaking discoveries and in fact she was responsible for some extremely 32 _____ mathematical studies.

A appeal

B determined

C intrigued

D single

E achievement

F devoted

G involved

H unique

I innovative

J satisfaction

K intent

Questions 33-37

Do the following statements agree with the claims of the writer in Reading Passage?

In boxes on your answer sheet, write

YES if the statement agrees with the claims of the writer

NO if the statement contradicts the claims of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

33 Many people who ended up winning prestigious intellectual prizes only reached an average standard when young.

34 Einstein's failures as a young man were due to his lack of confidence.

35 It is difficult to reach agreement on whether some children are actually born gifted.

36 Einstein was upset by the public's view of his life's work.

37 Einstein put his success down to the speed at which he dealt with scientific questions.

Questions 38-40

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

Write the correct letter in boxes on your answer sheet.

38 What does Eyre believe is needed for children to equal 'gifted' standards?

- A strict discipline from the teaching staff
- B assistance from their peers in the classroom
- C the development of a spirit of inquiry towards their studies
- D the determination to surpass everyone else's achievements

39 What is the result of Ericsson's research?

- A Very gifted students do not need to work on improving memory skills.
- B Being born with a special gift is not the key factor in becoming expert.
- C Including time for physical exercise is crucial in raising performance.
- D 10,000 hours of relevant and demanding work will create a genius.

40 In the penultimate paragraph, it is stated the key to some deprived children's success is

- A a regular and nourishing diet at home.
- B the loving support of more than one parent.
- C a community which has well-funded facilities for learning.
- D the guidance of someone who recognises the benefits of learning.

IELTS Reading Test Scoring Criteria

IELTS এর Academic Module আর General Training Module এর জন্য দুটি ভিন্ন পরীক্ষা হয়, তাই এই দুটি Module এর জন্য IELTS Reading Test এর স্কোরিং ক্রাইটেরিয়াও ভিন্ন ভিন্ন হয়।

নিচের ছকটিতে IELTS Reading Test এর স্কোরিং ক্রাইটেরিয়া দেওয়া হলো:

Academic Reading Test		General Reading Test	
সঠিক উত্তর (Correct Answer)	ব্যান্ড স্কোর (Band Score)	সঠিক উত্তর (Correct Answer)	ব্যান্ড স্কোর (Band Score)
39-40	9.0	40	9.0
37-38	8.5	39	8.5
35-36	8.0	37-38	8.0

33-34	7.5	36	7.5
30-32	7.0	34-35	7.0
27-29	6.5	32-33	6.5
23-26	6.0	30-31	6.0
19-22	5.5	27-29	5.5
15-18	5.0	23-26	5.0
13-14	4.5	19-22	4.5
10-12	4.0	15-18	4.0

Sample Questions-এর উত্তর পেতে এবং
Reading Module প্র্যাকটিস করতে জয়েন করুন

FREE WEBINAR -এ



IELTS Writing Test

পরীক্ষার্থীর ইংরেজিতে লিখতে পারার দক্ষতা যাচাই করতে IELTS Writing Test নেওয়া হয়। এই অংশে এক ঘন্টা, বা ৬০ মিনিট সময়ের মধ্যে দুইটি Writing Task লিখে শেষ করতে হয়। Task 1 এর চেয়ে Task 2 এর জন্য দ্বিগুণ স্কোর বরাদ্দ থাকে, তাই Task 1 এর জন্য ২০ মিনিট এবং Task 2-তে ৪০ মিনিট ব্যয় করাই শ্রেয়।

IELTS Reading Test এর মতো IELTS Writing Test এর ক্ষেত্রেও Academic Module আর General Training Module এর জন্য ভিন্ন হয়। তবে এক্ষেত্রে শুধু মাত্র IELTS Writing Task 1 এর জন্য ভিন্ন প্রশ্ন হয়ে থাকে আর IELTS Writing Task 2 এর জন্য Academic ও General Training Module -এর পরীক্ষায় একই প্রশ্ন করা হয়।

Scoring Criteria: IELTS Writing Test এর স্কোরিং মূলত চারটি বিষয়ের ওপর ভিত্তি করে করা হয়। সেগুলো হলো:

Task Achievement/ Task Response: আপনার লেখায় IELTS Writing Test এর প্রশ্নের উত্তর কতোটা সুন্দরভাবে উপস্থাপন করতে পেরেছেন, তা মূল্যায়ন করা হয়, Task Achievement এর মাধ্যমে। এক্ষেত্রে উত্তর লেখার সময় আপনি যে বিষয়গুলোতে নজর দিতে পারেন, তা হলো:

- যেকোনো প্রশ্নের উত্তর লেখার আগে, প্রশ্নপত্র ভালোভাবে পড়ে নেওয়া।
- প্রতিটা প্রশ্ন উত্তর করার চেষ্টা করা।
- প্রতিটি প্রশ্নের সবগুলো অংশের উত্তর স্পষ্টভাবে লেখার চেষ্টা করা
- সর্বনিম্ন Word limit মেনে উত্তর করা।

Cohesion and Coherence: আপনার লেখা সুসংগত এবং সুশৃঙ্খল হয়েছে কি না তা Coherence and Cohesion এর মাধ্যমে মূল্যায়ন করা হয়। এই অংশে একটি ভালো স্কোর পেতে আপনি এই বিষয়গুলো বিবেচনা করতে পারেন:

- যেকোনো প্রশ্নের উত্তর লেখার আগেই ভেবে নিন, প্রশ্নের উত্তরটা কিভাবে লিখবেন।
- প্রতিটি প্যারায় একটি প্রধান পয়েন্ট রাখুন এবং সেটি নিয়ে বিস্তারিত আলোচনা করুন।
- পর্যাপ্ত পরিমাণে Linking/ Cohesive Device ব্যবহার করুন।
- লিখার শেষে কিছু সময় বরাদ্দ রাখুন রিভিশনের জন্য।

Lexical Resource: ইংরেজিতে আপনার Vocabulary কতোটা সমৃদ্ধ আপনার লেখার মাধ্যমে তা যাচাই করা হয় Lexical Resource অংশে। এই বিষয়ে ভালো স্কোর পাওয়ার জন্য আপনাকে উত্তর লেখার সময় যে সব বিষয়ের দিকে খেয়াল রাখতে হবে, তা হলো –

- যতোটা সম্ভব ভিন্ন শব্দ ব্যবহার করা। এজন্য সাধারণভাবে ব্যবহৃত শব্দের পরিবর্তে কোনো সমার্থক শব্দ ব্যবহার করতে পারেন।
- শব্দচয়নের ক্ষেত্রে খেয়াল রাখা।

Grammatical Range and Accuracy: আপনার ইংরেজি লিখায় ব্যাকরণ কতো সঠিক হয়েছে যাচাই করাই Grammatical Range and Accuracy অংশের প্রধান উদ্দেশ্য। এই অংশে ভালো স্কোর পাওয়ার জন্য আপনাকে যে সব বিষয়ের দিকে খেয়াল রাখতে হবে, তা হলো –

- বাক্যের গঠন প্রণালীর দিকে খেয়াল রাখা। অনেক ধরনের গঠন প্রণালী ব্যবহার করার চেষ্টা করা।
- প্রচুর লিখার অনুশীলন করতে হবে, যাতে ব্যাকরণগত ভুল থেকে শিক্ষা নেওয়া যায়।
- যেকোনো বাক্য কোনো ব্যাকরণগত ত্রুটি আছে কিনা, সে দিকে খেয়াল রাখা।

Strategies to improve writing score

IELTS Writing Test এ ভালো করার জন্য এই স্ট্র্যাটেজিগুলো মাথায় রাখতে পারেন-

Brainstorming: প্রশ্ন হাতে পেয়েই সরাসরি লেখা শুরু না করে, আপনি প্রশ্নে উল্লেখিত বিষয়গুলো নিয়ে ২-৩ মিনিট চিন্তা করে গুরুত্বপূর্ণ পয়েন্টগুলো চিহ্নিত নিতে পারেন। এই প্রক্রিয়াকে Brainstorming বলা হয়। সরাসরি লেখা শুরু না করে Brainstorming করে নিলে আপনার লেখা অনেক গোছানো, সুসংগত এবং সুশৃঙ্খল হবে, যা আপনার ব্যান্ড স্কোর বাড়াতে সাহায্য করবে।

Strong Thesis Statements and Topic Sentences: Thesis Statement হলো লেখার মূল বক্তব্য বা প্রস্তাবনা, যা আপনার লেখার সারাংশ তুলে ধরে। এটি যে আপনি যে বিষয়ে আলোচনা করছেন এবং আপনার মূল যুক্তিগুলো একত্রামিনারের কাছে স্পষ্ট করে দেয়। সাধারণত, থিসিস স্টেটমেন্টটি প্রবন্ধের প্রথম প্যারাগ্রাফে রাখা হয়। অন্যদিকে, Topic Sentence হলো প্রতিটি প্যারাগ্রাফের প্রথম বাক্য, যা সেই প্যারাগ্রাফের মূল বিষয় বা ধারণা ব্যাখ্যা করে। শক্তিশালী থিসিস এবং পরিষ্কার টপিক সেন্টেন্স ব্যবহার করলে একত্রামিনার আপনার যুক্তিগুলো সহজে বুঝতে পারবেন, যা IELTS Writing পরীক্ষায় আপনার স্কোর উন্নত করতে সহায়ক হবে।

Address the Task Prompt Fully: IELTS Writing Test এ প্রশ্নের পুরোপুরি উত্তর দেওয়া খুবই গুরুত্বপূর্ণ, কেননা, এখানে Task Achievement এর উপর নায়ার থাকে। তাই, এই পরীক্ষায়, আপনাকে যা জিজ্ঞাসা করা হয়েছে তার সব দিক বিবেচনায় নিয়ে এবং সঠিকভাবে উত্তর দিতে হবে। উত্তর লেখার সময় নিশ্চিত করুন যে আপনার লেখার প্রতিটি অংশ প্রশ্নে উল্লেখিত বিষয়ের সাথে সম্পর্কিত। প্রশ্নে যা চাওয়া হয়নি তা নিয়ে লেখার প্রয়োজন নেই।

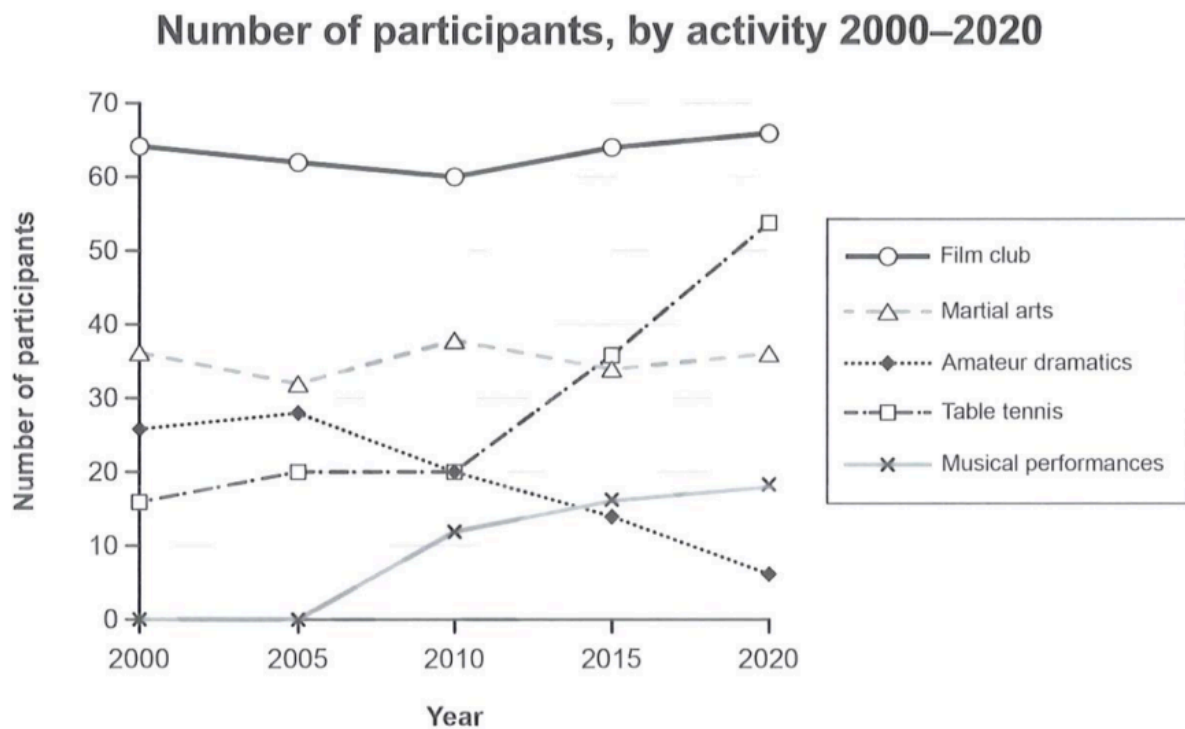
Writing Task 1 (Academic): Academic Writing Task 1 এ আপনাকে একটি গ্রাফ, চার্ট, টেবিল, ম্যাপ বা ডায়াগ্রামের ছবি দিয়ে এর Summary লিখতে বা সংক্ষেপে বর্ণনা করতে বলা হবে। IELTS Writing Task 1 -এ সর্বনিম্ন ১৫০ শব্দে উত্তর লিখতে হবে। IELTS Academic Writing Task 1 এ যে ধরনের প্রশ্ন হয়ে থাকে তা নিচে দেওয়া হলো:

- 1) Bar Chart
- 2) Line Graph
- 3) Pie Chart
- 4) Table
- 5) Diagram
- 6) Map

IELTS Academic Writing Task 1 এর কিছু নমুনা প্রশ্ন হলোঃ

1. The graph below gives information on the numbers of participants for different activities at one social centre in Melbourne, Australia for the period 2000 to 2020. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Sample answer: The line graph illustrates the number of participants in five activities—film club, amateur dramatics, table tennis, musical performances, and martial arts—at a social center in Melbourne over a twenty-year period from 2000 to 2020. Overall, film club attendance was consistently high, while interest in amateur dramatics waned sharply, making it the least popular activity at the end of the period shown.

It is evident that the film club remained the most popular activity, with a steady attendance of around 65 participants throughout the period. Conversely, amateur dramatics declined in appeal, starting with about 25 participants in 2000 and dropping to fewer than 10 by 2020, making it the least popular activity by the end.

Table tennis saw significant growth, especially from 2010 to 2020, when it surged past 50 participants. Musical performances also gained popularity after 2005, reaching nearly 20 participants by 2020, despite having no attendees initially. Martial arts attendance fluctuated around 35 participants, showing stability in its popularity overall.

2. The plans below show a harbour in 2000 and how it looks today. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.
3. The diagram below shows how a biofuel called ethanol is produced. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.
4. The charts below give information on the location and types of dance classes young people in a town in Australia are currently attending. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.
5. The graph below shows the average monthly change in the prices of three metals during 2014. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Writing Task 1 (General): General Training Writing Task 1 -এ আপনাকে একটি পরিস্থিতি দেওয়া হবে এবং আপনাকে একটি চিঠি লিখতে বলা হবে। এই চিঠিটা হতে পারে Formal Letter, Informal Letter বা Personal Letter -ও হতে পারে। General Training Writing Task 1 -এর কিছু নমুনা প্রশ্ন হলো-

1. You would like to reduce your working hours in order to study part-time. Write a letter to your boss. In your letter
 - explain why you want to reduce your working hours
 - say which hours you would like to work
 - describe how your part-time studies would benefit your employer

Sample answer:

Dear Mr. Ahmed

I am writing to request a reduction in my working hours to pursue part-time studies, which I believe will ultimately enhance my contribution to the team.

I recently enrolled in a professional development course relevant to our field, and reducing my hours would allow me to balance my workload while gaining new skills. Specifically, I would like to

work from 9 a.m. to 3 p.m. Monday through Thursday, maintaining my focus on key projects and supporting team objectives.

My studies are directly aligned with our department's goals, covering advanced project management and team leadership. I am confident that these skills will not only improve my own productivity but also enable me to take on more complex responsibilities, benefiting our team's efficiency in the long run.

Thank you for considering my request, and I am open to discussing how best to transition smoothly to this schedule.

Best regards

Samia

2. You are a member of an International Students' club. The club is organising an event to celebrate popular food from around the world. Write a letter to the event organiser, Luis. In your letter-
 - offer to make a popular dish from your country
 - describe what this dish is
 - explain why it should be included in the event
3. Five months ago, you started renting an apartment on a six-month agreement. You now wish to stay in the apartment for longer than the six months you originally agreed with the owner. Write a letter to the owner of your apartment. In your letter-
 - say how long you now want to rent the apartment for
 - explain why your plans have changed
 - tell the owner about a problem in the apartment
4. You started in your present job two years ago. You now feel it is important for your career development to move to a different department in the same company. Write a letter to your manager. In your letter-
 - say what you have learned in your present job
 - suggest how the company would benefit from moving you to a different department
 - explain why you do not wish to leave the company
5. You started in your present job two years ago. You now feel it is important for your career development to move to a different department in the same company. Write a letter to your manager. In your letter-

- say what you have learned in your present job
- suggest how the company would benefit from moving you to a different department
- explain why you do not wish to leave the company

Writing Task 2: IELTS Writing Task 2 তে আপনাকে যেকোনো একটি নির্দিষ্ট বিষয়ের উপর একটি essay লিখতে হবে। এক্ষেত্রে কিছু দৃষ্টকোণ (Point of Views), যুক্তি (Arguments) বা কোনো একটা সমস্যা (Problems) দেওয়া হবে। এটি আপনার মতামত বা সমস্যা সমাধানের উপর ভিত্তি করে উত্তর লিখতে হবে। IELTS Writing Task 2 -এ সর্বনিম্ন ২৫০ শব্দে উত্তর লিখতে হবে।

IELTS Writing task 2 তে যে ধরনের প্রশ্ন হয়ে থাকে তা নিচে দেওয়া হলো:

1. Opinion Essay (Agree or Disagree)
2. Discussion Essay (Discuss Both Views)
3. Advantage and Disadvantage Essay
4. Problem and Solution Essay
5. Double Question Essay (Two-Part Question)

IELTS Academic Writing Task 2 এর কিছু নমুনা প্রশ্ন হলোঃ

1. Some people think that competition at work, at school and in daily life is a good thing. Others believe that we should try to cooperate more, rather than competing against each other. Discuss both these views and give your own opinion.

Sample answer:

In today's world, there is ongoing debate over whether competition or cooperation leads to better outcomes in work, school, and daily life. Some believe that competition drives individuals to excel, while others argue that cooperation fosters greater harmony and success. In this essay, I will discuss both views and argue why I believe a cooperative approach, with a healthy dose of competition, is most beneficial.

To begin with, supporters of competition argue that it motivates individuals to reach their highest potential. In workplaces, competitive incentives such as performance-based rewards encourage employees to enhance their skills and achieve ambitious goals. Likewise, in schools, competition can push students to excel, preparing them for the demands of the professional world. However, while competition drives ambition, it can also lead to stress and unhealthy rivalries, which may harm mental well-being over time.

In contrast, cooperation fosters a supportive environment where people work towards shared goals. In the workplace, for instance, collaboration enables employees to combine their strengths, often leading to better productivity and creativity. In educational contexts, cooperative activities

help students develop essential communication and teamwork skills, which are crucial for success in today's collaborative world. Although cooperation may not push individuals to their absolute limits, it creates trust and reduces stress, which can lead to long-term personal and professional fulfillment.

To conclude, a balanced approach is best in my view, as competition can be beneficial in moderation, but fostering cooperation is essential for creating stable and harmonious environments. Encouraging a cooperative mindset while allowing healthy competition helps individuals achieve their goals without sacrificing well-being or relationships.

2. The working week should be shorter and workers should have a longer weekend. Do you agree or disagree?
3. It is important for everyone, including young people, to save money for their future. To what extent do you agree or disagree with this statement?
4. In many countries nowadays, consumers can go to a supermarket and buy food produced all over the world. Do you think this is a positive or negative development?
5. Some university students want to learn about other subjects in addition to their main subjects. Others believe it is more important to give all their time and attention to studying for a qualification. Discuss both these views and give your own opinion.

Sample Questions-এর উত্তর পেতে এবং
Writing Module প্র্যাকটিস করতে জয়েন করুন

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IELTS Speaking Module

IELTS Speaking Test মূলত Examiner এবং Test taker এর মধ্যে ১১-১৪ মিনিটের একটি সেমি-ফরমাল Oral ইন্টারভিউয়ের আদলে হয়ে থাকে। Speaking test এর মাধ্যমে পরিমাপ করা হয় আপনি কতটা স্বাচ্ছন্দ্যের সাথে ইংরেজি ভাষায় নিজেকে প্রকাশ করতে পারেন। আমরা সবাই ইংরেজি লিখতে, পড়তে বা বুঝতে পারলেও ইংরেজিতে কথা বলতে গিয়ে লজ্জা পাই। তাই IELTS এর চারটি ভাগের মধ্যে Speaking Test নিয়েই পরীক্ষার্থীরা সবচেয়ে বেশি সংকোচ বোধ করেন।

Speaking অংশটি Academic ও General IELTS এর জন্য একই রকম। সাধারণত IELTS Speaking Test, Listening, Reading ও Writing পরীক্ষার কয়েকদিন আগে বা পরে হয়ে থাকে।

IELTS Speaking Test -কে তিন ভাগে ভাগ করা হয়-

- 1) IELTS Speaking Part 1 (Introduction)
- 2) IELTS Speaking Part 2 (Long Turn/ Monologue):
- 3) IELTS Speaking Part 3 (Discussion with Examiner)

Part 1: IELTS Speaking Part 1 হলো পরীক্ষার্থীর পরিচয় পর্ব। Part 1 এর শুরুতে Examiner তাঁর নিজের পরিচয় দেবেন এবং পরীক্ষার্থীর পরিচয় নিশ্চিত করবেন। তারপর পরীক্ষার্থীর সাময়িক জড়তা কাটাতে এবং নার্ভাসনেস দূর করতে পরীক্ষার্থীকে নিজের সম্পর্কে বা দৈনন্দিন জীবন নিয়ে প্রশ্ন করা হবে, যেমন: আপনার নাম, জন্মস্থান, পেশা, শখ ইত্যাদি। এই অংশের প্রশ্নগুলি পরীক্ষার্থীর ব্যক্তিগত জীবনের বিভিন্ন দিক নিয়ে করা হয়, তাই এই প্রশ্নগুলোর উত্তর দেওয়া সাধারণত তুলনামূলকভাবে সহজ।

IELTS Speaking Part 1 এর জন্য সাধারণ কিছু প্রশ্ন হলো –

1. Do you work or do you study?
2. Can you describe your hometown?
3. What do you usually do in your free time?
4. Can you tell me about your family?
5. Can you describe your favourite room in your house?

Part 2: Part 2 এর শুরুতে পরীক্ষক আপনাকে একটি কিউ কার্ড বা টাস্ক কার্ড দেবেন, যেখানে একটি নির্দিষ্ট টপিক এবং সেই সাথে ঐ টপিকের ওপর ভিত্তি করে কিছু প্রশ্ন থাকবে। এরপর, আপনাকে প্রস্তুতি ও নোট নেওয়ার জন্য ১ মিনিট সময় দেওয়া হবে। ১ মিনিট পার হয়ে গেলে সাবলীলভাবে ইংরেজিতে কথা বলতে হবে, এর পাশাপাশি টাস্ক কার্ডে লিখা প্রশ্নগুলোর উত্তরও বলতে হবে। এই সময়ে পরীক্ষক আপনাকে থামাবেন না। ২ মিনিট শেষে পরীক্ষক আপনাকে থামিয়ে ওই টপিকের উপর ১-২টি ফলো-আপ প্রশ্ন করবেন।

IELTS Speaking Part 2 এ থাকতে পারে এমন কয়েকটি টপিক ও প্রশ্ন হলো –

1. Describe a place you visited that has beautiful views. You should say:
 - where this place is

- when and why you visited it
- what views you can see from this place

and explain why you think these views are so beautiful.

2. Describe a law that was introduced in your country and that you thought was a very good idea. You should say:

- what the law was
- who introduced it
- when and why it was introduced

and explain why you thought this law was such a good idea.

3. Describe a person from your country who has won a prize, award or medal. You should say:

- who this person is
- which prize, award or medal they received
- what they did to win this

and explain whether you think it was right that this person received this prize, award or medal.

4. Describe a car journey you made that took longer than expected. You should say:

- where you were going
- who you were with
- how you felt during the journey

and explain why this car journey took longer than expected.

5. Describe some food or drink that you learned to

prepare. You should say:

- what food or drink you learned to prepare
- when and where you learned to prepare this
- how you learned to prepare this

and explain how you felt about learning to prepare this food or drink.

Part 3: এই অংশে আপনাকে Part 2-এর সাথে থিম্যাটিকভাবে সম্পর্কিত কিছু প্রশ্ন করা হবে। এই অংশে একটি নির্দিষ্ট টপিক নিয়ে পরীক্ষক আপনার সাথে গভীরভাবে আলোচনা করবেন, সেই সাথে টপিকটির সাথে সম্পর্কিত কিছু প্রশ্নও করবেন। এখানে একাধিক প্রশ্নের মাধ্যমে পরীক্ষার্থীর ধারণা, মতামত কিংবা মত প্রকাশের দক্ষতা যাচাই করবেন।

IELTS Speaking Part 3 এ থাকতে পারে এমন কয়েকটি টপিক ও প্রশ্ন হলো –

1. The beauty industry

Do you agree that most beauty products are a waste of money?

How does the beauty industry advertise its products so successfully?

What do you think of the view that beauty products should not be advertised to children?

2. Beauty and culture

Why do many people equate youth with beauty?

Do you think that being beautiful could affect a person's success in life? Why might society's ideas about beauty change over time?

3. School rules

What kinds of rules are common in a school?

How important is it to have rules in a school?

What do you recommend should happen if children break school rules?

4. Working in the legal profession

Can you suggest why many students decide to study law at university?

What are the key personal qualities needed to be a successful lawyer?

Do you agree that working in the legal profession is very stressful?

5. Rewards for children at school

What types of school prizes do children in your country receive?

What do you think are the advantages of rewarding schoolchildren for good work?

Do you agree that it's more important for children to receive rewards from their parents than from teachers?

Scoring Criteria: IELTS Speaking Test এর স্কোরিং মূলত চারটি বিষয়ের ওপর ভিত্তি করে করা হয়। সেগুলো হলো:

Fluency and Coherence

Fluency and Coherence দিয়ে পরিমাপ করা হয় আপনি কতোটা কথা বলতে সাবলীল এবং কারো সাথে ইংরেজিতে কথা বলার সময় আপনি কথার মাঝে সামঞ্জস্য ধরে রাখতে পারেন কিনা। যতোটা সম্ভব স্বাভাবিক ও স্বতঃস্ফূর্ত থাকলেই Fluency and Coherence এ ভালো করা যায়। এছাড়া আপনি এই অংশে ভালো করার জন্য আরো যে সব বিষয় খেয়াল রাখতে পারেন, তা হলো –

- ধীরে সুস্থে গুছিয়ে বলা, কথার মাঝে তাড়াছড়া না করা।
- কথার মাঝে বিরাম চিহ্নের ব্যবহারের জন্য বিরতি দেওয়া।
- যেকোনো প্রশ্নের উত্তর সংক্ষিপ্তভাবে না দিয়ে, কিছুটা বিস্তারিতভাবে বলা।

Lexical Resource

Lexical Resource দিয়ে ইংরেজিতে আপনার Vocabulary বা শব্দভান্ডার কতোটা সমৃদ্ধ তা যাচাই করা হয়। এক্ষেত্রে ভালো স্কোর পাওয়ার জন্য আপনি কথা বলার সময় যে সব বিষয়ের দিকে খেয়াল রাখতে পারেন, তা হলো –

- শব্দচয়নের ক্ষেত্রে খেয়াল রাখা।

- একই শব্দ বার বার ব্যবহার না করে যতাসম্ভব synonyms, বা সমার্থক কিন্তু ভিন্ন শব্দ ব্যবহার করা।
এজন্য সাধারণ শব্দের পরিবর্তে বিভিন্ন অর্থবহ শব্দ ব্যবহার করার চেষ্টা করা।
- Phrases and Idioms ব্যবহার করা।

Pronunciation

Pronunciation অংশে আপনার ইংরেজি ধ্বনির উচ্চারণের স্পষ্টতা এবং শুদ্ধতা, আপনার কথার বোধগম্যতা, stress ও intonation ব্যবহার করার ক্ষমতা ইত্যাদি পরীক্ষা করা হয়। আপনার মাতৃভাষার প্রভাব, বা accent এর কারণে আপনার speech বুঝতে অসুবিধা হচ্ছে কি না তাও যাচাই করা হয়। মূলত কতটা আপনি স্পষ্টতার সাথে আর সঠিকভাবে শব্দগুলো উচ্চারণ করতে পারেন, তা যাচাই করা এই অংশের মূল উদ্দেশ্য।

Pronunciation অংশে ভালো স্কোর করতে আপনাকে যে সব বিষয় খেয়াল রাখতে হবে, তা হলো –

- প্রতিদিন উচ্চারণ অনুশীলন করা।
- যাদের Native Language বা মাতৃভাষা ইংরেজি, তাদের কথা শুনে উচ্চারণ প্র্যাকটিস করা।
- যেকোনো শব্দ উচ্চারণের ক্ষেত্রে স্বরভঙ্গির সঠিক ব্যবহার জানা।

Grammatical Range and Accuracy

ইংরেজিতে আপনার কথার ব্যাকরণগত দক্ষতা যাচাই করাই Grammatical Range and Accuracy অংশের প্রধান উদ্দেশ্য। এই অংশে ভালো স্কোর পাওয়ার জন্য আপনাকে কথা বলার সময় যে সব বিষয়ের দিকে খেয়াল রাখতে হবে, তা হলো –

- অনুশীলন করা, ব্যাকরণগত ভুল থেকে শিক্ষা নেওয়া।
- যেকোনো বাক্যের ব্যাকরণগত গঠন ঠিক হচ্ছে কিনা, সে দিকে খেয়াল রাখা।
- সাধারণ থেকে জটিল বাক্য গঠন অনুশীলন করা, এক্ষেত্রে আপনি Active to Passive voice, Direct speech to indirect speech, Conditional sentences ইত্যাদি প্র্যাকটিস করতে পারেন।

Strategies to improve speaking score

IELTS speaking Test এ ভালো করার জন্য এই স্ট্র্যাটেজিগুলো মাথায় রাখতে পারেন-

Reading aloud: এর এই টেস্ট নিয়েই পরিক্ষার্থীরা সবচেয়ে ভয়ে থাকেন, কেননা স্বভাবতই অন্য ভাষায় কথা বলতে জড়তা কাজ করে। এই জড়তা আবার দুই প্রকার- শারীরিক এবং মানসিক। শারীরিক জড়তার কারণ হচ্ছে আমরা ইংরেজি ধ্বনি উচ্চারণ করতে অভ্যস্ত না। এই অভ্যস্ততা বাড়াতে নিয়মিতভাবে জোড়ে জোড়ে যেকোনো ইংরেজি বই, প্যাসেজ, বা প্যারাগ্রাফ পড়া অনেক ভালো একটি কৌশল হতে পারে।

Use linking words and phrases: কোনো প্রশ্নের উত্তর ব্যখ্যা করার সময় অবশ্যই আপনার ধারণা বা যুক্তিগুলোকে যথাযথ linking words (and, however, furthermore, etc.) দিয়ে যুক্ত করার চেষ্টা করবেন। এতে আপনার উত্তর অনেক গোছানো এবং সংলগ্ন শোনাবে, যা আপনার Fluency and Coherence এর নাম্বার বাড়াতে সাহায্য করবে।

DON'T MEMORIZE!: কোনোভাবেই কোনো প্রশ্নের মুখস্ত উত্তর দেওয়ার চেষ্টা করবেন না। এক্সামিনাররা সাধারণত সহজেই মুখস্ত উত্তর বুঝতে পারেন, এবং এমন হলে আপনার Final Band Score এও খারাপ প্রভাব পড়বে।

Sample Questions-এর উত্তর পেতে এবং
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*আসন সংখ্যা সীমিত



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